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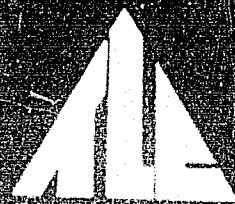
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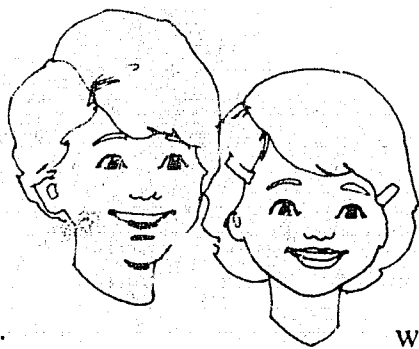
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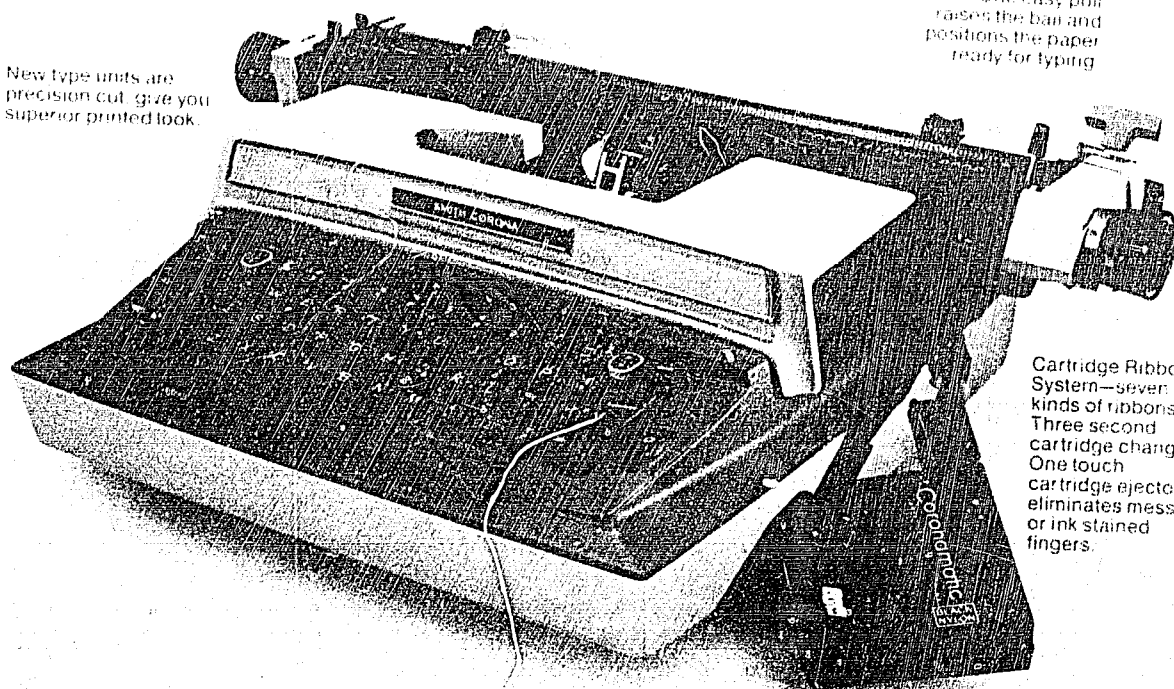
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THE B.C. TEACHER, SEPTEMBER-OCTOBER 1980

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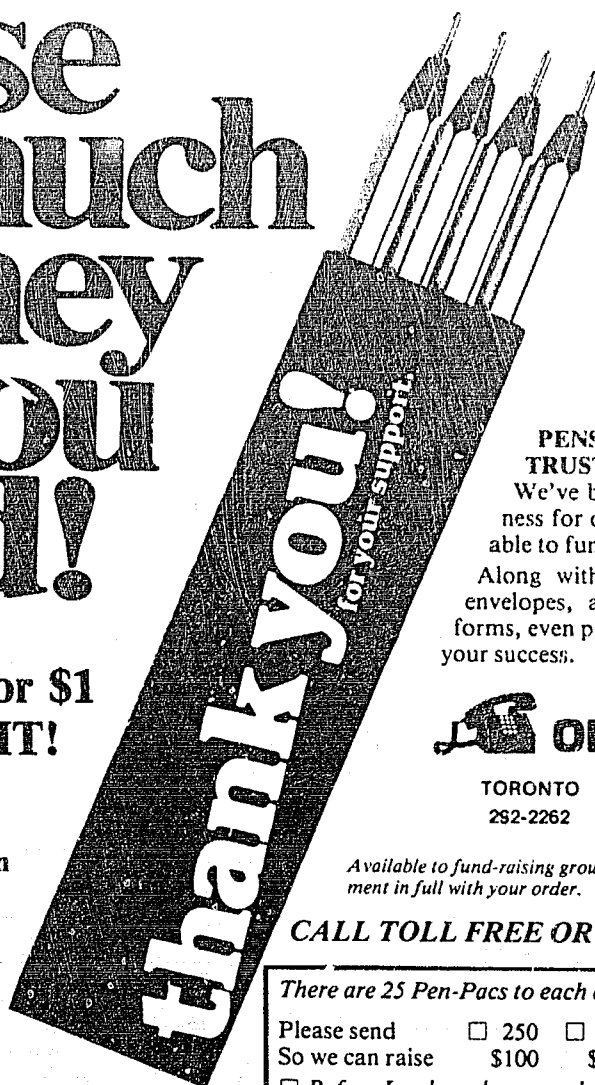
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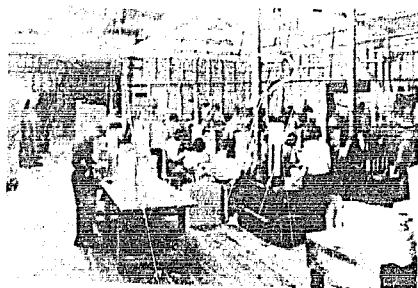


PHOTO CREDITS

B.C. Sports Hall of Fame and Museum — pp. 10 (bottom right); Charles Heath — p. 7 (bottom) and 12; Legal Services Society — p. 16; Michael Shelbourne — pp. 7 (middle), 21, 23, 38; Tourism B.C. — front cover, p. 11; Vancouver Public Library — pp. 7 (top), 24, 25; The Vancouver Sun — p. 13.

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COVER STORY

Our cover this month symbolizes a special issue on the community's role in education. The three communities shown in the map of our province represent the many communities throughout B.C. They are: (top) Stewart, (middle) Gibsons, and (bottom) Bella Coola. All communities have roles to play in the education of their young people, and this issue discusses some of those roles.

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From Our Readers

BURNOUT

●The article on teacher burnout in your May-June issue prompted me to make a personal check off from the taxonomy of symptoms cited by the writer.

With the two exceptions of high absenteeism and erratic menstruation, I have suffered from varying degrees of these symptoms ever since I entered the nursery of classroom teaching (incarcerative control) 25 years ago.

Since I have not yet succumbed to the final flame out, would this qualify me for the Guinness Book of Records? Or are there some who have suffered for longer?

Charles Frizell
Vancouver

SCHOOLS WITHOUT FAILURE

●It was difficult to know why Jim Bowman found it necessary to disagree with Professor Ebel's views on "The Failure of Schools Without Failure (May-June)." Canadian identity has come into being and it is no more possible to assume that American conditions apply here.

As one with eight years of direct classroom teaching experience in secondary schools, mostly in the interior of B.C. and one year in metropolitan Vancouver, I have always thought that the schools without failure did not exist in the B.C. secondary school system.

In B.C. we have always known that success and failure are much more than the yin and the yang of the Chinese or the profit and loss or cost-effectiveness ratio of our economic system, which has a yen for the "God alone we trust Almighty \$."

Failures help us to legitimize successes. It is wrong to consider grading to be degrading, whether the commodity involved be eggs, fruits, lumber or human beings. There ought to be As, Bs, Cs, alphas, betas, epsilons, etc. with respect to everything or every being — a student or a teacher.

Despite the well known Peter Principle, it has been a strong Canadian belief in B.C. as well as A.D. that superior status in the pecking order of students, teachers and inspectors confers on the individuals concerned a superior wisdom. The continuing educational Darwinism in Canada seems to prove a reverse trend in North America in that the Americans want to imitate us, as shown by Ebel's able article.

B. A. Kamath,
Merritt

ENRICHMENT UNFAIR

●I wonder what we are to make of our prestigious B.C. Teacher's touting of the Pitt Meadows enrichment program (May-June).

Are we being asked to applaud it as innovative progress or hang our heads in shame at the experiential poverty of education in this province? What we are seeing, surely, is the resale of educational "staples" as "enrichment." First, through the core curriculum oversell, you impoverish the general educational product, then you enrich it by adding a little — a very little — of what you have taken away. Does the process sound familiar?

The authors tell us that, apart from a few "marginal" students, the program was a great success and that in many cases these gifted students "developed interests that may lead to future careers." More importantly, they tell us how the gifted students themselves believe they have benefited.

Anne and Kim were able to find out "what the term 'autistic' really means" by mixing with children with learning disabilities.

Terry-Lynn has been able to take a better look at herself and her dreams and has discovered that "dreams can be very helpful in discovering the world around us."

Grant reports that the program has been useful to him because "it allows me to work at my own speed, and teaches me to be independent and self-motivated."

Gary "had a chance to explore my own interests where the only mark is the personal satisfaction one gets from his/her own thing."

Well, bully for them! But which of these wonderful discoveries is not educationally essential for all our "marginal" and "sub-marginal" students — the remaining 95 per cent of the B.C. school population?

Shouldn't they also have opportunities to develop "interests that may lead to future careers"? Don't the "sub-marginals" also need to experience the realities of the worlds they learn? Are the dreams of the non-gifted less important than those of the gifted? Are the opportunities to "work at one's own speed" and grow toward personal autonomy to be reserved for an elite one in 20? And are the excitements and satisfactions of self-directed learning not for the masses?

Where is the student who would not benefit from such educational basics?

Even so, there are schools in B.C. that are

thinking of imitating the Pitt Meadows elitist enrichment program for the gifted. Let's hope that the parents of all those half million non-gifted students don't get to hear about this rip-off

Peter Croft,
Nanaimo

HARGREAVES SEXIST?

●Geoff Hargreaves' article in the May-June issue was distasteful. Although the focus of the article was on Hargreaves' inability to swim, I suspect this was only a forum for him to express his sexist comments.

Why does this man have to refer to women's breasts and make sexual innuendos, e.g., "Call me Sin"? This is not the first article in which I've noted his sleazy comments on women's bodies.

It is one thing to state a point of view; however, it is another to make irresponsible, degrading remarks under the guise of humor. While Hargreaves' point of view toward women comes across very clearly, I doubt if he would have the nerve to state it. I can't help but wonder how the parents of the students in his classes would feel if they saw this article. I think it is an embarrassment to teachers.

Hargreaves appears to be sweating in his picture. This is appropriate to the article.

J. Hannah
Hazelton

Ed: The photograph showed Hargreaves in a swimsuit, after having come out of the pool, but the cropping required made it difficult for readers to realize the intent of the photo.

MORE HUMOR?

●Day to day in the classroom all of us experience a wide assortment of human behavior. We all have our stories and jokes to tell.

These do make their way into our staff-rooms, and the best ones could appear in *The B.C. Teacher*. What I am suggesting is a "Just for Laughs" column or page.

Could we get the reaction of your readers to the suggestion?

Joanne Whitney,
Instructor, Douglas College

MONTESSORI EDUCATION

●Mr. Gardner's article on Montessori education (March-April) was a welcome post-Continued on page 14

General Motors Commitment to Driver Education: Now Stronger than Ever.

For years General Motors has been encouraging Canada's young people to learn to drive responsibly. History has proven that over the years General Motors dealerships have been the leaders in supporting Driver Education. We're proud to say this commitment has made us Canada's No. 1 supporter of Driver Education within the automotive industry.

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Phil Thomas's new record

● Vancouver teacher Phil Thomas, who has produced a record of folk songs to accompany a book of songs he had published earlier.

"Where the Fraser River Flows" features 19 of the 49 songs in Phil's book, *Songs of the Pacific Northwest*, reviewed in our March-April issue. The variety of songs and sounds is remarkable.

Phil sings the songs with the instrumental and vocal assistance of three other people, one of whom is Barry Hall, a professional musician and instrument teacher. Barry was one of Phil's pupils 25 years ago. ○



Dr. Olaf Rostad

● Dr. Olaf Rostad, deputy superintendent of the Burnaby School District, who spent the summer in Australia teaching the State College of Victoria faculty the principles and practices of supportive supervisory techniques.

Rostad is a strong advocate of supportive supervision and has designed and

conducted supervisory training workshops for several years. The emphasis of the workshops has been on assisting teachers to improve their teaching effectiveness. ○

● The social studies program at the B.C. Sports Hall of Fame and Museum. Why? Because this is one area where the students are taking the lead. They have identified an area of social history that excites them — sport, recreation and games.

This is an area where they have the expertise — and if we teachers are fast enough, we may just be able to catch up with them.

The draft proposed curriculum guide for social studies identified such skills as inquiry processes, interpreting maps and globes, and understanding time and chronology. The Hall of Fame's teacher-developed and student-field-tested grade level experiences for Grade 5, 6 and 7 address all three.

What is heritage? What is culture? What is an artifact? What is a time period in history? Where in B.C. did that sport hero or heroine come from? Where in the world did that athlete compete? Those are some of the questions dealing with inquiry processes and mapping.

The evolving role of sport, recreation and games from pioneer days to the present is a

meaningful way for students to understand time and chronology.

How do we put this into classroom terms and teaching strategies?

● Lesson Aids. The BCTF is producing film strips, games and puzzle activities to reinforce the program.

● Workshops. The Hall of Fame offers a 1½-hour workshop for teachers on site or at your school or teacher centre.

● Field trip packages for Grades 5, 6 and 7. You can book a field trip by telephone — 253-2311.

● Travel talk. Slide presentations of "Great Moments in British Columbia Sport" and "The Land of Yesterday's Superstars." ○

● School programs and teachers' workshops offered by the UBC Museum of Anthropology.

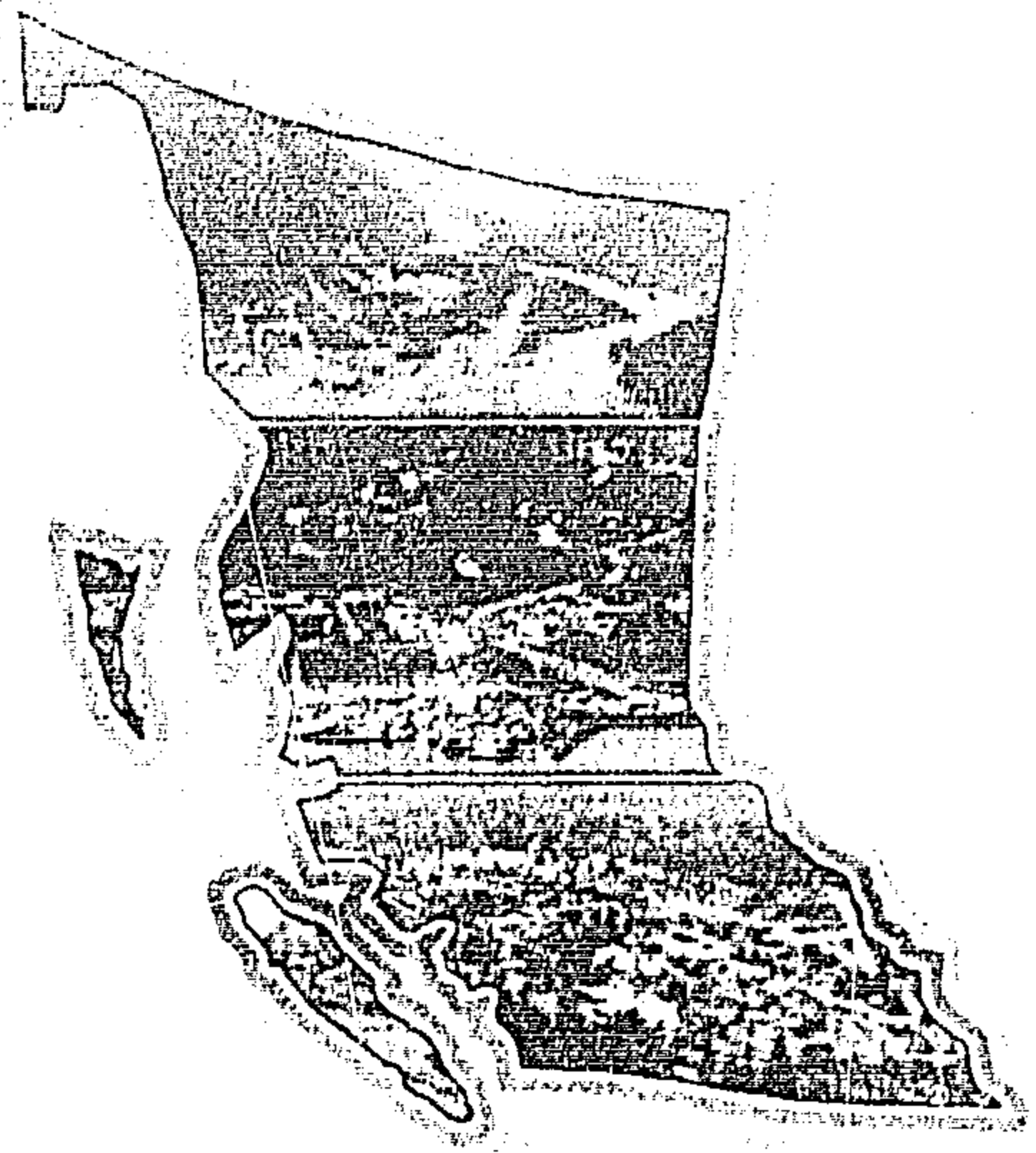
The museum offers tours of the museum, of a reconstructed Haida plank house outside the museum, and an exploration of the boxes and bowls in the museum's collections.

A variety of workshops for teachers is offered after school hours, in the evening and on Saturdays.

Full information is available from the museum, 6393 Northwest Marine Drive, Vancouver V6T 1W5. Tel.: 228-5087. ○



Students are fascinated by the exhibits of the Sports Hall of Fame and Museum. Here a group of elementary pupils learns about the Patrick brothers, who did so much for the development of hockey.



HEATHER HARRIS

●Education is a shared responsibility.

That maxim has been around a long time, but what does it mean? It suggests to our editorial board that the community shares the responsibility for education, that community resources are extensions of our classrooms, that the teaming of teacher, students and community can produce the optimum educational experience for our young people.

How does the community look at that idea? Are there groups or individuals who have taken the challenge and responsibility seriously and made a concerted effort to meet the needs of school children?

This issue of the magazine says YES. Many community groups have resources that are very useful to schools. We have chosen a few samples to illustrate the kinds of resources available.

