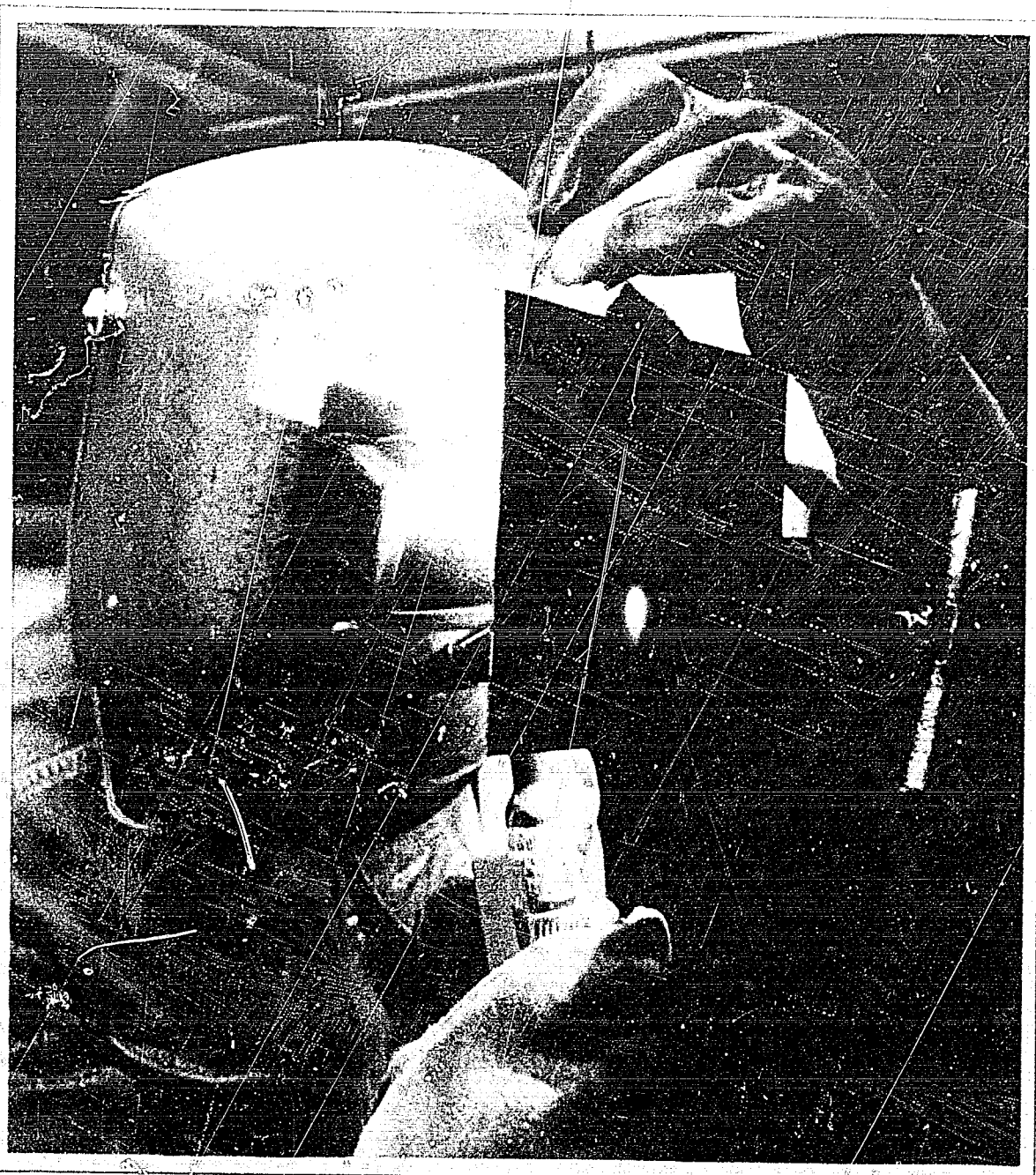
November-December 1980 Volume 60 Number 2



Career Preparation - A Mistake?

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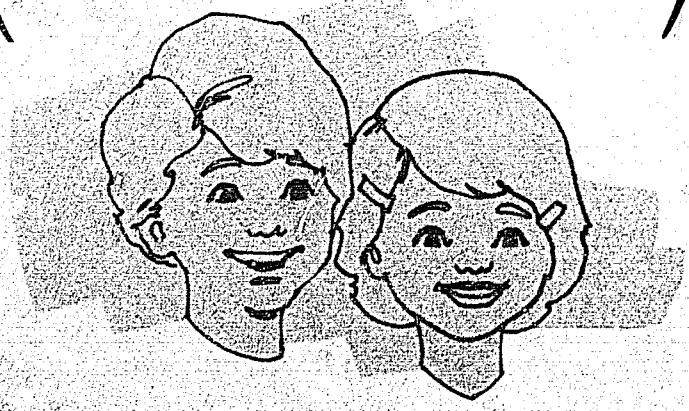

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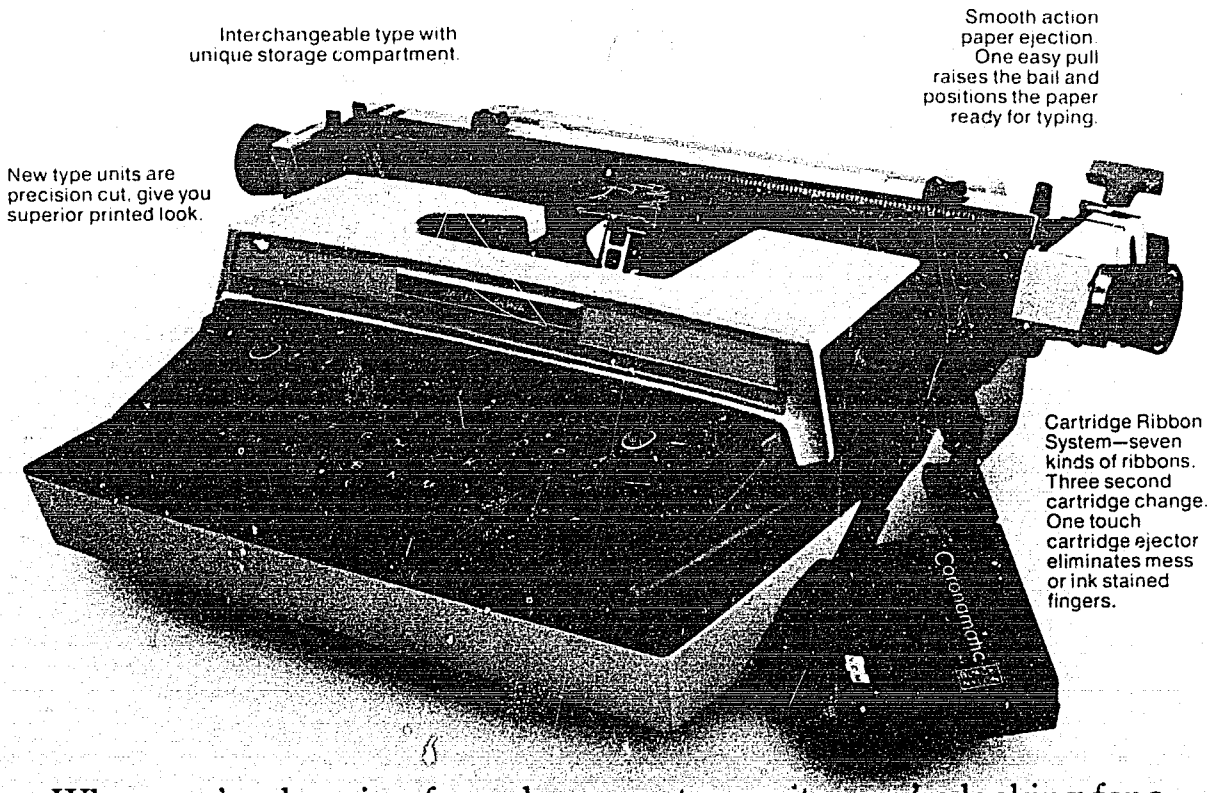

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THE GRAINS ARE GREAT FOODS . . . is a booklet that provides an historical perspective on the use of cereals from the dawn of civilization until today. It is an excellent resource for student projects as it also describes modern manufacturing methods, the nutritional value of ready-to-eat cereals and how to use label information.