Charles Ungerleider and Marilyn Stusiak discuss the part newspapers can play in the classroom. Pat Robertson outlines the school program of the Legal Services Society. Jim Carter, the province's new deputy minister of education, comments on community reaction to curriculum and curricular changes. Tom Morton points out the contributions the labor movement can make to the education of children. Sandy Goddard

gives us a glimpse of various lesson aids developed by community groups that are available through the BCTF Lesson Aids Service.

Such groups as those mentioned above have identified education as a priority and have teamed with educators to develop and use their resources to serve that priority.

Other groups, however, have identified education as a priority for entirely different purposes. Geoff Peters warns that the materials produced by some corporations for use in the schools are propaganda for those corporations rather than useful learning aids.

In a delightful piece of nostalgia, Frances Fleming takes us back to a time when the school was the hub of the community. And the inimitable Geoff Hargreaves ties in with our theme as only he can do.

We think you'll be impressed with the kinds of community resources you and your students can tap to give those students the best education possible.

Here, then is a special "community" issue. ○

Heather Harris teaches at Laura Secord Elementary School in Vancouver, and is a member of this magazine's editorial board.

The Newspaper

USING IT IN THE CLASSROOM

One community resource that can be very useful to schools is the daily newspaper, which can be used in a wide range of learning activities.

CHARLES UNGERLEIDER

●It is doubtful whether any social studies curriculum could achieve its purposes without the news media.

In British Columbia, for example, the proposed revision of the provincial social studies curriculum states that its purpose is "to assist in the development of competent and effective members of society who are knowledgeable and competent to participate in the society of Canada and the world." The news media, especially daily newspapers, are the principal means by which we obtain knowledge of the world in which we live.

Because they are poorly represented among the audiences for broadcast journalism, and because these media are more difficult to obtain for use in the classroom, the newspaper and the news magazine hold the most promise as regular resources for classroom use. Many teachers use the newspaper to engage pupils in the study of political, social, economic, cultural and scientific events and issues. Others use the newspaper as a vehicle for the study of language, the use of evidence, and the development of point of view.

Teachers for whom the use of the newspaper is most successful are themselves regular consumers of newspaper journalism. They are often intimately familiar with one or more local papers and they frequently read a news magazine on a regular basis. These teachers understand the strengths and limitations of the news media in general and their news sources in particular. They are aware, for example, that newspapers generally treat local issues with more depth than do other media; that newspaper articles do not generally provide the background found in news magazines; and that the broadcast media can deliver a story faster than either newspapers or news magazines.

Successful use of the newspaper in the

classroom also seems to be related to the teacher's ability to provide guidelines that will help their pupils get the most out of their experience. Such guidelines seek to encourage pupils to distinguish among the various purposes of the newspaper or news magazine.

For example, some teachers place limitations on the number of articles devoted to sporting events and other types of entertainment. As one teacher puts it, "If I allow pupils to devote as much time to sports as I do to public issues, they will get the misleading impression that sport is as important as politics."

In their preparation for discussion of newspaper articles, teachers for whom this approach works well develop a broad range of questions to stimulate pupils to use a variety of cognitive skills. In a language arts

lesson, one teacher engaged her Grade 7 class in an analysis of the language used in reporting sporting events. Her questions included: With what kinds of activity do we associate the terms "slaughtered," "bombed," "blasted," and "pummeled"? In what ways are football matches and hockey games similar to and different from warfare? What would be the result of using that kind of language to describe labor-management negotiations during a strike?

Teachers for whom the newspaper is a useful tool are selective in its use. These teachers provide variation in their presentation of newspaper content. Some occasions call for and justify the use of the entire paper. One teacher, for example, used several months of current editions of a local paper with several months of the same

Continued on page 14



The newspaper is the most up-to-date learning resource available. It offers students a wide variety of learning experiences, and capitalizes on their natural interest in the paper.



The Vancouver Sun



ITS EDUCATION PROGRAM

The Newspaper in Education program of B.C.'s largest newspaper offers both students and teachers many useful services.

MARILYN STUSIAK

●The Vancouver Sun takes a serious interest in young readers and the development of their reading skills. For more than 40 years The Sun has had a special space for children, the Sun Rays column. And the paper continues to encourage a greater reading facility among students with its Newspaper in Education service.

"We are firmly committed to an expanding NIE program, which we believe will provide continuing benefits not just to students but to parents and teachers as well," Sun publisher Clark Davey says.

The paper hopes that through this program students will:

- develop a continuing desire and ability to read a newspaper critically and reflectively;

- develop an understanding and concern for current social, economic and political issues and a motivation to involve themselves in their community;

- develop an understanding of the role of a free press in our society.

In its booklet, *Teaching Reading Skills Through the Newspaper*, the International Reading Association states that the newspaper:

- is the most accessible medium of print in the world;

- is the most current;

- is the most widely and consistently read piece of literature published.

Why use the newspaper in schools?

1. It's an adult medium. No big Grade 7 student with a reading problem likes to be seen carrying around *Six Ducks in a Pond*. But he or she is proud to be seen reading the newspaper.

2. It deals in reality, in what is happening here and now. Motivation is built in for reading and discussions.

3. It bridges the gap between the classroom and the real world outside.

4. It contains history as it happens, re-

ported as completely and objectively as is humanly possible.

5. It contains something for every student: feature articles on the newsmakers; analysis of contemporary issues; science as it develops; new information and entertainment.

6. It contains practical vocabulary, the words the students will use over and over again through life.

7. It can be marked, cut and pasted — important to young children who learn by doing and seeing.

8. It contains in its news stories the best models for clear, concise, simple writing.

9. It's the perfect model for teaching students to write for a purpose and for a particular audience.

10. It is the only up-to-date social studies text there is.

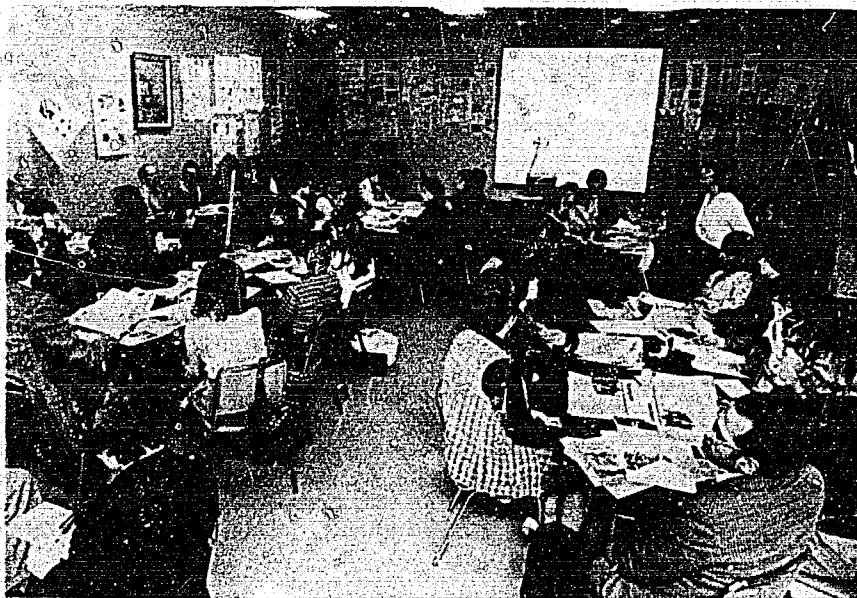
11. It is the only text the majority of children will continue to read throughout their lives.

12. It is an influential and integral part of our free society.

In September 1979 the Vancouver Sun introduced the weekly "Starting Point" page for school students.

In the winter of 1979 The Sun began a series of Newspaper in Education workshops for teachers, featuring Diane MacLean, manager of education services for the Canadian Daily Newspaper Publishers Association.

Continued overleaf...



Again this year the Vancouver Sun offers Newspaper in Education workshops to teachers who want to gain new ideas and to improve their methods and techniques for using newspapers in the classroom.

These workshops are designed to help teachers develop a variety of strategies and methods for using the newspaper in the classroom and to demonstrate how newspapers can motivate, enrich, and stimulate students' learning experiences through inquiry, exploration and discovery.

The popularity of these workshops indicated that it was time to train B.C. workshop leaders, and in May, school districts in the Lower Mainland nominated teachers to attend a Vancouver Sun sponsored three-day training seminar at the University of B.C.

The paper continues to develop its educational services to assist teachers who are interested in using the newspaper in the classroom. The Newspaper in Education service offers teachers:

● **Newspaper in Education workshops.** During the 1980-81 school year The Sun will offer a variety of workshops for teachers who want to gain new ideas and improve their methods and techniques for using newspapers in the classroom.



"I told you to stick to the newspaper!"

● **Starting Point page.** This page, which runs in the You section every Monday during the school year, focusses on living, learning and leisure ideas for elementary school students. Last year the Starting Point page had features on the future, other cultures, feelings, language, unusual jobs, fitness, sports, poetry, nature, computers, various aspects of science and more. Students' opinions, poetry, essays, and accomplishments were part of this feature page for young people. And, students read about places and programs where they

could go to explore, examine and discover new things in the community.

Teachers' ideas for Starting Point page topics are welcomed, and will be considered for use on the page, along with student work, which is used regularly on the page.

NEWSCOPE

● **Newscope.** In each issue of this four-page tabloid, Dr. Charles Ungerleider, Faculty of Education, UBC, and Kit Krieger, social studies department head, Sentinel Secondary School, West Vancouver, will prepare background material on a current news topic and offer teaching strategies for using related daily news stories in connection with provincially prescribed curricula at the upper intermediate, and secondary school levels. Newscope will be mailed to teachers subscribing to The Sun.

The October issue of Newscope will feature Canada's constitution, and the November issue will use the U.S. election as a vehicle for comparing the Canadian and U.S. electoral systems. The back page of Newscope will highlight coming topics on the weekly Starting Point page and suggest classroom applications.

● **Special rates.** Classroom subscriptions to The Sun are available at 12½ cents per copy, for Monday, Tuesday or Wednesday editions. Minimum order is 10 papers. Subscribing teachers will receive special teaching aid bonuses.

● **Guaranteed delivery.** Classroom subscriptions for Monday, Tuesday or Wednesday newspapers will reach schools within the Greater Vancouver Regional District by 16:00 on the day of publication, making the paper available for use the next morning.

RESOURCE CENTRE

● **Resource centre.** From October 20, a lending library of materials dealing with the use of the newspaper as an instructional tool will be available free to teachers during the school year.

● **Newspaper in Education Newsletter.** This newsletter will offer a variety of strategies and methods and exchange teachers' ideas for using the newspaper in the classroom.

● **Tours.** Student tours (Grades 6 to 12) of the Vancouver Sun plant are scheduled during the school year.

For further information about The Sun's Newspaper in Education program contact Marilyn Stusiak, Educational Services Office, 2250 Granville, B.C. V6H 3G2, or call 732-2323.O

Marilyn Stusiak is Newspaper in Education Co-ordinator for The Vancouver Sun.

The Newspaper

Continued from page 12

paper from the 1930s. The focal point for the unit was the question: "What does the newspaper tell us about our society in the 1930s and the 1970s?"

Another teacher told his class to imagine they were visitors from another planet who had obtained a copy of the Sunday comic section. He asked them to prepare an anthropological essay on the inhabitants of the planet Earth using only the information found in and inferences drawn from the comic section he provided.

Other occasions call for the use of a series of articles dealing with the development of a single issue over a period of time. Although the use of one edition or single news story is less frequent, such occasions do arise. One teacher used a half-page feature on world poverty along with a one-page advertisement for a local food chain as the focal point for a discussion of Canadian values.

Because they are aware of the limitations of a single medium of instruction, teachers tend to augment their use of the newspaper with a variety of other media.

Despite the diversity of uses to which the newspaper is put, successful use is universally associated with advance preparation and a well-developed rationale. A teacher put it well when she said, "Using the newspaper in the classroom requires perspective. I must be able to explain to students who listen to radio news why I am asking them to read the daily paper. I must be able to justify my use of the newspaper to my colleagues who want to know how it fits with provincially prescribed goals and content. And I must be prepared to explain to parents the benefits their children are getting from using the newspaper in the classroom." O

Charles Ungerleider is an associate professor in UBC's Faculty of Education.

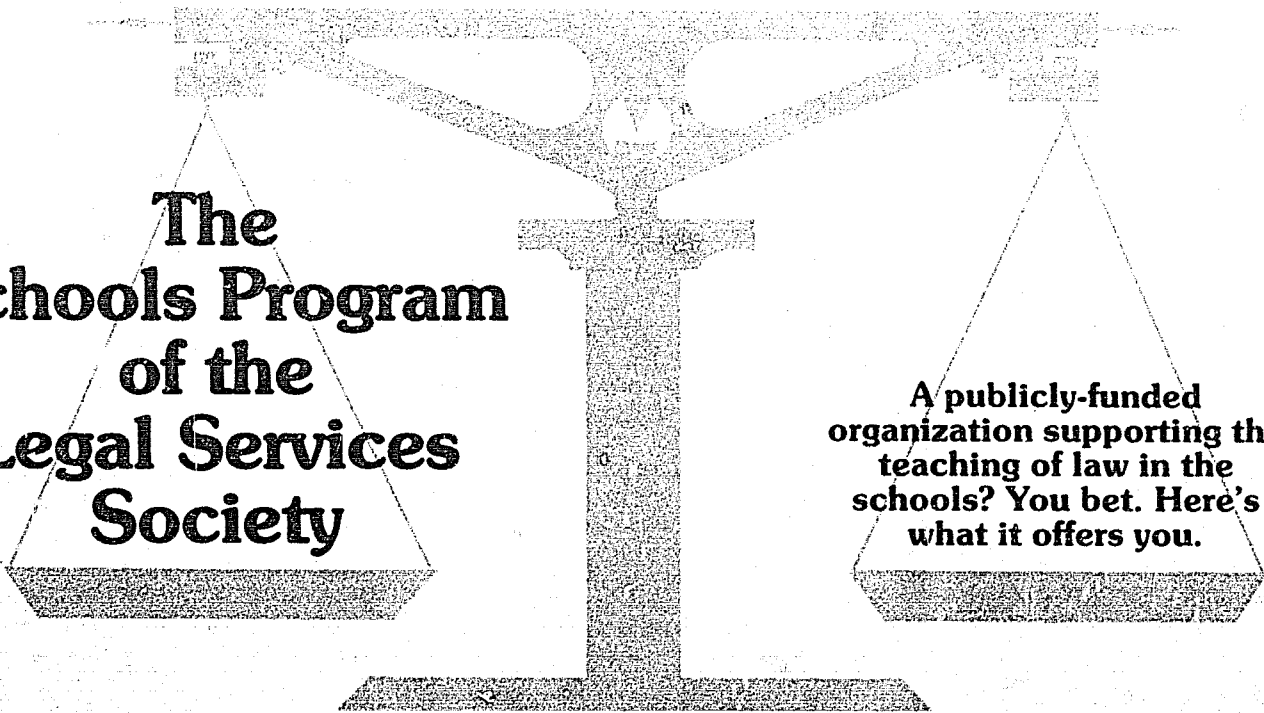
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tive statement on the effectiveness of this educational approach.

Your readers may be interested in knowing that a permanent training centre will be operational in Victoria this fall, headed by the president of the International Association of Progressive Montessorians, Angela Martin. Miss Martin will be teaching a course in pre-school education immediately after Thanksgiving and through to March 1981. A course in elementary Montessori education will follow.

Prospective students should write to A. Stevens, 126-C Rockland Avenue, Victoria V8V 3J2.

David Colussi
Victoria



The Schools Program of the Legal Services Society

A publicly-funded organization supporting the teaching of law in the schools? You bet. Here's what it offers you.

PAT ROBERTSON

● Readers of this magazine may be excused for feeling a trifle wary as they consider the theme of this issue: education as a community responsibility.

On the surface it's a motherhood statement no one would quarrel with; in practice it's been used by every special-interest group in the province to demand equal classroom time.

Teachers are bombarded by shrill voices insisting that they teach everything from environmental studies to drinking/driving. At the same time they are cautioned not to neglect the "basics."

Social Studies teachers, in particular, watching their curriculum undergoing a thorough overhaul over the last two years, are no doubt alarmed that not only are they expected to continue teaching history and geography, but will now have to contend with economics, political science and law as well.

It seems to me that, in the future, special-interest groups are going to have to give a good account of themselves to convince teachers that there are legitimate reasons

why Subject X should be covered in the classroom. That means that teachers, or organizations representing them, are going to have to sift through all the claims and separate the wheat from the chaff.

But it's not all chaff. It would be a mistake to assume that *all* external demands on the school system are made by groups whose motives are questionable or whose tactics reflect their belief in education-as-propaganda.

Which brings me to the Schools Program of the Legal Services Society. Our goal is to promote and develop the teaching of law in B.C. schools. Why, you may be asking, is there a whole organization (and a publicly-funded one at that) devoted to supporting the teaching of law, when law has never been more than an elective in the schools system? And what's so special about law? Doesn't another elective such as economics have an equally legitimate claim? Perhaps we are meeting an artificial need — a need that we ourselves have helped generate?

First, let's clear up a few misconceptions.

The Legal Services Society, of which we are a part, is *not* the Law Society, the governing body for lawyers in the province, and does not represent their interests or point of view. Instead, the Legal Services Society is a body set up by an act of the provincial legislature whose role is twofold: to provide legal aid to those who qualify, and to provide education, advice and information about the law to the general public. The Legal Services Society is funded largely through the Ministry of the Attorney-General but is independent of both government and the legal profession.

The Schools Program has existed as part of the Legal Services Society since 1975. The need for such a program was graphically demonstrated by a survey of Law 11 teachers and students headed by a UBC law professor the previous year. Although law had been a ministry-approved course since the early 50s, the survey discovered that curriculum materials on B.C. law were non-existent and that most law teachers were teaching the course because it was assigned to them, although they had little or

no background in the subject.

At the same time, however, there was high student interest in the subject area and a desire on the part of teachers for B.C.-oriented curriculum materials and teacher training. It was clear that both teachers and students appreciated the importance of learning about the law, realizing that the law affects every area of life and that ignorance of the law leaves us ill-prepared as citizens, as consumers and as persons who act responsibly toward others. The fact that Law 11 has increased in enrolment throughout the province at a time of declining student population, and is now the most popular elective, underlines student recognition of its importance.

As a response, then, to a need expressed by teachers themselves, the Schools Program was created. Our position as a special-interest group is probably unique. We are not privately funded; nor are we an association with a supporting membership. We came into existence to provide needed support to areas of the curriculum that already contain law (Law 11, General Business 12) as well as to promote awareness of the need for law at other grade levels and in other areas of the curriculum.

We are not part of the Ministry of Education or the BCTF, but have a good working relationship with both. Our status as a branch of the Legal Services Society is vital, since the importance of our role in supporting legal education in the schools is acknowledged. Equally important, our position in an organization providing comprehensive legal services gives us access to a wide range of resources that enable us to do a better job of providing information and assistance to teachers than would be possible if we existed on our own.

But what do we actually do? Consider the following an introductory tour, during which we'll point out some of the highlights.