ENERGIZE AT SUNRISE . . . is a teaching unit composed of three sections: one for non-readers, one for grades 1-3 and one for grades 4-6. Each is designed to teach the basics of sound breakfast nutrition in a one or two week period. A teacher's guide, thirteen activity masters and a breakfast game entitled Energy 365 are included in the Energize unit.

DON'T BE A BREAKFAST SKIPPER . . . is a colour filmstrip created to encourage students to eat a good breakfast. The filmstrip appeals to children eight to ten years of age and may be used effectively as an introduction or summary to a teaching unit. A narration guide with teachers' notes accompanies the filmstrip.

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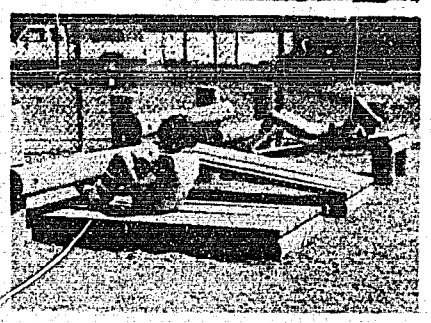
THE B.C. TEACHER
ISSN 0005-2957

PUBLISHED BY
BRITISH COLUMBIA TEACHERS' FEDERATION
Affiliated with the Canadian Teachers' Federation
Volume 60 Number 2 November-December 1980



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Ron Denman — p. 47 (top); Mike Goldberg — pp. 47 (bottom), 57; Jim McDowell — p. 54; Doug McPhail, Provincial Educational Media Centre — pp. 64, 65, 67, 70 (left); Ralph Maurer — pp. 47 (middle), 68, 70 (right); Michael Shelbourn — p. 78; Graham Sheppard, Provincial Educational Media Centre — front cover; University of Victoria — p. 63 (upper right); Vancouver School Board — pp. 51, 55.

COVER STORY

Our cover photo this month was taken at the Pacific Vocational Institute in Burnaby. It highlights an article by BCTF first vice-president, Larry Kuehn, on the Ministry of Education's newest program, the Career Preparation Program. Larry has severe doubts about the CPP, particularly its emphasis on training students for specific jobs.

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

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

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

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

Manuscripts (no payment) are welcome. Topics should interest a wide range of teacher readers. Manuscripts should be up to 2500 words long, preferably typed and double spaced. Writing style should be informal. Avoid footnotes and references.

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

Annual subscription $5.50

Printed in Canada by Mitchell Press Limited

From Our Readers

HARGREAVES REVISITED

●Guiltily chuckling my way through Geoff Hargreaves' "Public Impressions" (Sept.-Oct.), I stifled my amusement in the sudden dawning awareness that poor Geoff is probably going to get it in the neck again. No doubt some of our "easy readers" may once again fall for it, identify Geoff with the "I" of his observations, and in stouthearted defence of everything decent and goaded mainly by the impetuosity of annoyance, paste their own newspaper on the Great Teaching Wall, accusing Geoff of racism, anti-unionism, sexism, schism, you name it. One wonders how Solomon ever got his Proverbs into print!!!

The invective does have a benevolent spin-off, however. We laugh a lot about it in the Cowichan Senior Secondary School staffroom, only because we all know Geoff to be starwars removed from sexism, racism, et al. He is very much a gentleman in all the right places and, as the phrase goes, highly respected by colleagues and students alike.

Perhaps the editor should advise parental guidance to readers before they attempt Hargreaves, or include a warning that reading Hargreaves may be hazardous to the mind. Those of us who at one time or another slugged it through English 200 know that the matter is really quite simple: Hargreaves is best read in front of a mirror. In the buff, of course!

Jan van der Have,
Duncan

CARTOON SEXIST?

●We were shocked at the cartoon on page 14 of the Sept.-Oct. issue. The female teacher is portrayed as inept and scatter-brained while the male (presumably the principal) is portrayed as arrogant and condescending. When the new Kodak Carousel projector arrived at our school last year, it was a competent female librarian who instructed our staff of 12 males and 20 females on its use. It is ironic that the BCTF spends $160,000 on the Status of Women Program attempting to eliminate sexism while *The B.C. Teacher* publishes a cartoon that is clearly sexist. The Status of Women staff person obviously needs to be on the editorial board of *The B.C. Teacher* to ensure that the policies of the BCTF Status of Women program are supported not subverted by *The B.C. Teacher*.

Gail Stewart
and 18 other teachers,
Cloverdale Junior Secondary School

NOSTALGIA APPRECIATED

●Re "The Only Act in Town" (Sept.-Oct.). thank you ever so much for your heartwarming diary!

It could easily have been my school or any number of small schools "in the country."

Your description of school life — with cocoa, songs, soldiers' visits, inspectors ("Everyone, do your 'special' work today, please . . .") brought me all the way back to the Kootenays, circa 1940.

Thank you!

G. Lamont,
Vancouver

They're talking about...

Richard Loney

●**Richard Loney,** teacher at Sutherland Secondary School in North Vancouver, who is known across the country for his robust rendering of O Canada before each Vancouver Canuck hockey broadcast from the Pacific Coliseum.

Last year Richard recorded an album of Christmas music, entitled "a Gift of Song." It features both traditional and contemporary music, and a new song, "This Day a Child," written by Richard and brother Tom. This year Capcan Music Ltd. has released that song as a single, and it is expected to get lots of radio time this Christmas season. The album is available at all Woolco, Sam the Record Man, and Woodward's stores.

Richard is a talented entertainer. He has been a regular performer on CBC radio and TV, and a featured soloist in many of the great oratories, including guest appearances with the Vancouver and Victoria symphony orchestras.

As he did last year, Richard will be entertaining at various shopping malls in the Lower Mainland during the Christmas season.○

●An excellent slide-tape presentation, "Where the Almsgiving Stops," produced to interpret the needs of the developing countries to people in the developed countries.

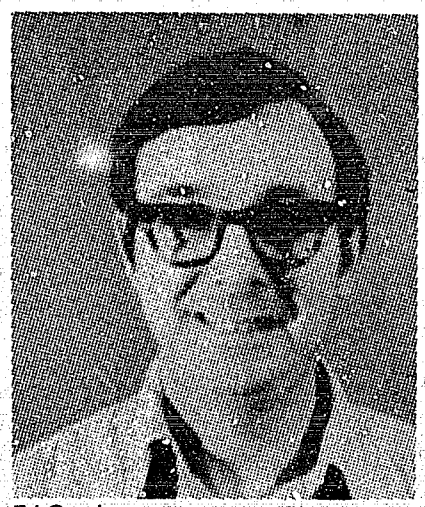
Professionally produced, the 25-minute presentation dramatically conveys the food needs of starving populations, and points out that there is more than enough food, but people are too poor to buy it. Food is not the problem; poverty is.

The presentation is narrated by TV star Pernell Roberts, who donated his services. It is available for U.S. $35 from John Paul Kay, Box 401, Tesuque, New Mexico 87574.○

●**Ed Goodman,** shop teacher at Kelowna Secondary School, who was recently presented with the Star of Courage at Government House in Ottawa.

Ed rescued a 12-year-old girl from certain death a year ago, when fire broke out in the school. As students hurried from the building, the girl fell. An explosion followed, but Ed went back into the building, despite the heat and smoke, found the girl, and carried her out. She was treated in hospital for severe burns.

Congratulations, Ed. You make us proud to be members of the same profession.○



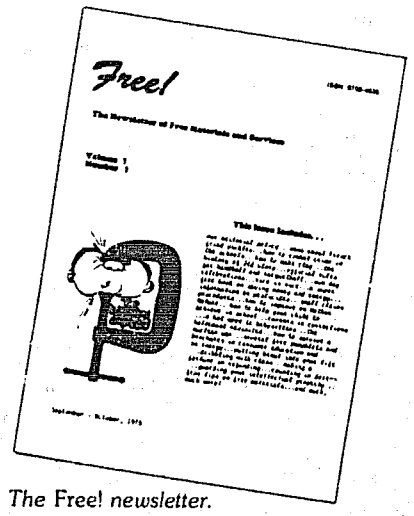
Ed Goodman

●"The Look of Music," a major international exhibition of rare musical instruments, at the Vancouver Centennial Museum.