1. CURRICULUM MATERIALS

The major portion of our budget and of the time of our three-person staff is spent in the preparation of curriculum materials on law-related topics. The Publications Catalogue of the Legal Services Society (available free from the address at the end of this article) now lists over 50 titles, of which 36 were developed for use in schools. Materials are developed by lawyers interested in legal education, law students, media producers, and teachers, in consultation with Schools Program staff. They range from student comic books and teacher guides to simulation games and audio-visual kits. All are priced at cost to keep them within teachers' buying range; some are free. All the audio-visual material is also available on free two-week loan.

2. WORKSHOPS

The Schools Program offers two-day

regional workshops around the province, primarily for Law 11 and General Business 12 teachers. There is no registration fee, and accommodation and lunches are subsidized by the program to enable as many teachers as possible to attend. Workshops focus on a particular area of the law (the 80/81 topic area will be labor law) led by a lawyer or law professor expert in the field. In fact it appears that the Schools Program workshops are fast becoming a route to eminence in the legal profession — the last two workshop leaders have both become associate deans of law at their respective universities!

3. NEWSLETTER

The Schools Program Newsletter is published five times a year and contains 12 information-packed pages on a particular legal theme. It also brings teachers up-to-date on recent significant court decisions, pending legislative changes, and new materials. Like the workshops, the newsletter enables the relatively-isolated law teacher in Fort St. John or the Queen Charlottes to be as up-to-date as the Lower Mainland teacher. It's also an additional resource for the classroom as well as background for the teacher.



A teacher looks over some of the materials produced by the Schools Program of the Legal Services Society. Thirty-six of 50 titles available were developed for use in the schools.

4. LOCAL FUNDING

The Schools Program provides funds for a teacher or community group to develop curriculum materials on a legal topic of particular local interest, or to organize a law-related program or workshop. Projects are funded up to a maximum of \$4,000 and must meet certain criteria. The next application deadline is December 1. Please contact the Schools Program if you would like more information.

5. TEACHER SURVEY

As part of an evaluation carried out last year, the Schools Program interviewed 53 Law 11 and General Business 12 teachers around the province over a two-month period. Whether in the quiet of a classroom

after school or amid the noise of a busful of students on the way to a field trip, teachers spoke of their need for continuing training and updated, accurate, usable materials. We discovered that, along with the People's Law School, we are the principal source of B.C.-oriented law materials. The valuable information we gained first hand has helped us refine our service, and we plan to conduct a survey on a regular basis.

6. SOCIAL STUDIES CURRICULUM REVISION

Two years ago, when the revision of the social studies curriculum was begun, the Schools Program organized a committee of Law 11 and General Business 12 teachers from around the province to argue for the inclusion of law in the mandatory revised curriculum.

It had long been the feeling of many law teachers that two law electives do not provide adequate time for covering such a complex subject, and that the senior level is too late to begin, especially since a number of students have already left school. It is necessary to begin much earlier, to build skills and knowledge grade-by-grade; in fact, a number of American programs begin in kindergarten to discuss such law-related concepts as fairness, and the position of the American Bar Association is that law education should be K-12.

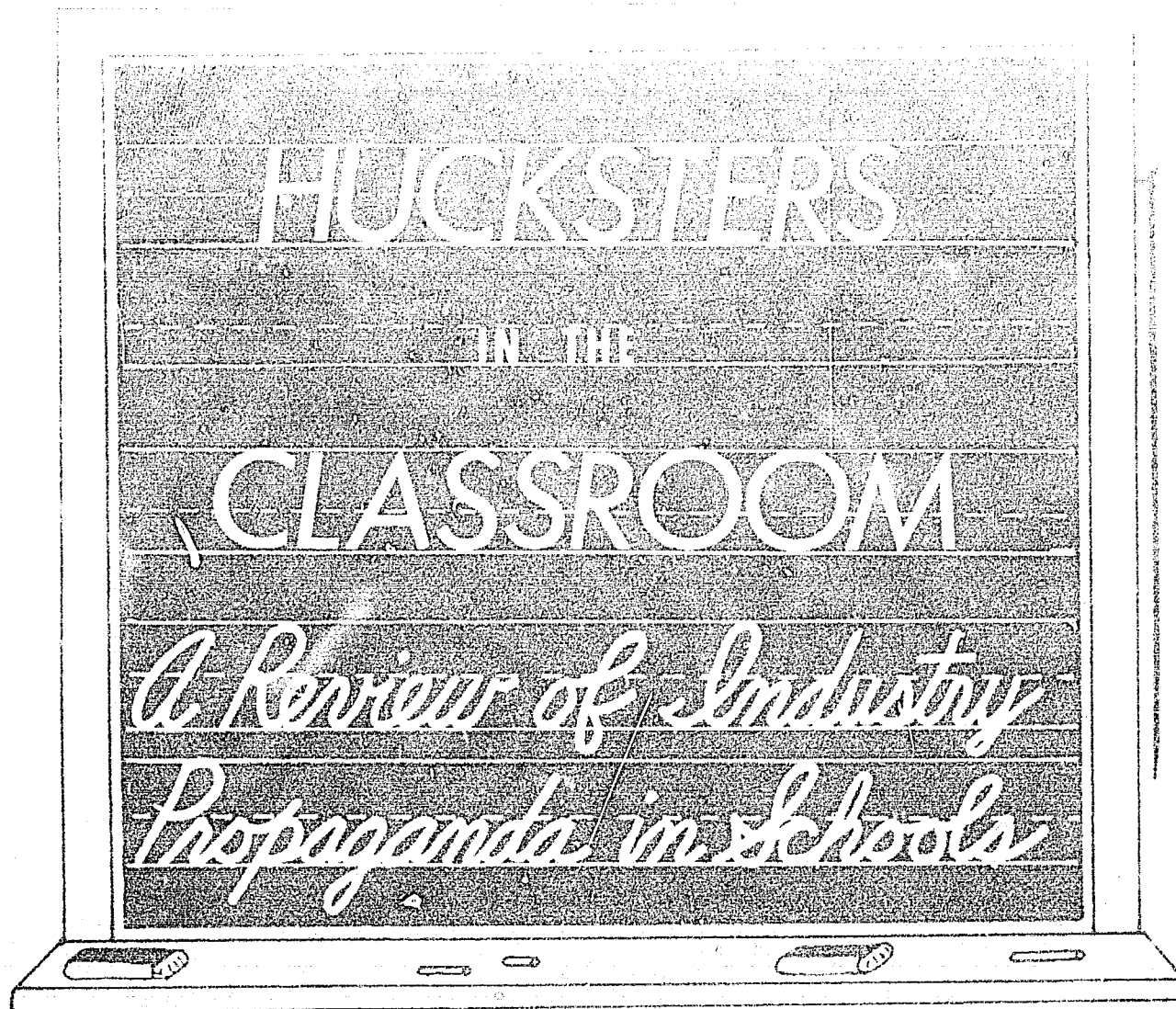
The Schools Program Committee submitted a brief to the Ministry of Education in the fall of 1978. The ministry adopted the inclusion of law in the curriculum in principle, and the Schools Program was subsequently one of only two special-interest groups given consultancy status by the ministry. The committee has responded to Draft No. 3 of the social studies curriculum, and expects continued involvement when the Law 11 elective comes up for revision this fall.

The field of legal education is still in its infancy in Canada, and the importance of a grounding in law is only beginning to be recognized. Demystifying law and making it accessible to students has profound implications for the entire curriculum. Just as education is too important to be left solely to educators, so law is too important to be left to the lawyers.

Thanks to teacher and student demand, students in this province have an unparalleled opportunity to become legally literate and to gain an understanding of law that will enable them to function more effectively as informed and vigilant citizens.

For more information, please contact: Schools Program Legal Services Society, P.O. Box 12120, 555 W. Hastings St., Vancouver, B.C. V6B 4N6. Phone: 689-0741.O

Pat Robertson is the publications co-ordinator for the Schools Program of the Legal Services Society.



Teachers need materials to make their classes more effective. Industries have responded to that need, but a new book charges that most of the "free" materials are propaganda for the corporations rather than genuine aids to learning.

GEOFF PETERS

●Are free educational materials from corporations an arm of the advertising industry?

A recent book from one of the Ralph Nader organizations says yes and warns about their influence. *Hucksters in the Classroom, A Review of Industry Propaganda in Schools*, by Sheila Harty of the Centre for Study of Responsive Law, Washington, D.C., examines industry's involvement in curriculum development, hidden (and not so hidden) product promotional messages and free films.

But the major concern of the author is the type of information that is reaching school age children. According to Harty the majority of free educational materials cover issues of current interest: nutrition, energy, the environment and economics. When such firms as Dr. Pepper, Planter's Peanuts, McDonalds, Kelloggs, General Mills and Post Cereals and the National Soft Drink Association produce materials on nutrition; when the iron and steel, forest, and chemical industry associations promote environmental issues; when the nuclear industry

takes on the job of educating children about energy, and when lessons in economics are distributed by the Chamber of Commerce; teachers' eyebrows cannot fail to rise.

Although Harty's book does not relate directly to Canada a review of this book is appropriate since corporate offerings are available in British Columbia and are advertised in the pages of *The B.C. Teacher*.

Hucksters in the Classroom is the product of a close look at the available materials. The study was the result of concerns regarding the types of materials that were

being used in schools, the message children were getting and the fact that corporate materials are not always advertised as such, but are often distributed through "front" organizations with such names as Instructional Materials Laboratory.

According to a 1976 National Education Association survey over half of the teachers in the U.S. use free materials from corporate sources. Teachers reported that they often rely on these materials because school or district library resources and commercial publishers do not have the up to date materials they need. Moreover, the increased stress on and workload of teachers mean that teachers welcome anything that will assist them in making their subject area more interesting, attractive, easier to grasp and save the teacher time in making up original materials for students. Accordingly, dozens of free film guides, free booklet lists and books that are lists or free what-have-yous are widely available.

The corporations and their associations are meeting an obvious need, but what is in it for them? Currently 64 percent of the Fortune 500 top industrial companies, 90 percent of the trade associations and 90 percent of the utilities distribute classroom and other materials. Their motivation is more than public relations. The corporations hope to create future consumers of their products, reach a select, captive audience with cheap advertising and change public attitude where that will help sales.

NUTRITION EDUCATION

Since the nutritional value of a food varies inversely with the amount spent on advertising it, one must look askance at the "sponsors" of nutrition education. Teachers can obtain McDonalds Action Packs on Nutrition, which have mimeograph stencil masters with the McDonalds arches on every page. Standard Brands produces Planter's Peanuts and the Mr. Peanut's Guides to Physical Fitness and Nutrition, from which students can learn that "Boys need to be physically fit so they can compete in sports and later can compete in society. Girls need to be physically fit because it makes them more attractive."

If soup is more to your liking, Campbell produces stencil materials with ads for V-8 juice or "Campbell Soups help make the dishes that save money" across the bottom.

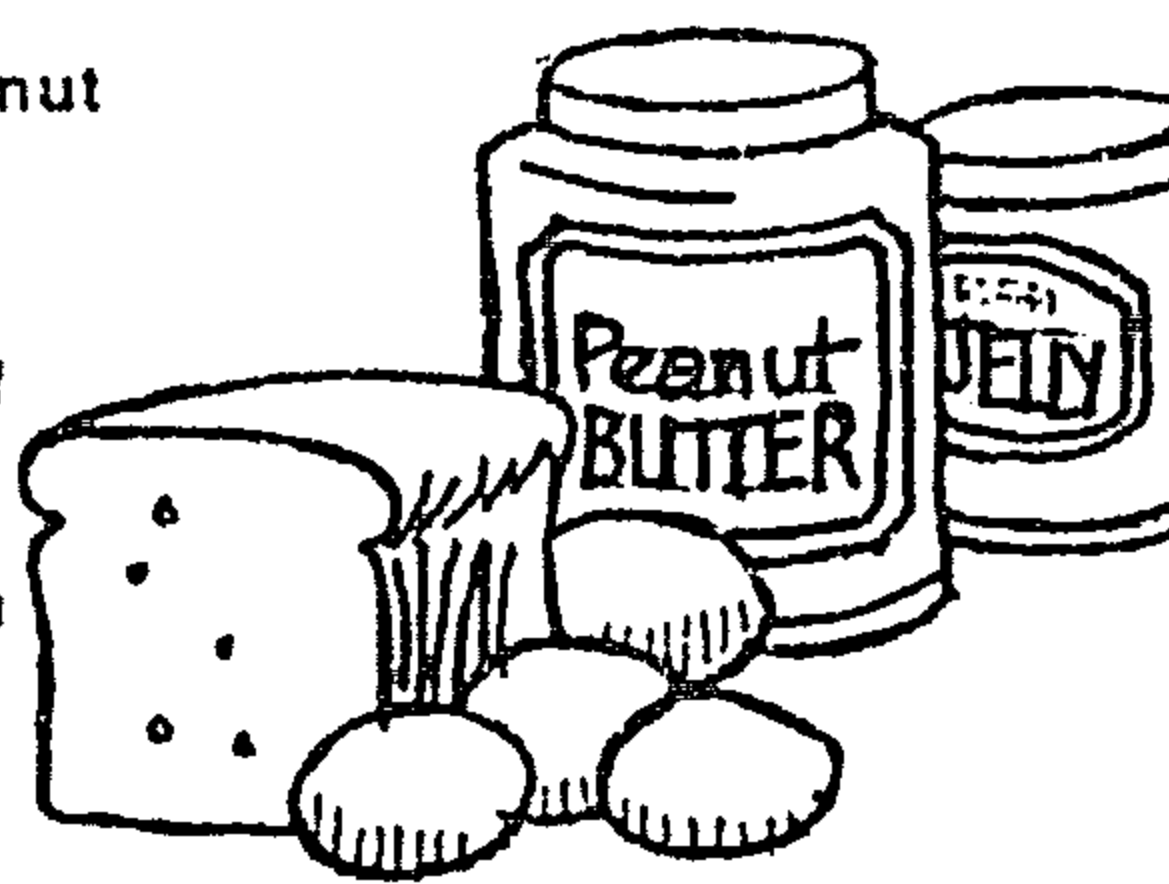
Elsewhere on this page is an example of a most-for-the-money main dish.

Home economics teachers, your copy of *Cooking with Dr. Pepper* is just a 17c stamp away.

Although General Mills (the cereal manufacturer) takes pride in its distribution of nutrition materials its thinking is questionable. Consider this misnamed candy breakfast bar that children may read about:

PEANUT BUTTER-JELLY STRATA

- 12 slices white bread
- $\frac{3}{4}$ cup chunk-style peanut butter
- $\frac{1}{2}$ cup grape jelly
- 1 can (10 $\frac{3}{4}$ ounces) condensed cream of chicken soup
- 1 soup can milk
- 4 eggs, slightly beaten
- Cinnamon
- Maple-flavored syrup



Make 6 peanut butter and jelly sandwiches; cut in half diagonally. In 2 $\frac{1}{2}$ -quart shallow baking dish (13x9x2"), arrange sandwich halves overlapping slightly. In bowl, combine soup, milk, and eggs; pour over sandwiches. Sprinkle with cinnamon. Cover; refrigerate 1 hour. Uncover; bake at 350°F. for 30 minutes or until set. Serve with syrup. Makes 6 servings.

From page 15 of A "Campbell" Cookbook: Most-for-the-Money Main Dishes from the Campbell Soup Company, 1975.

- $\frac{1}{2}$ cup butter or margarine
- 32 large marshmallows
- $\frac{1}{2}$ cup peanut butter
- $\frac{1}{2}$ cup of non fat dry milk
- $\frac{1}{4}$ cup of orange flavored breakfast drink
- one cup of raisins
- four cups of Cheerios

On the lighter side, the National Soft Drink Association credits the major nutritional contribution of soft drinks to pop's high water content. However, it is still possible to get unflavored, un-sugared, un-additived and un-dyed liquid from the tap.

Children using industry materials can learn that diet control and weight loss are best accomplished through eating fortified candy diet-bars and that the lettuce and tomato in a fast food burger constitutes the fruit and vegetable group.

A considerable portion of the nutrition section of *Hucksters in the Classroom* deals with the National Dairy Council, the oldest and largest producer of educational materials within U.S. industry. Harty criticizes the dairy council (whose materials are widely available in British Columbia) mainly for sins of omission. Lacking are any discussion of food additives for flavor and color or any mention of low fat dairy products. Also absent is any mention of lactase deficiency, which affects an individual's ability to properly make use of milk products. This problem exists for an estimated 55 per cent of the U.S. population and 70 per cent of American blacks.

ENERGY EDUCATION

According to Harty a serious problem

exists in this area. Since most of the material comes from electric utilities, public and private, she sees nuclear power advocacy reaching the schools under the guise of energy education in an attempt to catch the children young in order to build a future citizenry who are supportive of nuclear power.

The comic book format is widely used to attract and maintain student interest. Mickey Mouse and Goofy are the tour guides to the world of nukes although the terms might be more appropriately used to describe the nuclear industry's safety backup systems. Incidentally, in Great Britain it is illegal to use familiar cartoon characters that "prey on a child's natural credulity and sense of loyalty" for such advertising purposes. Board games are also available, one of which, the Energy Environment Game, has been blasted by both Audubon and environmental action magazines as "biased pro-nuclear propaganda."

In light of the nuclear accident at Three Mile Island the following quotes from student materials take on new meaning:

"No one has ever been injured or killed in a nuclear related accident in any commercial nuclear power plant." (For a Mature Audience Only, Westinghouse)

"Based on the evidence we have from past experience, the processing and shipping of nuclear fuel, and the use of that fuel in a reactor is as safe or safer, than mining coal and burning it to generate electricity." (The Atom and the Energy Crunch, Reddy Communications.)

"Nuclear plants are clean, odorless and generate electricity economically . . . and most important, help conserve fossil fuels."

(*The Story of Electricity*, Florida Power and Light).

"The Nuclear generating stations are just about the cleanest and most desirable neighbor that any community can have..." (*The Battle for Survival — The War Against Environmental Pollution*, Consumers Power Corporation)

"And there are a lot more advantages to nuclear fuel! It's clean in use! There's no combustion of any kind! And get this — there are no storage problems when this wonderful fuel is used. Plants no longer must store reserve coal or tanks of oil." (*NSP and the Atom*, Northern States Power Company.)

Teachers don't even have to make up tests. The nuclear industry has done that for you. See if you can guess what the correct answers are for these test items:

"1. The most important potential energy source for solving our immediate power problems _____"

"2. How many people have been injured by exposure to radiation while working in nuclear generating plants?"

Give up? They are 1. nuclear, and 2. none.

Harty criticizes these materials for promoting solely a pro-nuclear line and negating all other energy sources, such as solar, wind, tide and geo-thermal, as idealistic daydreams. Also under the gun is the lack of mention of storage of nuclear wastes, possible dangers of low level radiation contamination and in fact any problems whatsoever.

ENVIRONMENTAL AND ECOLOGY EDUCATION

The steel industry has taken the lead from the nuclear groups. Donald Duck and Mark Steel are two comic book stars who push the interests of this large industry. Harty criticizes both for having the gall to commend the steel industry for its achievements in combatting environmental pollution and implications in the materials that government environmental regulations are too stringent. The author cites a long list of charges, convictions and recalcitrance by steel companies in their efforts to avoid adhering to pollution guidelines. One illustration shows a bird, a butterfly, flowers, and a person fishing a few feet from the effluent pipe of a large factory.

The U.S. Manufacturing Chemists Association, representing 90 per cent of the chemical industry, produces its share of materials. One MCA booklet, *Water Pollution, Causes and Cures*, downplays the extent and seriousness of toxic pollutants in stating that "some of these cause taste and odor problems." Cancer, birth defects, neurological disorders and chronic diseases are ignored.

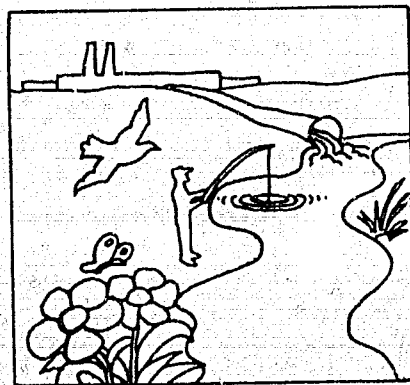
Another MCA publication states that the chemical industry has been involved in pollution prevention and control for over 30 years. Harty gives a long list of court cases and actions by MCA members that indicate that the extent of their involvement was in fighting pollution controls.

Although the general tone of the book is not supportive of industry's materials, the American Forest Institute's Project Learning Tree receives favorable comment. PLT, which is available in British Columbia, is given as an example of the better packages around. Teacher-designed, and not blindly supportive of the sponsoring industry (saw mills are listed as disruptors of the forest ecology), PLT is commended for good resource lists and bibliographies, which include conservation and environmental groups.

Yet for all this, Harty sees an ulterior motive in its development: the forest industry was under criminal investigation for alleged plywood price fixing and was trying to have large tracts of national forest released for timber cutting. The curriculum project and other concurrent activities were designed to bolster the industry's public image.

ECONOMIC EDUCATION

With 21 U.S. states mandating economic education, or "the essentials and benefits of free enterprise" as it is called in Texas, economics is also the target of industry's attention. The U.S. Chamber of Commerce in 1971 detailed a defensive strategy that business members can take to reverse trends toward anti-business and anti-profit attitudes. This plan included evaluating textbooks, getting on school boards, setting up a speakers' bureau, establishing faculty positions for private enterprise economics at universities and producing economic education materials.



An illustration from page 5 of *Economics of the Environment: An Activity Master Program for High School Students*, published by the American Iron and Steel Institute, 1977.

Print and audio-visual materials on economics for elementary and secondary students are provided by one of a number of various economics-oriented Foundations and such large corporations as Exxon, Bell Telephone, Standard Oil/Amoco and Amway.

Harty is concerned that the economics education materials are totally biased to represent only the views of the business community. She cites numerous examples of publications and curricular materials that ignore other economic theories, examples of non-American economies, and ignore the role of government in the economy. One example from the U.S. Chamber of Commerce's kit, *Economics for Young Americans*, criticizes federal withholding taxes and advises students to "let your Senators and Congressmen and your state legislators know" that "you want FEWER GOVERNMENT SPENDING PROGRAMS..." Later it exhorts students to "oppose any legislation that increases the tax burden on business." It is no wonder that an AFL-CIO representative in Texas objecting to the use of solely these materials said "That stuff is blatantly anti-union and blatantly prejudicial."

OTHER AREAS

Firms are involved in other subject areas as well. Teachers can obtain kits, publications, brochures and books describing the wonderful vitamins available in pickles, the "special place nutritionists reserve in the well balanced diet for candy" and the little known fact that "Cigarettes and civilization... seem to go together." Guess which are from the American Tobacco Company, Pickle Packers International Incorporated, and the National Confectioners Association.

Racism and sexism, usually in the form of stereotyping, abound in many of these materials. In *The Mochans, A Mythical Economic Society*, from Standard Oil/Amoco can be read, "... the voluptuous daughter of Big Daddy and Big Mama whose occupation is providing ripe melons for the Mochans." Educators may be more sensitive to these issues than corporations, but material of this sort should not be sanctioned in our schools.

Some of the implications of the entry of big business into the education market are yet to be felt. In parts of North America private corporations are reaching into the education field. The "privatization" of education may be a phenomenon of the 1980s. Will there be corporate control of the curriculum? What are the implications for our society?

Recently the Vancouver Board of Trade called for schools to do a better job of providing students with marketable skills.

Business apparently has a narrow understanding of the nature and purpose of the education system.

SOME PROHIBITIONS

The National Education Association recently amended its constitution to include under Health of Children: "Discourage the educational use of promotional materials with food themes that are biased toward specific commercial products." The National Council of Teachers of English passed a resolution to "find means to study dishonest and inhumane uses of language and literature by advertisers, to bring offenses to public attention, to propose classroom techniques for preparing children to cope with commercial propaganda."

School boards in the U.S. are also adopting policy: "The board, in order to forestall any conclusion that it endorses activities, merchandise, or services not directly a part of or an outgrowth of the school program, forbids the distribution of pamphlets, circulars, flyers or brochures advertising commercial events, activities, merchandise or services." (Prince Georges's County, Maryland).

"The Alexandria City Public Schools, by policy and practice, have avoided and have disengaged from advertising, promoting, sponsoring or selling any particular promotional ideas, products or activity." (Virginia)

A state statute in Rhode Island reads: "nor shall any person distribute through or in the public schools . . . any circular, sample, package, coupon, ticket or other similar advertising matter." California proscribes the use of textbooks that depict brand names, corporate logos or selected food products of low nutritional value.

Should teachers stop using free corporate materials? Obviously not. Teachers have always made use of whatever is available, tailored it for our students' age and ability levels and edited and weeded out inappropriate parts. If we use corporate materials, however, we should identify biases, seek materials from the "other side" or sides and encourage students to do likewise.

Because the matter is getting public and media attention, the BCTF should take a close look at the issue. A committee should prepare an inventory of the materials available in Canada, take a look at bias, prejudice or stereotyping, evaluate the balance and correctness of the information and determine the amount of teacher use, comment on the materials and develop policy.

The provincial government should be pressured to provide the necessary funds for teachers to develop curricular materials that meet current local needs. We should not have to rely on "donations" from private corporations.

Clearly, corporations wish to present their own viewpoint. Unfortunately, this is not the role of the education system. Schools are the arena for hearing, analyzing and examining the consequences of alternative policies. If corporations want to contribute to the education process they will

have to learn this lesson. If they will not change their approach, their advertising arms should be withdrawn from our schools. ☐

Geoff Peters is a primary teacher in Coquitlam. He is currently serving as full-time president of the Coquitlam Teachers' Association.

WE SMALL MISS THESE TEACHERS

In Service

Bevan H. Arkwright
Kathern I. (MacEachern) Barrow
George Blumer
Elgin R. Brown
Vincent E. Crook
Gail C. (Moyer) Merrill
William H. Thompson
Philippina Van Seters
May L. (Penny) Wharton

Last Taught In

Vancouver
New Westminster
Cranbrook
Central Okanagan
Mission
Nechako
Vancouver
Duncan
Shuswap

Died

June 3, 1980
June 26, 1980
August 24, 1980
April 6, 1980
April 8, 1980
July 22, 1980
June 26, 1980
August 6, 1980
April 15, 1980

Retired

James F. Aberdien
Lily Abrahamson
Lesleigh Armstrong
George Barclay
Lucia C. Becker
Carl H. Bennell
Ilma L. Bennett
James L. Bennett
Cleada (Graham) Bower
Ruth B. (Hetherington) Clant
Donald Gladmen
Fanny Grant
Grace E. Hart
Aileen M. (Bakka) Kembey
Eldon H. Knott
Jessie (Ades) Kullander
Rhoda J. (Hawley) Liddle
Margaret (MacLeod) Manuel
Marjorie H. McGregor
Wesley McKenzie
Constance (Buckley) McKibbin
Roberta (Whitacre) McPhee
Gladys (Hamilton) McTaggart
Kate A. (Simmonds) Muir
George Muirhead
William B. Stewart
Miriam Taylor
William H. Thompson
Geo A. Turner
Margaret P. (McLeod) Wilton

Last Taught In

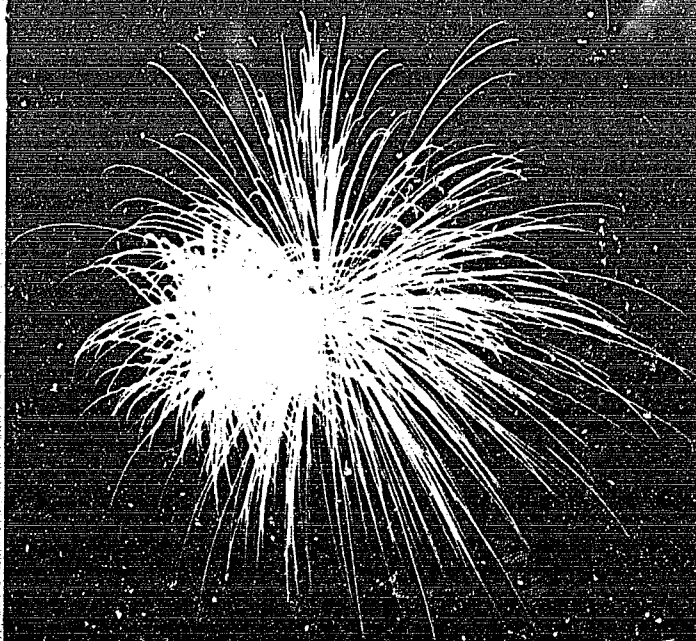
Richmond
Revelstoke
Richmond
Maple Ridge
Vancouver
Saanich
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Died

March 21, 1980
April 4, 1980
April 30, 1980
May 2, 1980
April 18, 1980
March 13, 1978
April 15, 1980
May 3, 1980
March 25, 1980
April 8, 1980
May 19, 1980
July 14, 1980
May 3, 1930
May 6, 1980
April 26, 1980
May 23, 1980
June 24, 1980
April 25, 1980
March 10, 1980
July 20, 1980
March 17, 1980
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Tosca



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Scarpia

RUGGERO BONDINO
Cavaradossi

NAPOLEON BISSON
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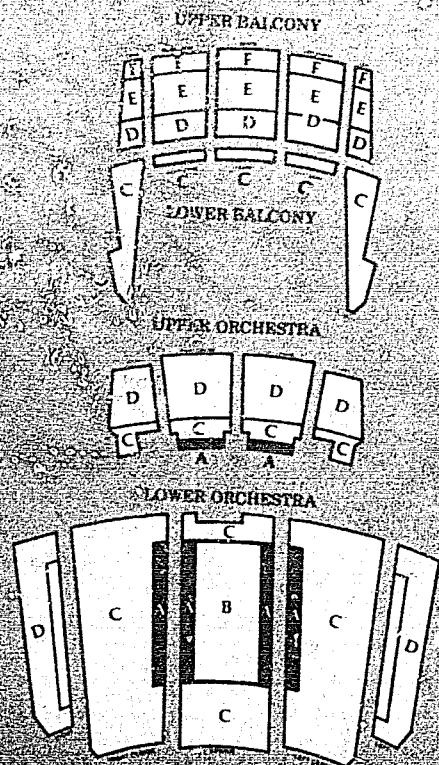
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RYAN EDWARDS
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BEN HEPPNER
Roderigo



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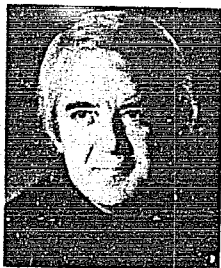
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THU. JAN. 29
SAT. JAN. 31

CAST



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Rigoletto

RICO SERBO
Duke

JOHN DODINGTON
Sparafucile



MARGARITA NOYE
Gilda

JANET STUBBS
Maddelena

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Conductor
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The Community and the Curriculum

an interview
with the new deputy minister of education

JUDITH TURNER

●The thing that interests some people most about schools is what those schools are teaching — the curriculum.

During the summer I asked R. J. Carter, our new Deputy Minister of Education, to comment on curricular matters and how people react to the B.C. curriculum.

Here is part of our conversation.

What interest, generally, does the public show in the curriculum?

They tend to show more interest in the controversial areas than they do in the ongoing core. For instance, writing became a problem and great interest was shown by the public about the teaching of writing skills. Now, whether that's true or not is a

moot point, but the public generally focuses on difficulties; doesn't focus on the ongoing, day-to-day slugging of everyday curriculum and teaching that goes on for every classroom teacher. As a result, I think we really get a skewed view of the curriculum and the public's interest in it.

There are many things in the field of



Although his time was at a premium during the summer, Jim Carter, then associate deputy minister of education, willingly agreed to be interviewed for this special issue. Judith Turner, chairperson of our editorial board, was interested in his views on how the community

views curriculum and curricular changes, and how the ministry reacts to pressure groups that want particular matters taught in the schools. Shortly after the interview Carter was appointed deputy minister, to succeed Dr. Walter Hartnick.

reading and mathematics education, in social studies and science and so on that go on primarily at a professional level and are not ever really dealt with by the public at large, so we have some interesting pressures.

An example is?

An example is the enormous pressure to have more time on writing. But there's also enormous pressure to have more time on daily physical education, on consumerism, on this and on that. We're constantly being pressured by advocacy groups to add to the curriculum. In the last three or four years I've never had anybody come and say, "You know, we should drop such and such from the curriculum," — it's all add. But we don't get many public advocates for the baseline general educational mandate that we have as teachers and educators.

So there's a very important balancing job that goes on, with the Ministry of Education trying to retain an appropriate balance in the various facets of education.

Somebody gave me a comment — I think attributed to you — to the effect that other government departments give more to the budget for curriculum development than the Ministry of Education does. How badly have I misstated that?

No, that's okay. At the present time, it's our understanding that *collectively* all other ministries have in their budgets *collectively* more money for curriculum work than does the Ministry of Education. I'm not sure that that's going to continue, but it's an important fact that people in environment, in law, in health, are all vitally concerned with what is taught in our schools about those areas, and consequently they have people working actively on educational programs.

So if there is public pressure, it is public in the sense of special groups who are interested in environment, in public health — I mean they're coming at you in that way?

Well, we're talking in those cases about government ministries who see that one of the ways of conveying their message — be it about environment, be it about health — is through the schools, through the education of children. And that's most appropriate.

The difficulty is that instead of working with the Ministry of Education exclusively they sometimes set up their own mechanism and attempt in a very strong way to develop materials that will be used in schools around the province.

Is that an advantage or disadvantage?

I'm talking as a bureaucrat, of course, and it would be very neat and orderly if all things came through the Ministry of Education. We would then be able to balance the broad

general education issues and fit in these special interests as appropriate. But that's not the way the world works — it's impossible for us to control.

We do have a policy on the matter though; if they want us to include any materials they develop as part of materials authorized by the Ministry of Education for use in the schools, they must go with our Curriculum Branch. If any private or government agency wants to produce materials that are supplementary and at the option of the local board and teacher, we do not have a ruling on it. In other words, those materials sell themselves. If they're good, and you're a classroom teacher, and you see them as sound supplementary materials to what you're doing, you'll adopt them.



How does the average classroom teacher become aware of things like that? How do the government departments or agencies let them know?

Very often directly to the district. They'll provide those materials directly to the district, and make them available in a sample set, then there'll be means for district teachers to order additional or supplementary sets.

Is there a fine line between propaganda and education when they're doing something like that?

Yes. There was an interesting article in the *Sun* or *Province* by Al Crawford, president of the Vancouver Elementary Teachers' Association, who was very concerned about corporate propagandizing, and the fact that subtle and sometimes incorrect messages go forward. He suggested that guidelines or rules need to be established. I was interested in that statement because the assumption that the guidelines need to be set is one of the arguments against the ministry's entering into prescribing materials.

He was supporting the argument that we shouldn't just let everything go, and in fact there should be some guidelines for the acceptance of materials. Essentially, that's what the Ministry of Education is saying —

that we don't throw the thing wide open on our prescribed and authorized materials — we give choices, and we suggest that these are the things that people should make their judgments within.

And now Crawford is making exactly the same point for us — he was, in fact, implying that he didn't trust the judgment of the classroom teacher to be able to spot when these materials were propagandizing and when, in fact, they were materials that were sound all the way through.

I believe that generally we should trust the judgment of the professional teacher in the classroom because we must avoid making too many rules and regulations about what's used and what's not used.

If there were something particularly blatant, I'm sure parents would pick that up.

Sure, and teachers would pick that up. I think the vast majority of professionals are entirely competent to make those supplementary materials decisions in the classroom. One example was the use of food additives in a Libby's product — if teachers spot that they're advocating the use of food additives, they could go accordingly in the discussion.

Is there a conscious effort to provide a Canadian curriculum in B.C. schools?

Yes. The basic position is that all things being equal, or even not quite equal, Canadian and B.C. materials and curriculum get the nod. The fundamental dilemma is that once you've stated your goals and learning outcomes, and review a selection of texts, there are certain materials that come out clearly ahead in achieving those goals and learning outcomes. If they happen to be foreign materials, you're faced with the professional decision about whether the achievement of those goals and learning outcomes is more important than Canadianism, or whether Canadianism is more important. Now that's an argument — a dilemma — but the basic position of the ministry has been that if the Canadian materials are in the ball park at all, they should be favored. And they are favored.

However, if there's a major gap between the materials from foreign sources and those from Canadian sources, the decision is to go with Canadianized versions of foreign materials, since the goals and learning outcomes are the primary responsibility of teachers. Canadian book publishers accept that professional problem we have — they don't particularly like it, but they accept it.

Someday there may be a declaration that we will buy and use only Canadian materials. If that happens, it may lead to an increased investment in the production of

Canadian materials, which I assume will produce better materials and thus allow them to compete in virtually all . . .

When you say "declaration", are you anticipating that?

No, I'm not anticipating it, but they did it with magazines, so that someday, somebody may say that textbooks for public schools in Canada will be Canadian.

I know that as an English teacher I find that most distressing. I have so much material that uses American place names. My kids can't spell Courtenay, or Nanaimo; why are we worrying about Chicago? Another thing, what about testing materials? Aren't they Americanized?

Well, we have a growing number of achievement testing programs and assessment testing programs that are based on B.C. materials. We really are much more Canadianized — B.C.ized, if you want to call it that — than in our textbooks.

Locally developed courses often reflect a particular community's geographic or economic interests — for example, a marine science course in Port McNeill, or an agricultural program in 100 Mile House. Yet I get the impression that the government seems to be discouraging locally developed courses, or at least discouraging decentralizing the curriculum, and that is what locally developed courses might imply. What's your comment on that?

Not so. In fact, the textbook credit allocation scheme was designed in part to provide provincial money for text materials and materials for locally developed courses, which didn't exist before. If you went to a locally developed course up until a couple of years ago, the materials for that course, the books and so on, were at local expense.

Now with five per cent of the credit allocation scheme going to local choices, the locally developed courses have access to funds for the purchase of texts and materials.