The museum has assembled more than 330 musical instruments from collections all over the world. The instruments span four centuries, and range from Frederick the Great's ebony flute to Cristofori's prototype pianoforte. Included are Adolphe Sax's first ever instrument and Stradivari's last violin.

A feature of the exhibition will be Canadian craftspersons designing and making their own lutes, violins, harpsichords and woodwinds.

Never before has such an impressive selection of instruments been assembled for a public exhibition in one place. On now until April 5, 1981.○

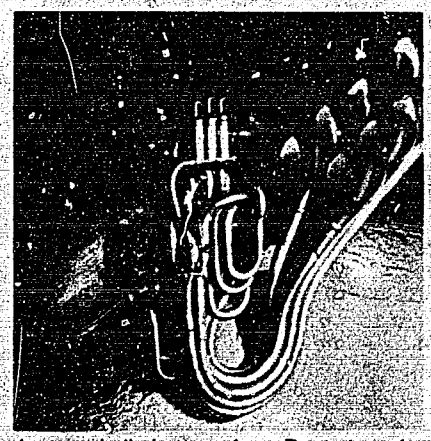


The Free! newsletter.

●Free!, a newsletter of free materials and services that provides a regular list of recommended materials for teachers and libraries, all of which are free.

Each item (books, pamphlets, posters, etc.) is evaluated and recommended by professionals and all information is verified.

The newsletter is published six times a year. Subscriptions are $10 a year from Dyad Services, Box 4696, Station C, London, Ontario N5W 5L7.○



A seven-belled comet from Brussels and a pardessus de viole from Vancouver.

Is the ministry's newest program a mistake?

LARRY KUEHN

The ministry is speeding ahead on a multi-million dollar Career Preparation Program, with an amazing lack of clarity about what the program is.

Is the job of the schools to give these students a sound general education, or to train them as chefs?

Recent newspaper headlines screamed about a shortage of skilled workers in B.C. Could a proposal that the school system should solve a newly identified problem be far behind?

In fact, in this case the proposal for a "solution" predated by about six weeks the problem's moving from the business section to the front page. In late August, a Ministry of Education news release announced the "Career Preparation Program."

What is this program? It is a variety of things.

Perhaps most significantly, it is a political response to a perceived public demand. We face in this province — in common with most industrialized areas — the irony of a combination of high unemployment and skilled jobs going begging for people to fill them.

The minister's press announcement of the Career Preparation Program seems to promise an answer to this dilemma. It says the program will "lead to satisfying jobs for students who might otherwise be untrained" and will "help to alleviate the continuing shortage of skilled tradesmen."

But can this program — or the schools in general — provide the solution? One root of the problem of a shortage of skilled workers is in the failure of Canadian industry to provide a high enough level of skill training programs. Canada has always depended on the import of skilled labor from other countries. But this source has now, for a variety of reasons, dried up.

It now appears that the response provided by government is not one to force industry to live up to its obligations, but one to bring back vocational education under a new name. This approach is reflected in one "draft" document from the ministry that says that, "A primary purpose of our schools is assisting students to prepare for satisfying and successful employment."

It is an approach rejected in the past in favor of comprehensive, general education. At the same time as the ministry is mandating the "mainstreaming" of special needs students, it is developing a program to stream others out.

But the motivations behind this program are not entirely political. It is also an attempt to respond to a very real failure of the secondary school system, a failure to offer enough programs that adequately meet the needs of the great majority of students who will never go to university. However, it is a tiny band-aid being put on a body that is at least half covered by an open sore.

The Career Preparation Program is, in fact, at least three different types of programs, some of which are already running in schools on a pilot basis.

One type of Career Preparation Program can be based on already existing courses. As an example, a business education student could get the required 700 hours of "career" training by taking more regular business education courses, being mixed in with other business education students who are not in a Career Preparation Program.

A second category is really alternative programs for students not making it in the regular programs of the school. An example is the Alert Bay programs to train Native Indians as engineers on fish boats.