The only shift, if you want to call it that, has been to provide more flexibility and more opportunity for boards to develop locally. It is very important that locally developed courses be nurtured, encouraged, shifted, and changed — really to meet the local needs. There's been what I think are false impressions — that in an effort to deal with what is prescribed and authorized by the ministry, there may have been an impression — and I believe a false impres-



sion — that there shouldn't be local initiatives.

It is absolutely vital that we have a balance between prescribed, central materials — choices within that — and there are many curriculum choices within the pre-

scribed and authorized — and the totally local materials and courses that reflect the local environment. And although there's been a feeling that the ministry wants to do everything, that simply isn't reflected in what the actual rules say. I encourage local decisions, both within the prescribed and in parochially developed courses. I've seen them operate in schools; they're terrific, and they're really popular and important parts of the secondary school curriculum — or any other curriculum.

What do you anticipate for the 80s in education in B.C.?

A balance between decision-making by the central authority, and decision-making in the classroom and, let us hope, the right decisions being made in the right place in all circumstances.

* * *

Space does not permit our entire conversation. Here are a few additional comments Carter made during the interview:

●Big systems are resistant to change. The changes in the 60s, which brought fresh air into the system, were brought about primarily by teachers saying, "Look, I'm a professional, and I think I have things I can contribute in a creative sense to this curriculum." They forced change.

●Teachers are not captured by the curriculum; they try to relate it to the needs of students as those needs emerge.

●The spark of life for change in the curriculum comes right from the classroom, from people who deal with the issues every day.○

Judith Turner teaches at Cowichan Senior Secondary School in Duncan, and is the chairperson of this magazine's editorial board.

THESE TEACHERS HAVE RETIRED

The teachers listed below retired earlier this year. A few had left teaching earlier, but were granted deferred pensions. To them all the federation extends best wishes for the future.

The list below does not include the names of teachers who retired at the end of June 1980.

Margaret J. Buckingham, Chilliwack
Geraldine Clarkson, Smithers
Marjorie J. Couch, Lake Cowichan
Harry Cullis, Langley
John Davidson, Central Okanagan
Dorothy Dickson, Peace River North

Bertha E. Farenholtz, Langley
Joyce M. Gawthorn, Vancouver
Leon Holt, Vancouver
Norma Lockwood, Comox
Violet M. Marriott, Alberni
William W. McCulloch, West Vancouver

Ferne E. McKirdy, Prince George
Charles M. Moyle, Kitimat
Sidney W. Muirhead, Nanaimo
Marion E. Robertson, Surrey
James Terrace, Australia
Henry G. Wedge, Vancouver

Let's Strengthen the Ties Between Schools and the Labor Movement

TOM MORTON

Q: What lives in British Columbia, has 450,000 heads, and is all but ignored by the school system?

A: The trade union movement.

Almost half our students will soon belong to a union. Unions have a history of struggle, courage, and achievement — a Canadian success story. They also share many common work experiences with teachers.

The reasons for closer ties are strong, so how can trade unions and the schools work more closely together? This article will look at efforts teachers and trade unionists have made to work together in the classroom, in curriculum, and outside the classroom, then return to reasons why these ties are important.

In the classroom the most common and effective involvement has been when the teacher invites a union member into the class, most often to a social studies or business education class.

"I usually talk about basic work place rights, how to handle grievances . . . and take along a collective agreement to give them an idea," says David Rice of the B.C. Federation of Labour. "On another occasion, I showed the Labor History Association's slide show and used the slide of

conditions in the mines to discuss safety conditions today. Two hundred and sixty people were killed on the job in B.C. last year. There are new hazards today, like chemicals and video display terminals."

The students can also go to the workplace. John Bowman of the Canadian Association of Industrial Mechanical and Allied Workers (CAIMAW) arranged for a Grade 5 class in Surrey to tour the Freightliner's Truck Plant. "The kids really liked the trucks. There wasn't any evils-of-management stuff, just a look and see approach."

After a unit in forestry, Vancouver teacher Peter Seixas arranged for his class to visit the annual convention of the IWA. For the unprepared most of the debate would have been difficult to follow, but one of the union staff members helped explain the major issues to the students.

Print and audio-visual curriculum materials are also distributed by the B.C. Federation and the Canadian Labor Congress (CLC). *Notes on Unions* are fact sheets that give an overview of labor history, how unions work, social objectives and some labour terms. They're a bit dry, but informative.

A new and entertaining pamphlet is 10

One part of the community that schools often overlook is the labor movement, yet half the work force is unionized. Students should know about unions because many of them will soon be union members.

Labour Myths, available for the CLC. It includes some fascinating information that challenges the common beliefs about labor: For example, strikes cause low productivity is one myth, but in Canada only one-half worker-day is lost per year because of strikes. Another is that unions cause strikes, yet the first recorded strike in Canada for better wages — by the fur trade voyageurs at Rainy Lake, in 1794 — occurred long before any union was formed.

Outside the classroom the CLC and B.C. Fed have petitioned the government to make labor studies an integral part of the new social studies curriculum. They have also met recently with Simon Fraser University, BCIT, and the BCTF to plan the inclusion of labor studies in Simon Fraser's teacher training program.

The labor movement has always supported full funding for education, opposed cutbacks, and encouraged its members to be involved in their community and schools.

THE LABOR HISTORY ASSOCIATION

British Columbia also has an organization unique in North America. It's a teachers'



Teachers share with organized labor a common history of concern about working conditions and education. These women of a bygone era worked at the Jantzen Knitting Mills in Vancouver, a plant that is still in operation.



For many years now workers and their families have celebrated May Day as the labor movement's holiday during the year. This parade of 50 years ago, headed for Stanley Park in Vancouver, is shown at the intersection of Pender and Georgia Streets. The corner has changed over the years!

organization, independent of the trade unions, that has also tried to have the schools tell the history of labor both organized and unorganized.

The Labor History Association is a small provincial specialist association, but it is ambitious. It has been most visible in producing curriculum. Its journal produces theme issues that include study materials and unit plans, most of which are original.

The latest issue on logging included "The Ballad of Booted Bondage," a poem by Peter Trower, photographs of early logging, excerpts from the "B.C. Lumber Worker", the union newspaper, and other materials. The association has also produced two slide-tape shows available from Lesson Aids and, recently, a film on the depression, "For Twenty Cents A Day." It includes original color footage of life in the relief camps of the thirties, and interviews with Dorothy Livesay, Syd Thompson, and Steve Brodie, leader of the 1938 sitdowners who occupied the Vancouver Post Office to demand "work or wages."

PROBLEMS

There are, however, several barriers to increased co-operation of trade unions with teachers and our federation. Teachers and trade unionists do not always see eye to eye. Both Art Kube of the CLC and David Rice have been upset at times by some of the questions of teachers and students, questions that have reflected the common media stereotype of "On the Waterfront" bosses and strike-at-the-drop-of-the-hat workers.

"Unless the students have some knowledge, the dialogue is usually negative," says Kube. "It's important to recognize trade unions as an important part of society."

Another problem in including the story of labor in our curriculum is the same as in telling any story: whose side do you tell? For example, in B.C. the dominant organization is the B.C. Federation of Labour, but there

is another much smaller trade union federation, The Confederation of Canadian Unions, a more nationalistic and militant ginger group of unions. Each group tells a different story of the past and present of the labor movement. Other problems exist from those who see any inclusion of working people in our curriculum as being "political" or "biased". In other words, they are content with the present biases of the curriculum.

WHY INCLUDE UNIONS?

Why should labor and the schools have closer ties?

The first reason is the relevance of work and class to the students' own lives. We know the importance of identity and of "roots" in personal development. Class, like culture, nationality or sex, refers to a common pool of experiences that make up an identity. Most students come from wage earning families. Almost half of the work force is unionized. After graduation, most of our students won't read science texts or play basketball for eight hours a day, yet those activities form part of the school day. Shouldn't some study of work also be included?

From the union point of view such a study should emphasize the dignity of work and what it takes to maintain that dignity. Jess Succamore of CAIMAW says that "unions have to constantly defend against employers who want to skimp on ventilation of dangerous gases or who don't want to use proper equipment. The average kid doesn't realize this . . . At the Century 3 electronics plant, where the struggle is for equal pay for men and women, students cross the picket line to work there. They don't understand the sanctity of the picket line, although they enjoy the fruits of past union struggles — medicare, decent wages . . ."

A second and similar reason is the social relevance of the labor movement. Art Kube

says, "People will act as they are expected to act. If unions are labelled bad, they will behave that way. If they're legitimized, they won't be that defensive."

What dominates most of our curriculum is a set of assumptions that reflects a consensus view of society. Serious conflicts are underplayed, stability and steady progress are emphasized. For example, in the text, *Here's How It Happens*, Alex Carleton refers to federal tax revenue as a "gold pie." "When the pie is divided up, the biggest pieces go to areas of Canada that need more money for services and development." It's a statement that in its assumption of rational and fair decision-making contradicts what the student can read about resource sharing almost any day in the newspaper.

Likewise, our texts omit discussion of the struggles that were central in the building of the railroad and the cities or the winning of a fair standard of living: the struggles of labor, ethnic groups and women.

Yet the conflict is important and valuable. In *The Functions of Social Conflict*, Coser puts it this way: "No group can be entirely harmonious for it would then be devoid of process and structure. Groups require disharmony as well as harmony, dissociation as well as association; and conflicts within them are by no means altogether disruptive forces."

One of the most creative efforts to develop curriculum that teaches this perspective has been by Burnaby teacher Gary Onstad. Gary uses a simple diagram he calls the Protest Escalation Chart, which visually shows the different steps in struggling for change, from writing letters to revolution. He uses this and other basic conceptualizations to study historical and contemporary conflict in Canada.

A third reason for closer ties between labor and teachers is the common experiences we share. On the one hand, we're

Continued on page 32



This August 1933 picture shows the interior of the Evans Products Co. Ltd. plant in south Vancouver. Note the number of workers and contrast that to the number found in the highly-automated plants of today.

These World War II shipwrights are shown attending a 1942 class to improve their skills. The labor movement has always placed a high value on education, and has been one of the staunchest supporters of the public school system.

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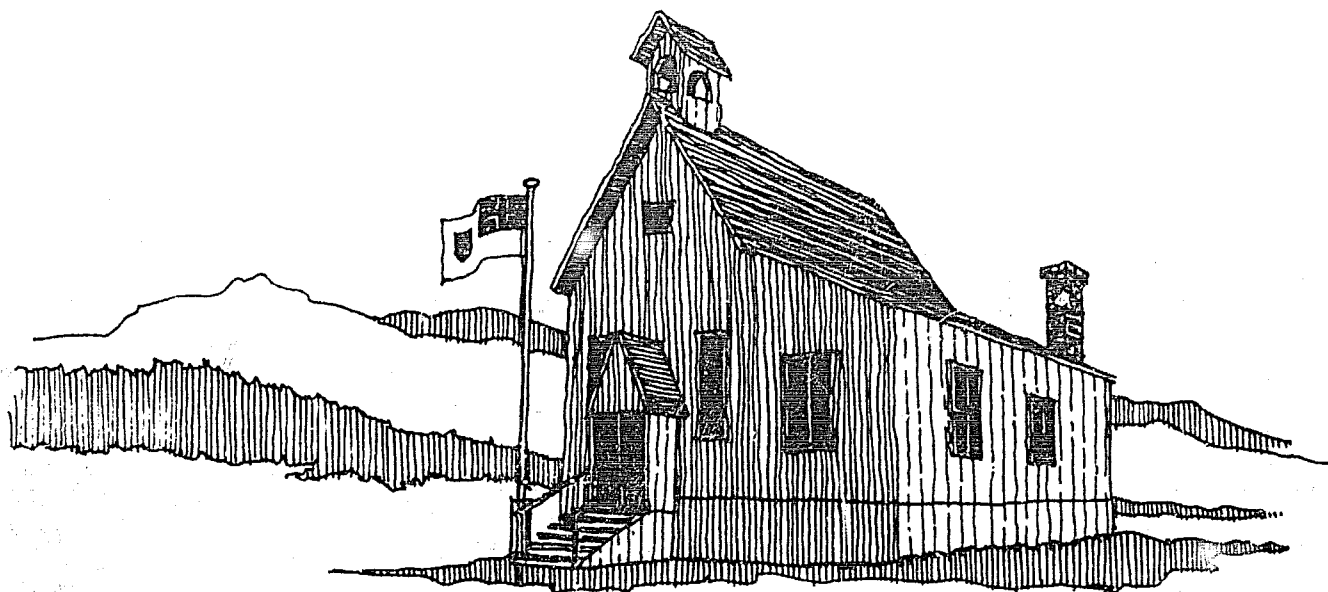
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THE ONLY ACT IN TOWN

A factual but fictitious diary of a teacher in 1944-45, a time when the school was the hub of the community.

FRANCES L. FLEMING

September 1944 I have been hired today to teach our little ungraded school, the elderly teacher first employed by the board having left town before she ever met her class.

I admit we were all somewhat taken aback when this formidable person stepped off the train, but we were all trying to make her welcome. Now it appears that the "bull gang" were very late in responding to a board order to move the girls' classical two-holer to a new site for the start of school. Yesterday they moved it to its new location, but with the teacher seated inside it.

Once it was firmly in place and the foreman removed the two-by-four spiked to the door, the door swung open and out marched the new teacher, very red in the face. She made a little speech. "I may have been trapped in your outhouse, but I shall not be trapped in your community." And off she stamped and caught the night train back to the Coast.

The board phoned the plant that there are no more applications or leads. My EB certificate is dated 1932 and I have never taught. My husband and our little girls think it is very funny. I sign a contract to teach for \$900 for the year.

September 1944 The whole family sets to work to get the school ready. The children contribute their doll house, a wind-up gramophone and a pile of records, an aquarium, and lots of books. Mothers drop by, delighted that there will be a school, and leave plants, magazines, catalogues, a bench for the water urn and a piece of carpet.

An old family friend who works for a printing company sends up six boxes of trimmings, a gold mine of colored papers and cardboards. The storekeeper brings us ten orange crates he had stored in a shed, for the boys to make into primary chairs.

The first day of school I decide to devote to craft work, to get to know the children and to get them to like school. We start to make windmills, using some of the beautiful cardboard, cedar kindling sticks and long pins.

One mother brings her little six-year old boy by the hand, sits him down, and assures me he will not stay because he is terrified of the thought of school and is afraid of other children. She will wait in the cloakroom. About 10:30, everyone working quietly and well, there is a muffled sob from the cloakroom and the mother runs out and down the gravel road toward home. Both her

son and I have completely forgotten her presence.

We learn an action song, label our desks with our names and discuss classroom routines. "Good manners," I tell them, "are like the oil the engineers pour on the machinery in the plant to make things go smoothly." I sound like a schoolmarm. The kids all walk their windmills home, spinning in the wind, and the children who live over the bluffs even refuse a ride from the storekeeper, preferring to walk.

October 1944 We are having a lovely Indian summer and all is going well in our little school. The second Monday in October two trucks of soldiers stop outside the school and all come in for a visit. The children tell me that this has happened before. They just walk in as if they own the place, inspect all the children's work, ask if the class will sing them a song, and one of them makes a little speech while the rest stand easy.

He tells the children that they, the soldiers, are going across the sea to fight for this very school, and that they, the children, must be good soldiers on the home front and help their mummies while the daddies are away. He bends over and kisses me

goodbye, very solemnly, to the joy of the class, who clap and cheer. As they drive away, I speculate how I would feel if those soldiers had not been Canadian. It is a sobering thought in this fourth year of war.

October 1944 The old school doctor arrives today to do his medical inspection. We set up a little screen, and he listens to every chest, looks down every throat, dangles a big gold watch by every ear, and tests every child's vision. "I examined boys who were later killed in World War I," he tells me sadly, "then I examined little boys who were later killed in World War II. For God's sake let us hope that this generation is not doomed to go down the drain as well." I make him a cup of tea from the kettle I keep boiling on the tall cast iron stove for humidity. He toddles out to his car, a weary and dispirited old man.

November 1944 My first inspection, and to my surprise, an enjoyable experience. This shiny, well-groomed little man comes marching in carrying a big black briefcase, right up to my desk. There he sits, checking my register, my day book, my mark book, the bundle of notes from home. He hears the classes read, he inspects their exercise books, hears them sing a song, and watches them make their noon-hour cocoa.

This is quite a process, for every child has had to bring a jar of sugar and cocoa from home, because of rationing. I buy the milk from the Sunshine Fund, and heat the two quarts on the stove in a big enamel kettle. Then it is filled with water for the mugs, and two monitors wash the dishes and the kettle.

He appears to enjoy all this, and my report comes back Excellent. His only comment: "Don't try to do everything the first three months. You have a year to go." He need not worry. We are into preparations for Christmas.

December 1944 The community has decided to make Christmas as merry as possible for the children. People have been saving ration coupons for extra goodies, and we have sent for mail order presents suitable for each age group. The concert is under way, a Christmas play and carols.

One of the company plant guards agrees to be Santa, bribed, if the truth be known, by the promise of liquor coupons from a teetotaler. One of the mothers digs out an old red velvet Santa Claus outfit, reeking of moth balls. The engineer from the plant rigs up draw curtains made from bunk house blankets. The classroom is transformed by evergreen boughs and we move in the bunkhouse chairs.

January 1945 The community is still recovering from the Christmas concert. His fellow guards, in a frenzy of enthusiasm, put Santa up in the school attic, and closed the

trapdoor. They fastened a rope to a stout beam and instructed Santa to swing down on the rope, sack on back. The class recited "The Night Before Christmas", the entire audience joined in "Jingle Bells", the trap door slid back, and out stepped Santa Claus, with complete disregard for the rope which was to guide him to the floor. The ceiling is not high, and he crashed to the floor in alcoholic relaxation, having just missed the great iron stove in his camphorous descent.

He sat there, cursing aloud as only an ex-army sergeant can curse. The guards seized him, and removed him bodily from the room. We heard him in the vestibule, unhurt and unrepentant, declaring loudly that he has agreed to be Santa Claus and by the gods of war he will be. There were sounds of a scuffle, and in Santa marched, to thunderous applause, and proceeded to give out the gifts without a hitch. Merry Christmas.

February 1945 Another visit from the Inspector, very brief and to the point. It appears that there are rumors of fire bombs and other incendiary devices being wafted across the Pacific by balloons, and there is official anxiety about their being found by children. I am to warn the children without frightening them to report anything they see to the nearest adult and not to touch any strange thing they see, no matter how interesting it may appear.

The children and I have not talked much about war. We have a Four Freedoms poster on the wall, and we have a set of League of Nations flags donated to us by one of the men who left for the war. We fly the red ensign over the school and we do think about the men who have left this little community to fight. Five are missing and presumed dead, and one is gravely ill in hospital. The junior Red Cross votes to send him a year's subscription to the Readers' Digest as a vote of confidence that he will live. We do this. We get word he is on the mend.

March 1945 What would I do without the books I get from the BC7F Resource Library? Nobody at Normal School ever intimated that a Grade 3 class might not be able to read Grade 3 books. I do a project on remedial reading which will be published in *The B.C. Teacher*. My husband has afternoon shifts, so I read these books between the frenzied jelly pad productions. I have four on the go every evening, and it takes hours for each pad to clear before I can do another sheet.

May 1945 VE Day! We have won the war in Europe! A day to remember forever and ever! Word flashes around, and every now and then a car or truck rattles by, horn

honking. People visit the school, and we decide to have a dance here tonight. The kids and I stop work and start to decorate — flags, flowers, paper chains. Vs for Victory all over the blackboards in colored chalk.

Right after dinner, they come. The ladies carry sandwiches and cookies of all kinds. The cook comes up with a whole pound of coffee for the urn. We visit and dance to records until the storekeeper, who had lost several fingers in World War I, sits down to the old Nordheimer piano and starts to play. A shy little milk farmer from back in the bush brings in a violin, and joins in. We start to sing, all the old songs. It's a Long, Long Way to Tipperary; Don't Sit Under the Apple Tree; Over There; There'll Always Be an England; There'll be Bluebirds Over the White Cliffs of Dover; Keep Right on to the End of the Road; You'll Take the High Road . . . men, women and children, how we all sing!

A great, muscular woman who has spent the war years cutting cedar shakes up the river stands up and sings "The Rose of Tralee" and "Danny Boy" as an encore. She sings beautifully, and people wipe tears and embrace her. At midnight, we sing "Auld Lang Syne" and the party ends — too many private tears and silent joys to share any more that night.

June 1945 The inspector returns, tests the reading skills, and agrees that all my pupils may advance a grade. He tells me that he is most impressed by the work done by the married women teachers in his districts. He tells me I will have another excellent report, and even waxes a little poetic. "Your school, my dear," he beams, "is a little lighthouse of learning in a sea of waving green."

"BUT," he continues, "the need is over. The boys, bless 'em, will be marching home, and we won't need the services of married women any more. Woman's place is, after all, in the home. Thank you, my dear, for a job well done." And he trots off to his waiting car, and disappears in a cloud of dust.

I take a little walk around the grounds and look at the school, no longer MY school. I pass the girls' outhouse that started it all. I give it a good kick and burst into tears. Class AND teacher dismissed! O

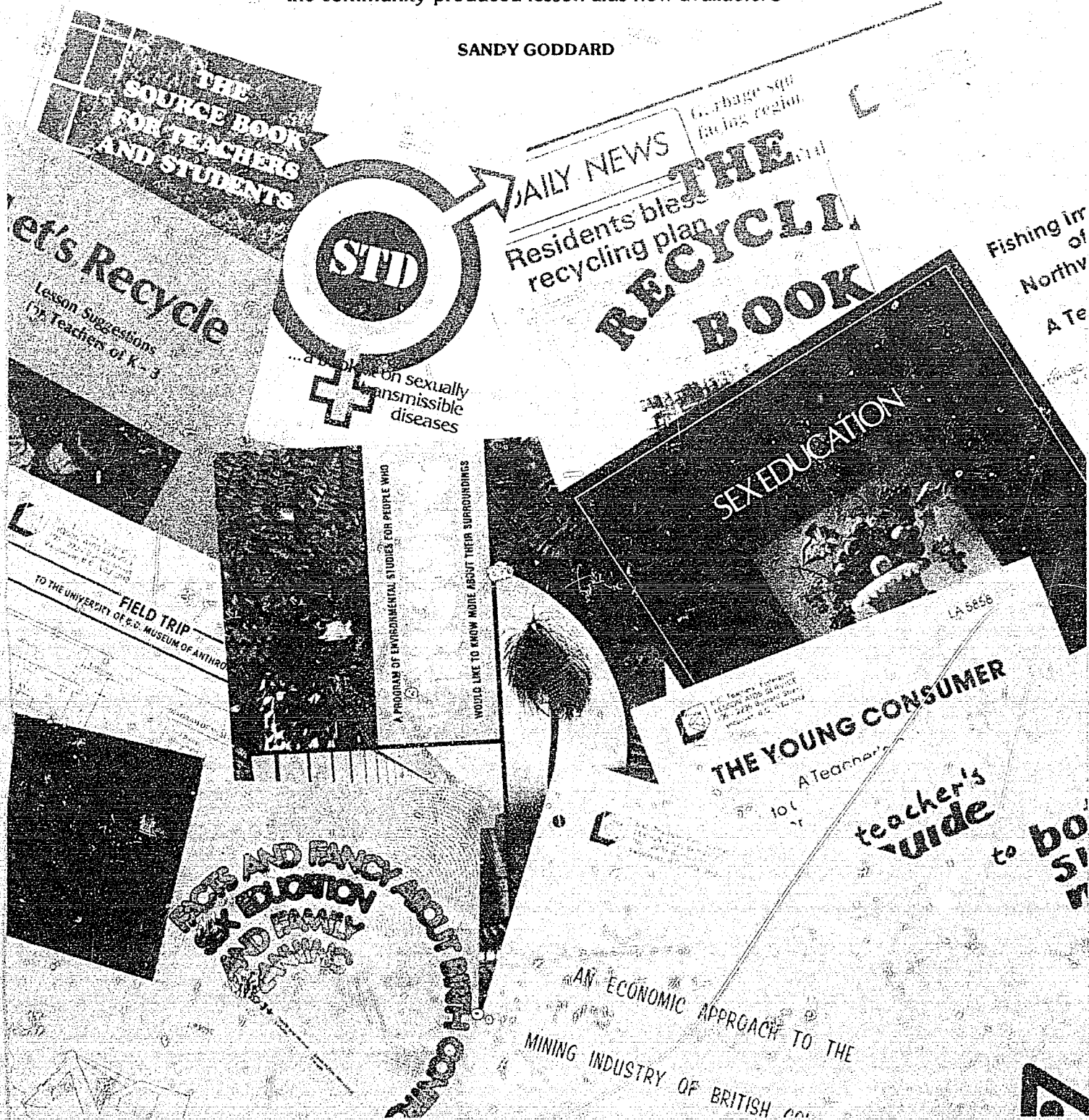
Frances Fleming is retired, after a distinguished career in education as a teacher, principal, district superintendent and Ministry of Education official.

THE B.C. TEACHER, SEPTEMBER-OCTOBER 1980

COMMUNITY-PRODUCED LESSON AIDS

●The BCTF Lesson Aids Service receives materials from provincial specialist associations, teachers, student teachers, university personnel and community agencies. More and more community groups are producing educational packages for teacher and student use, and making them available through Lesson Aids. Show below are some of the community-produced lesson aids now available.○

SANDY GODDARD



New Books...

GRACE E. FUNK

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

Addresses are given for publishers not listed in Books in Print, Canadian Publishers' Directory, or Books from British Columbia.



● The theme of this issue is that education is a community responsibility. Many "community groups," — groups outside professional education — do indeed offer, not to say thrust forward, much to the schools. As examples, here are a few that have come recently to hand.

The First Global Conference of the Future, "Through the 80s thinking globally, acting locally," is now a thing of the past. Held in Toronto in July 1980, it offered as part of the program a series of educational courses such as "Teaching futures" and "Values and the Future."

The Canadian Parents for French offer a handbook for parents called *So you want your child to learn French*. It sets forth the varied options and some teaching methods and research surveys. Available for \$2.00 from: Canadian Parents for French, Terminal P.O. Box 8470, Ottawa, Ont. K1G 3H6.

And, if the available courses at school do not please you, the Ontario Institute for Studies in Education offers a series of thirteen modules, each with a teacher's guide, for teaching French at a variety of ages and levels.

The Science Council of Canada offers a large number of thought-provoking, inexpensive publications, and several free ones, on scientific/social issues in Canada. Example, *Communications and computers: information and Canadian society*. Write for a catalogue to: Science Council of Canada, 100 Metcalfe St., 16th Floor, Ottawa, Ont. K1P 5M1.

As well, the Science Council of Canada publishes a newsletter called *Agenda*, and it has undertaken a three-year study of Canadian science education, and begun to publish a newsletter about it. One issue to be addressed is "science education and the role of women in science." Write for copies of the newsletters and discussion papers and get involved.

Canadian Women's Studies, at \$3.00 a copy, describes itself as "of particular interest to teachers of women's studies for use in the classroom." Write to Shelagh Wilkin-son, Centennial College Room 1090, P.O.

Box 631 Station A, Scarborough, Ont. M1X 5E9.

Outdoor lovers and cooks, actual or armchair, request and peruse the catalogue of Alaska Northwest Publishing Company, 130 Second Avenue South, Edmonds, Wa. USA 98020. Many of the publications are of interest to British Columbia.

Maclean's Magazine is now offering an "In-class program: a popular new approach for teaching English, Social Science, History, Geography, Economics..." based of course, on class subscriptions to the magazine. Inquire of Maclean's In-Class Program, 481 University Avenue, 5th Floor, Toronto, Ont. M5W 1A7.

Because large presses in Canada have cut back on literary publishing, Gary Geddes of Concordia University is launching *Quadrant*, a subscription press to publish novels, short stories, poetry, plays. He seeks subscriptions for the first year to purchase seven titles for \$30.00. Send to Gary Geddes c/o English Department, Concordia University, 1455 de Maisonneuve Blvd., West Montreal, Que. H3G 1M8.

Canlit (P.O. Box 6274 Depot C, Victoria, B.C. V8L 5L5) continues to offer for the publishing and uses of Canadian writing. Their *Canlit Crash Course Revised* is now available at \$5.00, and their brochure is provocative.

Of interest to many western Canadians is *Days of Terror*, by Barbara Smucker (Clarke Irwin, 1979 \$8.95 7720-1280-6), which has won the Canada Council Award for Children's Literature. It chronicles the destruction of Mennonite settlements in the Ukraine in 1917, and the beginning of their immigration to Canada.

On the other hand, one has to be careful of people with axes to grind, as witness *Hucksters in the Classroom: a review of Industry Propaganda in Schools* by Sheila Harty (Center for the Study of Responsive Law, P.O. Box 19367, Washington, DC. USA 20036 \$20.00). The corporations are particularly active in the areas of nutrition, energy, the environment, and economics. (Is it just possible that professional

educators are neglecting these important areas?) See Geoff Peter's comments on the book in his article in this issue.

CANADA

Bolotin, Norm. *Klondike Lost: A Decade of Photographs* by Kinsey & Kinsey. Anchorage, Alaska, Northwest Publishing, 1980. Intro. by Pierre Berton. 128 pp., paper. \$14.95 US. 0-88240-130-0.

Bonanza, a name recalling the Yukon gold rush, is in reality the term used for Grand Forks. Norm Bolotin's *Klondike Lost* is a detailed survey of this short-lived Yukon town (1897-1902). Located about fourteen miles from Dawson at the junction of Bonanza and Eldorado creeks, Grand Forks was the second largest settlement in the Yukon and one of the largest in western Canada. "There were roughly 10,000 permanent residents in Dawson, 4,000 persons in Grand Forks and another 5,000 living out along the creeks surrounding Grand Forks."

Interwoven throughout this story of Grand Forks is a collection of details describing life in the Yukon gold rush era. The stores and hotels in the town are listed, methods of transportation, miners and mining methods, holiday celebrations, the cost of goods. "The high costs (of cigarettes and tobacco) were due in part to the very unpopular taxes imposed by the Canadian government," and education: "Miss Keyes... had fifty-nine students to contend with when teaching at Dawson."

The book is subtitled "A Decade of Photographs by Kinsey & Kinsey." The Kinsey family has long had a reputation as photographers, especially in the timber industry. When Clarke and Clarence left Grand Forks they took with them a large number from the thousands of their glass plate negatives. The approximately one hundred excellent photographs from these hitherto unpublished sources supplemented by archival material provide a distinctive description of the gold rush era. Many of the photographs are double pages and the format of the book is, correctly, close to that of a picture album.

The dominant person throughout the narrative is Belinda Mulrooney. She reached the Yukon by serving as a stewardess on a Skagway-bound steamer and in a short time had enough money to build her first hotel around which grew the town of Grand Forks. Eventually, by her business acumen, "The Countess of Carboneau" had accumulated over a million dollars.

The pictures of Grand Forks are reminiscent of Barkerville in its hey-day, but actually similarities between the Cariboo and Yukon gold rushes are few. The methods of mining in the Yukon were much more sophisticated and the differences are obvious through the photographs showing the use of steam points, complicated flume systems, hydraulic mining and, later, gigantic dredges. Whereas Barkerville (and Dawson) have been restored as tourist attractions, Grand Forks is now nothing but scrap piles with two forlorn cabins.

Norm Bolotin is a Seattle writer and the book was published in Alaska. After their spell in the Yukon the Kinsey brothers returned to Snoqualmie, Washington. Belinda Mulrooney, her million gone, retired to Seattle where she died in 1957 at the age of 95. But the Yukon is a Canadian territory and the contents of this book cover a phase of Canadian history. The North West Mounted Police "represent stability and permanence" and the laws from mining regulations to moral codes were Canadian. The reader never feels that this is an American book.

Today the Yukon Territory is on the threshold of becoming Canada's eleventh province. *Klondike Lost* has been diligently researched and the many photos present life in the territory for the few hectic years after it became a separate territory in 1898. The book provides valuable source material for a study of frontier life at the turn of the century. Its small size and attractive format would make it a popular asset to school libraries.

—J. Arthur Lower, Vancouver

Craig, Richard G. *Two nations... problems and prospects: understanding Canada's constitutional crisis*. Vancouver, New Star Books, 1979. 180 pp., cloth \$14.95. 0-919888-94-1; paper, \$6.95. 0919888-93-3.

This book was written by two teachers and is an excellent collection of historical documents, summaries, pictures, cartoons, questions, and opinions related to the current Quebec/Canada constitutional crisis. It is a timely and extensive resource book that is very useful to any teacher or student studying the French/English question in Canada today.

The authors have presented the material in three sections: Historical, Legal, and Political.

I did not attempt to check all the historical information but it appears the authors have presented a valid set of historical facts. They certainly give information that helps one understand the French point of view with greater clarity. In some cases, in an attempt to condense and summarize historical events, a few facts may have been distorted. An example may be found in the reference to the Red River Rebellion involving Louis Riel and the Metis provisional government. The book states the "provisional government captured Fort Garry and handed a pro-Canadian official who tried to overthrow Riel." This is probably making reference to a certain Thomas Scott, an Orangeman, who was shot in a rather messy manner by an incompetent firing squad. The end result, however, was the same.

I believe the roots of the question have been quite clearly examined and various well-documented points of view have been presented. The book does not attempt to resolve the issue but it certainly does give the reader a great deal of material to consider and it does develop an appreciation for the complexity of this very important issue in Canadian history.

—D. B. Kinnee, Duncan

Robeson, Virginia. *Teaching Canadian Studies: an evaluation of print materials Grades 1-13*, by Virginia Robeson and Christine Sylvester. Toronto, Ontario Institute for Studies in Education, 1980. 340 pp., paper \$18.95. 0-7744-0184-2 (Curriculum Series/40).

Any publication that will make the life of the school librarian easier and the collection more complete is indeed welcome. As such, a project undertaken at the Ontario Institute for Studies in Education "to prepare an inventory of print materials available for the teaching of Canadian studies in elementary and secondary schools" seems at first glance an eminently worthwhile idea.

The project, which was started in 1977, now has as its 1980 result a rather impressive paperback, listing some 500 titles in the areas of social studies, consumer education, economics, geography, government and politics, history and social issues. For each book a concise and quite informative evaluation is given. It's really an excellent guidebook and, if the library is deficient in those areas mentioned, indispensable for the acquisition of a good basic collection.

However, any librarian worthy of his or her Dewey Decimal number will soon find out that practically all the books listed are rather well known, somewhat chestnutty texts, far too frequently of early 1970 vintage. Canada is on the move, but you would not know it from this compilation.

There is hardly anything on minorities, native rights, the official language issue, the October crisis, Quebec and nationalism. You will look in vain for Pierre Berton's *Klondike* or *The Last Spike*, Horn's *The Dirty Thirties*, Gray's *The Winter Years*, Broadfoot's *Ten Lost Years* and Akrigg's *British Columbia Chronicles*. What hurts more is that in direct contrast to our topography, the selection dips to an abysmal low while moving westward.

A great pity, really. The Canadian Publishers Directory for 1980 mentions well over 300 Canadian publishers and distributors. Those presses are rolling and the output is phenomenal, especially in quantity. If OISE could only embark upon an annual publication separating the wheat from the chaff, so to speak, there would be reason for exultation. Unfortunately, the present publication comes to us rather undemourished and outdated.

—Jan van der Have, Cowichan

DRAMA

Swados, Elizabeth. *Runaways*. New York, Bantam, 1979. 178 pp. paper, \$2.50. 0-553-13390-4.

Elizabeth Swados' energetic musical play about young people and their ways of coping on the streets, is a New York version of Vancouver's "Juve". The book begins with a foreword by Joseph Papp in praise of Ms. Swados' achievement, followed by a fragmented "found poetry" prologue by the author herself. The script of the Broadway play is then presented, but without musical or choreographic scores. *Runaways* concludes with a well-written and informative background article by Mel Gussow reprinted from *The New York Times* magazine.

The book would be of interest to both drama teachers and counsellors because of its contemporary and realistic content. It gains this sense of immediacy from references to the Shah of Iran, Punk rock, and many powerful black and white photographs of the teenage cast in action. However, it would be of limited use in the classroom because of its American content.

—Mary Dobson, Nanaimo

ECOLOGY

Bakavi. *Change the World I Want to Stay On*, written by Mike Nickerson; illustrated by John Daverkis. Ottawa, Ail About Us — Nous Autres, 1977. 118 pp. paper, \$3.75. 0-919970-03-6. (Order from Bakavi, P.O. Box 2011, Station D, Ottawa, Ont.)

In this book a young man delineates why our cultures and even our very existence face imminent disaster.

The first part of the small book discusses natural processes of the life cycle and the natural forces that produced an environment capable of supporting life, and then the emergence of the collective human organism. Within the last minute segment of the existence of life on our planet slow biological evolution has been replaced by rapid cultural evolution. Our modern way of life has brought us to the brink of disaster through diminishing energy supplies, depletion of non-renewable resources, strained agricultural production, pollution in its various forms, over-population and deteriorating social conditions.

The author then calls for the establishment of a culture based on the "Bakavi" (ba-ká-vee) concept "of an ecologically sound way of supporting human life. That is one in which materials are managed in continuing cycles and the energy to advance those cycles is taken from continuously reliable sources." Our culture must turn to "life-based pursuits" and the development of

technologies that do not require continual input of non-renewable resources, that would not have a cumulatively degrading effect on the environment and that would not require more material than would be available if the world's resources were equitably distributed among the world's people. The author submits that a Bakavi lifestyle is essential to our continued existence.

This book's strength lies in its forceful outline of the problems facing us today, how we have brought ourselves to a time when our lifestyles must be modified. The author develops his themes logically and fully.

The challenge to readers lies not so much in acknowledging the merit of the Bakavi principles as in accepting the belief that the individuals in our society would be sufficiently unselfish to follow them.

At the time of writing the author states that planning was proceeding to establish a village-sized settlement based on Bakavi principles in the Ottawa-Toronto region. From such a small beginning he foresees the spreading of the idea as much as possible. Readers are urged to spread the idea of Bakavi principles and to challenge candidates for public office to express their opinions on Bakavi.