The third type is new programs aimed at giving advanced standing or credit in post-secondary programs. The first emphasis on these seems to be in the area of what the ministry's press release calls "mechanical industries": automotive, diesel, small engines and heavy-duty mechanics.

At this stage of its development the program is full of ambiguities, contradictions and problems.

AMBIGUITIES, CONTRADICTIONS, PROBLEMS

1. The ministry is speeding ahead on a multi-million dollar program with an amazing lack of clarity about what the program is. Some examples:

- Most of the public documents describing the program have the label "draft" and are being revised.
- Significant documents describing the curriculum development objectives and procedures had not even been released in "draft" form by the time the ministry was seeking people to sit on curriculum committees.
- It has not been decided if there will be a "Provincial Career Certificate," and if such exists, if it will be in place of or in addition to the Dogwood Certificate.
- Details of the program seem to change frequently, but without announcement. For example, the press release announcing the program said the six career preparation courses would "include a Grade 11 work study course which contains a core of skills necessary to become an employee — calculations, communications, attitudes, etc." Since then, it has been decided that work study may be integrated with the other courses rather than being a separate course.

2. Whom the program is aimed at is unclear. The press release says it "is designed for the very large number of students who may be academically capable of obtaining a professional education at a university but choose not to do so" and emphasizes that "secondary graduates may earn advanced placement in a college vocational course, or in apprenticeship preparation, thereby reducing the total time spent in school."

Certainly some of the programs might ideally lend themselves to this approach, such as heavy-duty mechanics, bookkeeping and practical nursing, but what post-secondary institutions offer programs or apprenticeships in such other proposed programs as waiter/waitress, tourism, and homemaker? Program officials admit that despite post-secondary emphasis, "reality" says most students will go directly to work, not school.

3. False promises are being made to the public, parents and, most importantly, students. When the minister says the program will "help alleviate the continual shortage of skilled tradesmen," many will understandably jump to the conclusion that students will come out of the career preparation programs as skilled tradespersons. They won't of course, and they may well feel cheated.

Even if they can obtain advanced placement or credit in college vocational courses

These students at Sir Charles Tupper Secondary School in Vancouver are learning the skills required by drycleaning. What will the new Career Preparation Program teach them that they are not learning already?

of pre-apprenticeship programs, many students will have to wait up to two years *just to get into* the programs. The reality for the student is not likely to be the easy transition implied in political statements.

And who is likely to be blamed? The school system again.

4. The program director places great emphasis on the fact that these programs "are not to be offered at the expense of other programs." One of the criteria for a program to qualify for funding is that: "space and equipment must, in almost all instances, be available without additional capital funding."

However, one of the other criteria is that "applications must originate from the school district office." The district office often sees the effect on other programs quite differently from the way the teacher sees them.

The reality, as reported by some teachers in schools with pilot programs, is that:

- Time, interest and priority go to programs that are valued by an outside group, as demonstrated by big bucks (40 percent of an instructional unit extra funding for each 15 students).
- Many students are missing out on shop time because so much is devoted to students with the 700-hour requirements; this has produced a significant drop in the number of girls in the industrial education courses.
- Interestingly, the program director says the funding is "to repair the impact on the total school district, not to fund the specific program."

5. The options for students are greatly narrowed.

As one teacher said, "The students are not allowed to make decisions; the program is making them for them."

Some students have complained that their options for electives are too limited, and it is no wonder when one looks at a sample program for a student in one of the hairdressing programs: of the minimum twelve courses over two years, he or she would have to pass six hairdressing courses, four general education constants, and two electives.

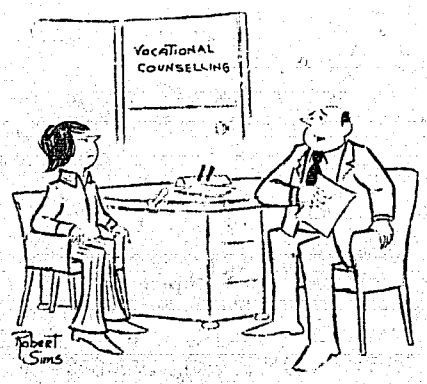
One has to wonder how well this student will be prepared to enter some distinctly different occupation if he or she develops an allergy to the fluids used in hairdressing, let alone how broad a general education the student has.