More information on Bakavi was available at the time of writing from P.O. Box 2011, Station D, Ottawa.

This book should be of interest to anyone concerned with ecology. The last 30 pages of the book refer to technology appropriate to Bakavi principles: use of compost, use of garbage to produce methane gas, changed agricultural methods, aqua-culture, and many adaptations of the use of solar energy. The book is supplied with an abundance of pertinent illustrations and the bibliography has descriptive comments.

This book provides interesting reading quite within the reading levels of secondary students. Perhaps the author expects too much from our self-centred society, but he does present his readers with a challenge.

—Roger Winter

ENGLISH

Evans, Hubert. *O time in your flight*. Madeira Park, B.C. Harbor Publishing, 1979. 235 pp., paper, \$7.95. 0-920080-44-8

Hubert Evans is 89 now, still writing poetry and prose at his home in Roberts Creek on the Sunshine Coast. *O Time In Your Flight* is essentially very thinly veiled autobiography. And it is a triumph — Evans picks the reader up and lifts him back 80 years into "Gilbert Egan's" childhood.

Gilbert is an ordinary nine-year-old, living an ordinary life in small town Ontario, 1899. The characters (all vividly drawn) are his family, his friends and neighbors. Chester, his brother, is a spirited five-year-old. His mother, a woman with a mind of her own, plays at being submissive. Gilbert feels he has a cross to bear in his father, the collegiate science teacher.

The story is told in the third person but very definitely through Gilbert's eyes. There is no tinge of "Gee whiz, isn't it quaint and old fashioned?" and no obtrusive historically accurate atmosphere. But accurate it is. Little sketches illuminate a horse trough, an apple peeler, the everyday things. Descriptions are detailed enough to give an idea of how things looked and of how they worked, but never pedantic.

In fact the writing is so evocative, so full of detail but handled in such a matter-of-fact, natural manner, that the effect is to point out similarities rather than differences. The author's sympathy for and understanding of his characters is extraordinary.

Slang that is strange to us and ways different from ours simply seem to explain themselves in the course of the narrative.

Very entertaining and lively, and educational in a sneaky sort of way. I recommend *Time In Your Flight* for every grade level. The primary teacher can use it for social studies units and to supplement stories from the reader or just for reading aloud. It can go off in many directions for the upper elementary grade — social studies, research for more details (try using it in conjunction with the facsimile editions of Sears Roebuck or Eaton's catalogues of the period), or to inspire art work and drama. In a secondary English class it can provide an example of style and a starter for writing. It is almost a source document for history.

This is a novel for everyone. It is well printed in an "adult" format so it could look forbidding to a young reader, but the vocabulary is actually simple (but extremely effective). Evans has truly succeeded.

Backward, turn backward, O time in your flight.
Make me a child again just for tonight.
— Elizabeth Pardey

Hancock, Lyn. *An ape came out of my hatbox: the story of Gypsy, a gibbon*. Toronto, McClelland and Stewart, 1979. 224 pp. cloth, \$12.95. 0-7710-3805-4.

During the first eight months of her too-short life, a baby gibbon named Gypsy shared Lyn Hancock's Grade 6 classroom at Monterey school in Victoria. The first seven chapters of the book are practically a unit outline in how to motivate children using animals, complete with samples of the children's work. The children weighed Gypsy, measured Gypsy, bathed and fed Gypsy, drew Gypsy, wrote about Gypsy, kept the classroom clean so she would not pick up harmful objects, and learned to work despite her distractions. At the time of Gypsy's "schooling" relatively little was known or could readily be found about wild gibbons. The children researched what they could and added their own observations. Although small in size, a gibbon is a true ape, closely related to humans. So Gypsy was treated much like a human baby, and given plenty of love and attention and social stimulation, as well as immunizations and baby food and diapers.

The rest of the book describes Gypsy's animal friends — bear cubs, coatimundis, cougar kittens; and her enemies — a flightless macaw, and people who got close to Lyn. Gypsy was a movie star when Lyn went on a lecture tour, but she preferred to project her shadow on the screen directly, rather than through the lens.

Lyn Hancock writes with warmth and sympathy; I found the book fascinating. Written in a personal, informal style, it is nevertheless carefully crafted. Plenty of information about primates, apes, gibbons in particular, and animal behavior in general is introduced between the funny incidents, so that readers will understand how Gypsy lived. It is more difficult to understand why she died.

This book should be available wherever children love animals. Although the reading level is adult, younger children will enjoy having it read aloud. It is also a great discussion starter. A few excellent photographs add to the appeal. A bibliography encourages the serious minded.

— Grace E. Funk, Vernon

Continued from page 25

both involved in education. It's little known that the trade unions run education programs for some 8,000 to 10,000 workers a year, the largest adult education program outside the universities. These are mainly week-end sessions on such topics as communication skills, women in the work force, shop steward training and so on.

Most important, we share common work experience. As Art Kube says, "Teachers are involved in the collective bargaining process, and unions are masters at it. Maybe we will co-operate more in the future."

In talking with union representatives, I have found that all express a willingness to co-operate more with the classroom teacher, the federation, or the ministry. With closer ties, some day soon our students will learn more about their own working past and future, teachers and trade unionists will learn from each other about education and negotiation, and those 450,000 all but ignored workers will be our recognized fellow workers. □

Tom Morton is a Vancouver secondary teacher.

HANDWRITING

Smith, Hannah Milner. *The Hidden Meaning: A Guide to Handwriting Analysis*. Sidney, Gray's, 1979. 282 pp, paper, \$7.95. 0-88826-079-2. Order from Hannah M. Smith, P.O. Box 33845, Station D, Vancouver, B.C. V6J 4L6.

This book is a fascinating voyage into the craft of psychography. It borders on the pseudo-scientific, however; it suffers from over-confidence. For example, Ms. Smith writes, "In a remittance where both people have children, it is easy to see in the handwriting the conflicts in personalities that show between children and step-parents, and what has to be worked out before the families are brought together." (p. 2).

After reading such a statement, one is left wondering how, on the basis of a handwriting analysis, one can prescribe "what has to be worked out."

Despite such broad statements, the book does reflect some interesting thoughts. There are many typologies with wide-ranging examples. For example, in a chapter entitled "Career Choice and Job Suitability," samples of different types of handwriting are analysed to determine whether the individual has chosen the right career. The author states that a "few printed letters and the mixture of printing and writing usually denote an aptitude for engineering." (p. 175). Such generalizations are interesting and give the book a sort of mystical intrigue.

Much of the text was previously published as *Between the Lines, the Casebook of a Graphologist* (McClelland & Stewart Ltd., 1970). The present work is easy to read and will provide the reader with many hours of enjoyment. The book is highly recommended.

— Ian Ferguson, Nakusp

Note — An interview with Hannah Smith, with samples of her analyses, was published in *The B.C. Teacher*, Vol. 52, No. 1, Sept.-Oct. 1972.

HISTORY

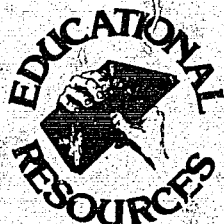
Fisher, Robin. *Captain James Cook and His Times*, edited by Robin Fisher and Hugh Johnston, Vancouver, Douglas & McIntyre, 1979. 276 pp. hard, \$16.95. 0-88894-230-3

New perspectives on Captain James Cook? J. C. Beaglehole has so long dominated the historiography of Cook, that this collection of eleven essays is a welcome challenge in broadening the scope of study.

The essays were papers from the 1978 Conference, "Captain James Cook and His Times", held at Simon Fraser University in conjunction with the Cook bicentennial. The Conference attracted from all over the world such scholars as Alan Frost, David Mackay, Howard T. Fry, Glyndwr Williams, Christon Archer, Terence Armstrong, Sir James Watt, Bernard Smith, Rüdiger Joppien, Michael E. Hoare as well as the editors of this volume.

Placing Cook within the framework of "his time," the essays deal with topics such as "Cook and the Nootka," "The Spanish Reaction to Cook's Third Voyage," "Cook's Reputation in Russia," "A Presiding Genius of Exploration." Howard T. Fry's "Alexander Dalrymple and Captain Cook: The Creative Interplay of Two Careers" and Bernard Smith's "Cook's Posthumous Reputation" are particularly worth-while in brushing off some of the historical "dust" that gathers over the centuries, to permit a closer glimpse of Cook as a person.

Alan Frost offers an intriguing look at the influence of Cook and other explorers on British Romantic poets William Wordsworth, Samuel Taylor Coleridge and Robert Southey. That these armchair travellers "borrowed" the adventures of the explorers is evidenced in their poetry. Frost's detailing of the parallel between Cook's second voyage and that of the Mariner in Coleridge's "The Rime of the Ancient Mariner" sent this reader for a fresh look at that well-loved poem. And as



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THE B.C. TEACHER, SEPTEMBER-OCTOBER 1980

"thick fog" appeared to Cook so the Mariner "Still hid in mist."

"The Artistic Bequest of Captain Cook's Voyages — Popular Imagery in European Costume Books of the Late Eighteenth and Early Nineteenth Centuries" is by Rüdiger Joppien. The plates illustrating Cook's voyages appeared in these books and were responsible, in large part, for the accepted impressions of the peoples Cook met on his explorations. This particular section of the volume gives excellent reproductions of those plates to illustrate Joppien's thesis. Joppien discusses the illustrators as well as their work. Jacques Kuyper's "Inwoon-ers van Nootka" is a good example of his predilection for portraying happy family scenes that reflected the mores of his own period, which Joppien describes as being "entirely romantic and European in outlook."

In contrast to the artistic and literary effects of Cook's voyages, Sir James Watt tackles the claim made regarding Cook's achievement in preserving health at sea. The benefits of "sweet wort", "carrot marmalade" and "Spruce beer" are debated in Watt's "Medical Aspects and Consequences of Cook's Voyages." The incidents of "sickness and mortality" are tabulated for each of the three voyages. Not only does Watt examine the crew, but follows the behavior of Cook himself. There seems to be agreement that a pronounced change occurred in Cook by that third voyage. But why? Cook was convinced that fresh provisions ensured the health of his crew. But while vitamin C was being attended to, Watt suggests that there existed vitamin B deficiencies to the extent that there were "serious effects on decision-making" — and that Cook suffered from this.

Fisher and Johnston chose essays to "whet the appetite" of social historians. The editors have re-opened not one door but many. The illustrations, maps, tables and detailed notes provide useful aids for further study. The volume has sound academic merit and was edited to offer pleasurable reading.
— Heather Harris, Vancouver

Lower, Arthur J., *Ocean of Destiny: A Concise history of the North Pacific, 1500-1978*, Vancouver: University of British Columbia Press, 1978. 242 pp. hard, \$16.50. 0-7748-0101-8

Author of CANADA: AN OUTLINE HISTORY, CANADA ON THE PACIFIC RIM and A NATION DEVELOPING, J. Arthur Lower has written yet another useful and informative text.

OCEAN OF DESTINY centres on Lower's concern with the "low priority to North Pacific affairs" evidenced by Canadians. Japan's economic growth, the enormity of China, the relationship of China and Russia, the interaction of the United States with China and Russia — all merit Canada's interest.

Lower's choice of "concise" to describe this volume is apt. There is a well-organized format that is a necessity in presenting so much material in relatively small space. Economy of words, good use of a chronology, detailed notes and a complete bibliography aid Lower in his task. Two sections of carefully selected photographs give further value to the book. Chapters have clear sub-headings and are most useful when referring to some particular point. Each chapter has a résumé.

Lower begins by defining his limits — the six nations of the North Pacific: Canada, China, Soviet Russia, the United States, Japan and Korea. Why the exploration of the North Pacific? Easy trade routes to the Far East. Lower introduces the explorers of the sixteenth century and, most importantly, the dominance of the Portuguese, Dutch & Spanish at that time. This is helpful for a student whose framework is that of the present-day "superpowers".

Familiar is the role of the beaver in Canada's exploration and development — for the North Pacific it was the pelt of the sea otter. Cook's voyages of exploration had contributed to surveying the west coast of North America. Europeans were not yet trading with mainland China; Macao and Canton were the only allowable ports.

In his chapter entitled "The Decisive Decade," Lower identifies 1840-1850 as the decade of significant shift of power. The quest for sea otter was replaced by whales. Numerous whaling stations opened on the North Pacific. Missionaries were often the first Europeans into certain areas and contributed to exploration. They helped open north-west America and carried their work across the Pacific. The United States was in its period of "Manifest

Destiny." Mexico was defeated. Gold was discovered in California.

This attention to historical detail is consistent throughout the book. From his "Decisive Decade," Lower moves into describing "New Rivals in the North Pacific" and the emergence of Japan and Russia. "Across Continent and Ocean" examines the railroad boom and the importing of Chinese coolies to build those railroads. The 1914-1936 period deals with "The Withdrawal of Europe" and then "End of the European Era." Lower's six nations emerge and he concludes by describing the various shifts, balances and power positions of his North Pacific grouping.

Lower has stayed remarkably clear of the historian's "trap" — value judgments. His thrust is directed more at increasing awareness of an area of the world he sees as needing a great deal of attention and study.
— Heather Harris, Vancouver.



"Could you take my hamster? He swallowed the microfilm."

A NOTE ABOUT BOOK PRICES

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

Prices listed by American publishers are American list prices. Prices asked by Canadian agents are likely to be considerably higher, with or without a discount.

A Canadian agent does not necessarily carry all the lines of the American publisher he or she represents. Be prepared for a few disappointments.

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

Classified

BOOKS

VOCATIONAL EDUCATION IS FOR LEARNING A LIVING by Ross H. Regan. How should people prepare for earning a living? Changes are needed in vocational education services for the development of a more unified system to serve people in their preparation for employment. This book considers co-operative education, career education, historical development of vocational education in Canada and the United States and directions for improving co-operation between the education and business communities. Price: \$8.75 per copy from distributor—MTR Sales, 520 Saville Crescent, North Vancouver, BC V7N 3B1.

B.C. SONGS, BOOKS: Songs of the Pacific Northwest (49 folk and topical songs covering 175 years of life in this region, from the P.J. Thomas Collection). Paperback \$16, hardback \$21. **RECORD: 19** of the songs from the book sung by Phil Thomas with instrumental and vocal accompaniment by Barry Hall, et. al. \$8 (tax incl.) **BOOK-RECORD PKG.** \$20.50 **PREPAID** and **POSTPAID.** SKOOKUMCHUCK SERVICES, 4158 W. 10th Ave., Vancouver, BC V6R 2H3. (206)224-4678

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MISCELLANEOUS

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MISCELLANEOUS

Appel, Robert. *The used car believer's book: a complete guide for the subsequent owner*. Toronto, Dorset, 1979. 214 pp. paper, \$7.95. 0-88893-014-3.

This useful book is dedicated to every motorist "who, meaning to go for a ride, is taken for one." In fact, Robert Appel presents an excellent handbook for all car owners, not just a set of guides for buying a used car. The book falls into sections, how to choose a used car, how to maintain any car on the road, how to sell a car, and a section on being your own mechanic that could save the least mechanical person many dollars in service charges.

Appel's background as a lawyer shows in the excellent section "You, Your Car and the Law." This section is much too short — an entire book could and should be devoted to this topic — but with its case approach it is a very useful starting point in any law class.

The book would be a useful reference for a variety of courses. Appel has perhaps covered too much ground in one volume, but he presents his material in a clear, concise and readable style, understandable by the veriest mechanical tyro. Recommended as a resource for Consumer Education, Law and Car Maintenance courses.

— Keith Coates, Fernie

George, Marian. *Why?* New York, Carlton Press, 1979. 64 pp., hard, \$4.95. 0-8062-0972-0.

Just in case you aren't aware of it, illegitimate children and the break up of the home are life's two major disasters. So says Marian George in this collection of extracts from letters she has written to young people. Other social topics included are strikes and unions, health, education and economics. The author attempts to offer reasons for the turmoil in the world, which is part of the "revolution" we are now in.

Although a well-intentioned little book, it loses its appeal in its wordy and preachy style, which includes several biblical quotations. George mentions, beforehand, that repetition is used to stress important facts. However, the result is a hard-selling, almost brainwashing, tone.

The book consistently warns against the ills of the world. For example, the reader is to beware of "so-called intellectuals who are only third- or fourth-rate and who are determined to lead us if we will accept their thinking." Presumably, this letter-writing retired schoolteacher excludes herself from this dangerous group.

It can be safely said that this book of homely advice would hold little appeal for the teenagers to whom it is directed. Not recommended.

— Elaine Inouye, Terrace

NATIVE INDIAN CULTURE

Ashwell, Reg. *Coast Salish: their art, culture and legends*. Saanichton, Hancock House, 1978. 88 pp. paper, \$4.00. 0-88839-009-2.

This unpretentious little book is well illustrated with a collection of undated old black and white photographs and clear, modern colored pictures. However, the author has skimmed over so many diverse facets of both past and present Indian cultural activities that the reader cannot easily correlate the text with the illustrations. In fact, without the obvious clues in the archival pictures, even a reader who was well versed in coastal Indian culture would find it difficult to relate some pictures to the written material. Furthermore, in the section on the theories of the origin of the coastal tribes, Mr. Ashwell makes many statements that need the justification of bibliographical references, which he does not provide.

The text tends to be flowery and strained with phrases such as

"colors . . . visually apparent" and

"shiny copper anklets, some of the ladies mounting (sic) five or six on one ankle."

This book is not for the serious student of anthropology. However, it is a reasonably priced collection of material for a reader who wants a quick non-technical overview of our coastal Indian culture.

— C. LaFortune, Richmond

Kaiper, Dan. *Tlingit: their art, culture and legends*. by Dan and Nan Kaiper. Saanichton, Hancock House, 1978, 95 pp., paper, \$4.00. 0-88839-010-6.

This delightful little book is limited to the Indians of the Alaskan Panhandle, where one half of the Alaskan natives live. The authors have included, with personal comments and asides, several fascinating legends they recorded 50 years ago, before the current native resentment at being regarded as "subjects of the white man's studies." Although these legends are couched in excellent English, they seem to be legitimate. One regrets the lack of the Indian idiom in the re-telling.

Nan Kaiper has neatly and gracefully tied the historical perspective to modern attitudes and activities. Some of the food practices are discussed as if these foods are no longer used, but such items as oolichan oil and herring eggs are still gathered. The oil sold in 1979 for \$50 a gallon. Seaweed and berry harvesting are also very important to all coastal Indians.

The authors do not compare the Tlingit to other coastal tribes, but a student of Indian culture can readily see the similarities to the Haida and Tsimshian in B.C. The little book will be useful to teachers and will fascinate many students. Highly recommended at the price.

— C. LaFortune, Richmond

Stewart, Hilary. *Robert Davidson: Haida printmaker*. Vancouver, Douglas and McIntyre, 1979. 120 pp. cloth, \$24.95. 0-88894-242-7.

Robert Davidson is a Haida artist, great-grandson of Charles Edenshaw, and an apprentice of Bill Reid. He has received international recognition for his carving, jewellery and silkscreen prints. Hilary Stewart, journalist, researcher, archaeologist, and interpreter of Indian culture has prepared a catalogue of 10 years of Davidson's prints. Seventy-five reproductions on sepi paper are arranged chronologically to show the artist's development from one-color, copied forms to highly expressive two- and three-color designs. Each reproduction is identified by date, size, and number in the edition. Accompanying each is a note telling the circumstances of its creation, and interpreting the highly stylized animal motifs.

In addition, Ms. Stewart has written a brief introduction on the renaissance of Northwest Coast Indian art, and she has researched and written an illustrated artistic biography of Robert Davidson, tracing the childhood experiences, the training and help he received, and the highlights in his career to date. Both biography and annotations are beautifully written. Davidson is shown to be very much part of Haida life and tradition, learning from it and contributing to it.

As she has done in *Looking at Indian art of the Northwest Coast*, Hilary Stewart instructs the reader's appreciation of the sophisticated subtleties and layers of meaning in Davidson's prints. The carefully designed book is an art treasure in itself, a balanced presentation of the artist, the man, his values and his work.

— Grace E. Funk, Vernon

SCIENCE

Scarrow, Hart R. *Bodyworks Your Human Biology*. Toronto, Globe/Modern Curriculum Press, 1979. 149 pp. Softcover, \$5.85. 0-88996-036-4.

The Science Department Head at Killarney Secondary School is obviously a gifted teacher. This book reveals an exciting, highly organized and experienced teacher and author who grabs the interest of his reader.

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This is much more than a text for the average high school student. It should be used as an immediate reference by primary, elementary, and secondary school teachers. Those teaching science, physical education, or any related courses will find it packed with pertinent information and some unique presentation ideas.

I found *Bodyworks* to be well designed. The use of common terms in conjunction with technical terms brings down the readability levels to that of the target population.

The colored pages preceding each lab exercise state the exercise objectives succinctly. The information contained in these pages is concise and accurate. Throughout the text, the use of metric units is faultless. The lab exercises are of a high calibre and of wide appeal. They are well within the scope of the majority of students from Grade 9 onward. Many of these exercises can be conducted outside a lab with a minimum of apparatus. The whole course could be implemented in a secondary school lab with the addition of very limited equipment.

The sections on Review and Discussion are interesting and manageable while the notes, "Disorderly," direct the reader to reference material.

Each exercise contains a "Did You Know?" sentence or two. For instance: "Sperm is so minute that all the sperm necessary to produce the present world population (about three billion people) could fit into a thimble." Throughout the book these gems keep reappearing.

We used sample labs on genetics and reproduction with Grade 9 (academic) and other labs with Grade 10 (non-academic) students. The student response was in all cases much more than anticipated. Every class could handle the material.

There is a use for this book within the present science curriculum, Grades 8, 9, and 10, as well as for older students who have finished their courses. It might well be the foundation for an extra course for those unfortunate non-academic students who terminate their present science education at the end of Grade 10.

Primary teachers who deal with the senses would find

Chapters 3 and 9 an invaluable reference. Elementary teachers who are not science specialists could comfortably handle any ideas presented and be able to adapt them to teaching use in their classroom.

The whole focus on the text is on "you" the student, a firm pad from which to launch any course.

The book contains an extensive bibliography and a no-nonsense glossary. Even the indexing system is accurate.

A rare find worth having in most schools and in most personal libraries.

— G. Morgan, Mill Bay

VOCATIONAL EDUCATION

Regan, Ross H, *Education is for learning a living*. Vancouver, 1980, 110 pp., paper \$8.75. Distributed by MTP Sales, 520 Saville Crescent, North Vancouver, B.C. V7N 3B1.

Three major purposes dominate the pages of this important book. First and foremost, vocational education must be brought into the mainstream of the educational experience of all secondary and post-secondary students, except for that small percentage in fact already committed to travel the vocational road that will lead them to the university degree. Second, each community/region must seek consensus on the purpose and goals of vocational education. Third, each community/region needs to clarify its use of terminology in these various programs: career, vocational and co-operative, for example.

The plea to bring vocational education into the mainstream of educational experience — to enable the student to acquire and to refine employment and social/interpersonal skills — bears the ring of at least two of Eisner's conceptions of curriculum — social recon-

structionism and personal relevance. This message from Ross H. Regan is not a new one. I have known and admired the author for at least 20 years and I have been personally involved in actively supporting him in many debates/discussions/presentations to have vocational education elevated from the status of programs designed only for other peoples' children to occupancy of a central position in the secondary and post-secondary scheme.

I therefore welcome the book. We needed the book as source for arguments 20 years ago, 10 years ago, even five years ago. Do we still need the book today? Yes, definitely. I hope, however, that we shall focus now primarily on the social or the interpersonal skills side of the argument rather than the employment skills aspect. Regan emphasizes both sides. I am happy and comfortable with the former. Unfortunately, for too many students, formal education has become isolated on a remote island far removed from the mainland of "their real world." Work experience, the acquisition of those social skills related to the world of work, the development of a positive self-image resulting from experiencing success by facing the challenge of the work place — even the restoration of the work ethic, which Regan advocates — are to me aims to be eagerly pursued and "a consummation devoutly to be wished."

Schools can and must be revitalized. Community support for schools can and must be greatly enhanced. Regan proposes one route. Let's not waste another 20 years before implementing. The message is timely. Now is the hour to develop all talents, to desist from the immensely wasteful practice of merely selecting one small kind of talent.

When Regan discusses the reverse, the development of employment skills necessary in a rapidly changing technological society, I squirm a little. Admittedly, the schools, the community colleges and the institutes can provide students with a few requisite skills for mid-management and technician levels of positions, for various specialized categories such as stone masons and cabinet makers, and even for initiating successful small business-

ses, as Regan advocates. But to blame our extensive unemployment on schools and post-secondary institutions — which results, if the argument for promoting employment skills is vigorously pushed — is grossly unfair to educational establishments as well as to our society's victims, the many unemployed. The way our present economy operates there are just not enough jobs. Moreover, the technical skills required on automated assembly lines are minimal. What is required is patience, good humor, punctuality, perseverance, healthy relations with colleagues and superiors, etc. and these vitally important personal skills are ones that can be acquired and refined through the provision of opportunities for welding work into educational experiences.

As I pondered, *Vocational Education Is for Learning a Living* — I love that title — I thought of Tanzania and Julius H. Nyerere and his 1967 essay, *Education for Self-Reliance*. Ross H. Regan from the western world is saying in part much the same as Julius H. Nyerere from his third world perspective; namely, academic education must be meshed with practical or work experience to make schooling vigorously exciting for many youths. I found myself thinking that one advantage Tanzania's president had was that he was able to emphasize the need for all youth to contribute to various community projects that would promote general well-being. Unfortunately, for me, that focus has not been a usual part of the Canada-U.S. scene and so it may not have been possible for Ross Regan to incorporate this into his own volume.

This book results from Regan's 1979 doctoral dissertation at Washington State University. Sound advice — guiding principles to seek, dangerous pitfalls to avoid — abound for community leaders, provincial politicians and public servants, union officials, business and industry representatives, teacher educators, secondary school teachers and school trustees, and finally, college and institute instructors and administrators. Extensive bibliography and appendices augment the work's utility. Careful editing should precede a second printing.

Yes, the book is opportune. Its relevance would have been unquestioned 20 years ago. It is still needed. Let's make sure in heeding its urgent message that we remember that this is 1980, not 1960.

— John S. Church, Vancouver

Note: Ross Regan formerly taught industrial education in Victoria. He has been active in the BCTF, serving on a variety of committees, as a geographical representative, and as a member of the Executive Committee.

BOOKS RECEIVED

Bercuson, David. *Opening the Canadian West*. Toronto, Grelier, 1980. 96 pp. hard, \$7.95. 0-7172-1803-1 (Focus on Canadian history series). Third of a proposed ten volume series organized by topics intended for classroom use Grades 6-10. Includes some material on British Columbia.

Birdsall, Peter. *Mind war: book censorship in English Canada* by Peter Birdsall and Delores Broten. Victoria, Canlit, 1978. 66 pp. paper, \$5.00. 0-920566-01-4. Five decades of cases and opinions, an historical survey, noting the increasing pressure on schools.

Broten, Delores. *Paper phoenix: a history of book publishing in English Canada* by Delores Broten and Peter Birdsall. Victoria, Canlit, 1980. 84 pp. paper, \$8.00. 0-920566-08-1. An overview of all aspects, from reader education to copyright and book clubs, full of names and dates, ending optimistically.

The Canadians

Gardner, Allison. *Grant McConachie* (of Canadian Pacific Airlines). Don Mills, Fitzhenry and Whiteside, 1979. 64 pp. paper, \$2.50. 0-88902-668-8. (The Canadians)

Bassett, John. *Henry Larsen* (of the St. Roch). Don Mills, Fitzhenry and Whiteside, 1980. 64 pp. paper, \$2.50. 0-88902-5 (The Canadians)

Garrod, Stan. *Sam Steele* (of the NWMP). Don Mills, Fitzhenry and Whiteside, 1979. 64 pp. paper, \$2.50. 0-88902-6 (The Canadians)

Cass-Beggs, Barbara. *Canadian folk songs for the young*. Vancouver, Douglas and McIntyre, 1980. 48 pp. paper, \$5.95. 0-88894-264-1. Paperback reissue, first published 1975.

Evans, Peter J. A. *The evaluation of writing in Ontario: grades 8, 12, and 13*. Toronto, Ontario Institute of Studies in Education, 1980. 101 pp. paper, \$1.50. (Review and evaluation bulletins Ontario Ministry of Education Vol. 1, No. 2) Analysis and comparison of writing performance of Grade 8 students in the 1977 OISE Intermediate Evaluation and of Grade 12-13 students in the Interim Study, 1976.

Gall, Gerald L. *Canadian legal system*. Toronto, Carswell, 1977. 316 pp. hard, \$29.50. 0-459-31720-2. From the nature and sources of law, through courts, judges, and statutory interpretation, a reference for teachers of law.

Hindley, Patricia. *The tangled net: basic issues in Canadian communications* by Patricia Hindley, Gall Martin and Jean McNulty. Vancouver, Douglas and McIntyre, 1980. 178 pp. paper, \$7.95. 0-88894-271-0. Paperback reissue, first published 1977.

Howe, Tom. *Myself in the rain*. Vancouver, Douglas and McIntyre, 1979. 72 pp. paper, \$5.95. 0-88894-243-5. First book by a new Canadian poet, recommended by Al Purdy. Gloomy, like most Canadian writers.

Jilek-Aall, Louise. *Call mama doctor: African notes of a young woman doctor*. North Vancouver, Hancock House, 1979. 219 pp. hard, \$12.95. 0-88839-025-4. Combines medical conditions in Tanzania in 1950s with the experiences of a researcher in tropical medicine.

Johnson, Neal. *A line is* (teacher edition). Agincourt, G.L.C., 1980. 74 pp. paper, \$18.95. 0-888-74092-1 (pupil edition bound in). An art teacher's guide to teaching the design element of line.

Kenney, Morgan. *Bonne Route!* Toronto, Heath, 1980. 72 pp. paper, \$4.17. 0-669-00834-6. (Passport au plaisir No. 1) Exercise booklet accompanies. One of 8 supplemental readers for French as a second language program.

Kilcan, Crawford. *Go do some great thing: the black pioneers of British Columbia*. Vancouver, Douglas and McIntyre, 1980. 188 pp. paper, \$6.95. 0-88894-267-2. Paperback reissue, first published 1978.

Kopas, Cliff. *Bella Coola*. Vancouver, Douglas and McIntyre, 1980. 296 pp. paper, \$9.95. 0-88894-265-6. Paperback reissue, first published 1970 by Mitchell Press.

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● Stereotypes can be such a hassle. But over here in Cowichan, we've been working diligently on the problem for a couple of years, and by now we've made major advances, more than the general public realizes. Let me give you an illustration.

The other day Mrs. Taylor dropped by the school to pick up homework for a daughter who's been nailed to the bed by mono. As she was about to leave, she turned to me and said, "I'm doing night school courses myself, to brush up my skills, but I'm bogged down with a few problems in statistics. I wonder if I could consult a math teacher for a moment or two."

Naturally I was horrified by this example of stereotyped thinking, but I buried my horror in a gruff cough.

"I think," I said firmly, "our *home ec* teacher could help you out there."

"Your *home ec* teacher!" said Mrs. Taylor. "Does she know much about statistics?"

"As a matter of fact, she is a *he*," I corrected her, "and he *does*. Forgive me for saying so, Mrs. Taylor, but in your remarks I can't help perceiving evidence of stereotyped thinking."

"Well, yes, sorry, I suppose," she blushed. "I never thought..."

"Too few of us do," I tut-tutted. "But here, at this school at least, we try to think a little more than most."

"Well, I'm sorry..."

"One apology is enough," I said.

"But then who'd I consult if I had a problem cooking quiche?"

"You might try our plastics or metalwork departments."

Her eyes brightened as she shook off the bonds of stereotyped thinking. It was like (if one may say so without trivializing the pyramids) seeing a revived mummy wriggle free from its bandages and step out of the cool tomb into cheerful desert wastes.

"When did all this start?" she asked me with interest.

So I told her. Our new era was inaugurated two years ago when Mr. Cholmondley, our English English teacher, ceremonially snapped a rolled umbrella over his knee. Then Miss Hettie Perkins, who has taught here for 20 years and used to be the stereotyped school marm, trod on her glasses, frizzed her hair, built herself a robust kayak and now spends every free moment cutting a dextrous way through white-water rapids.

"So the school's on the crest of a wave, so to speak?" asked Mrs. Taylor.

"Well, not entirely," I confided. "We do have a distinct problem with our music teacher."

"Why? Is he a poor teacher?"

"On the contrary," I declared. "He's a truly outstanding teacher. You see, he's black —"

"I trust that's not a racist remark," she got in quick.

"Not at all. But, to our dismay, he's not

only a first-rate vocalist but he was born within a stone's throw of Swanee River. And we'd really like a black teacher born in Reykjavik, or at least Hong Kong."

"Yes, I can see your difficulty."

"And, to top it all, he keeps himself in excellent physical shape. And he's very attractive to women."

"Is he really?" said Mrs. Taylor, with a sudden rush of crimson to her cheeks, but then she added: "How terrible! I can see he's menaced by the stereotype."

"Sadly, he doesn't seem to mind," I sighed. "At least we can be grateful he doesn't play the banjo."

"But what are you going to do?"

"We've called a meeting for the lunch hour. We're going to discuss the issue then. If our expert on school philosophy turns up."

"Is that the principal?"

"Tut, tut, Mrs. Taylor. You've lapsed into your old errors. No, actually, it's the school janitor. He's a Native Indian who was educated in a federally-run boarding school; so he's able to view the provincial education system with total detachment."

And, as luck would have it, around the corner at that moment came Ken the janitor, wearing the habit of a Poor Clare nun, with a rhino whip in one hand and a stone Aztec calendar in the other.

And no sign of a feather anywhere. O

Geoff Hargreaves, our resident columnist, teaches at Cowichan Senior Secondary School.

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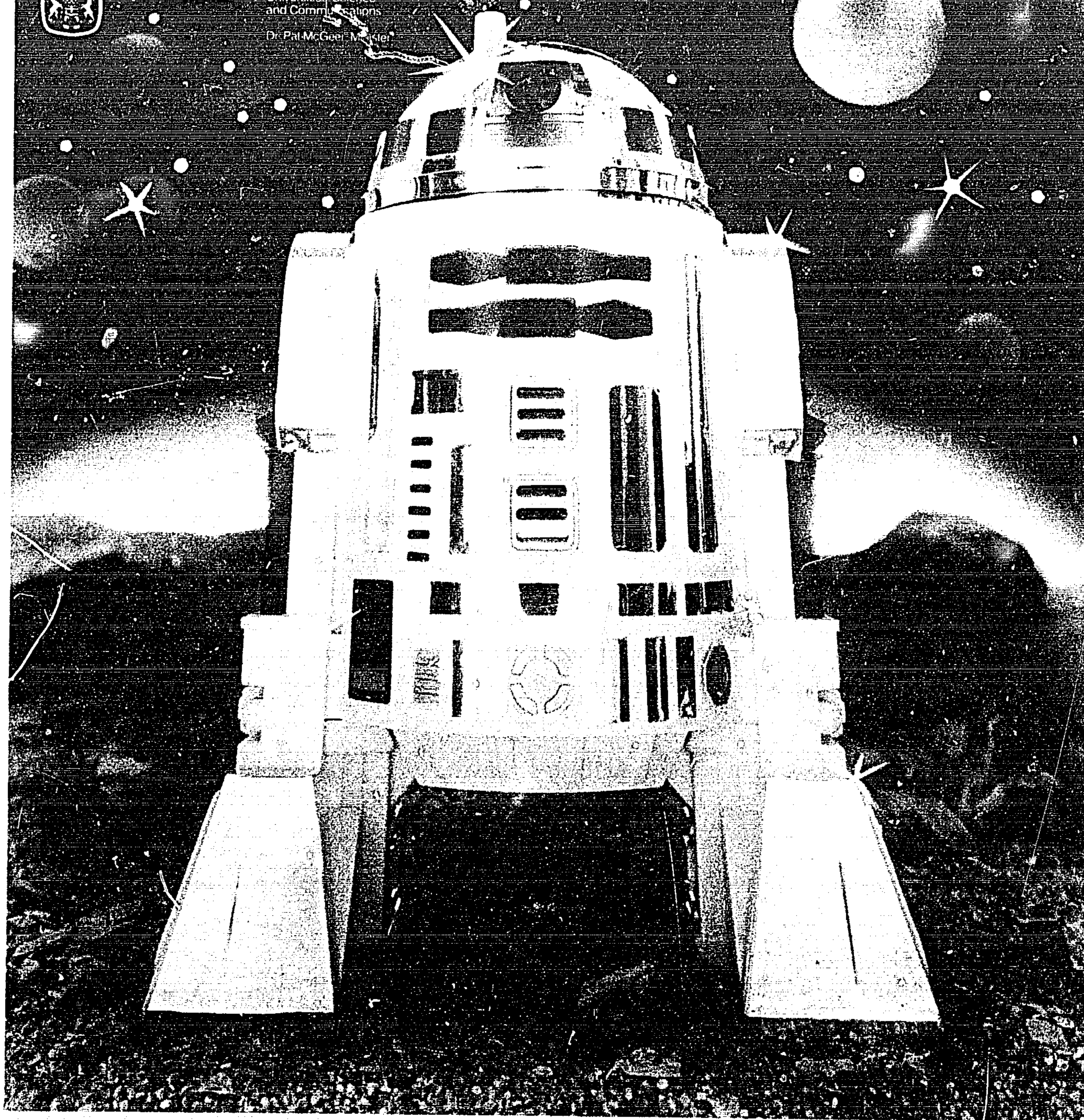
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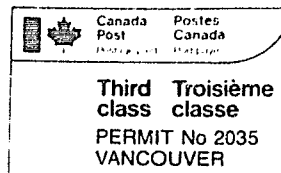


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