6. The B.C. Federation of Labour is opposing the program. That organization's policy on secondary schools says that "students should be able to take what elective courses are relevant to them without restriction based on academic or non-academic channelling." The policy also indicates that vocational training is appropriate at the *post-secondary* level.

7. The principal of one school with more than 10 percent of the students in a career preparation program says the money can have significant positive impact on working conditions for teachers: smaller class sizes; in-school time for teachers to do the things they are expected to do through double preparation periods, markers in the class with them while they teach, and the like. All of these are quite positive, but will similar provisions be made for others, such as English teachers, for example? Or primary teachers?

And the program director admits that once the approval is made, the money goes into the board budget and "local autonomy" reigns. Getting it to the school level will depend on the insistence of principals and teachers.

8. Perhaps the greatest number of ambiguities, contradictions and potential problems in the Career Preparation Program exist in the area of "articulation" between secondary and post-secondary.



"But don't you see? When you grow up, you can't just be happy. You have to DO something!"

©Innovations Unlimited

The ministry's intention is to develop what the press announcement calls "integrated curricula." By this they seem to mean that they will start from current secondary and post-secondary curricula in a given area. A pair of teachers — one secondary and one post-secondary — will modify these to one common curriculum, which will be based on "competencies" the student is expected to achieve.

Then, since there will be a standard curriculum, it will be theoretically easy for the programs taken in secondary schools to be accepted for credit or advanced placement in vocational, technical or apprenticeship courses in post-secondary institutions. All of this is described by the ministry in a new jargon term called "laddered" studies.

When pressed on how this would be accomplished, ministry officials did not have a clear plan, but indicated a faith that things could be worked out on a program-by-program and institution-by-institution basis, and guidelines could then be generalized.

The naive nature of this faith that things can be easily worked out was pinpointed by a teacher with extensive experience with ministry curriculum committees and with co-ordination efforts between colleges and schools on an individual basis. He said, as he shook his head in disbelief, "The 15 colleges can't even come to agreement among themselves; how do they expect to do it with 280 secondary schools?"

A LEGITIMATE CONCERN

The reluctance at both the secondary and post-secondary levels reflects not a Luddite desire to destroy a new advanced technology, but a genuine and legitimate concern about potential damage to the ways in which institutions serve the needs of children.

The colleges can have legitimate fears that this program is part of a ministry strategy to destroy the autonomy of the colleges. And secondary school people must recognize that the effect of the "laddered," articulated program will be to focus the senior secondary school even more in the direction of the tertiary institution, with the secondary school's having to adjust its program to meet college course credit requirements, rather than accepting the fact that secondary and post-secondary institutions have *unique* and *different* aims.

In the midst of all this, there are advisory committees for each program representing business, labor, school trustees, educators and the public "to supply information on skill requirements and job opportunities." How can a program be based on a standardized, province-wide, secondary/post-secondary curriculum, and at the same time be responsive to local committees identifying skill requirements? At the very least, there is the potential for conflict.

Once again teachers may be left to pick up the pieces of expectations shattered by the disparity between the promises of political announcements and the reality of a program that is philosophically misguided and operationally confused. O

Larry Kuehn is first vice-president of the BCTF.

Most of the teachers listed below retired earlier this year. A few had left teaching before last year but were granted deferred allowances. To them all the federation extends best wishes for the future.

Lionel Adams, Kamloops
Laura Alexander, Richmond
Sybil R. Alexander, Victoria
Thekla M. Alexander, Prince Rupert
Richard J. Andrews, Victoria
Irene Armstrong, Vancouver
Edna J. Avison, Kamloops
Mary P. Barbour, Prince Rupert
Jean L. Barnes, Gulf Islands
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Jarslow Burianyk, Vancouver
Robert Campbell, Vancouver
George H. Cannon, Burnaby
Stanley C. Case, Coquitlam
Charles Clarke, Shuswap
Florence G. Cluff, West Vancouver
Elene Cocones, Kamloops
Lois A. Collins, Vancouver
Walter E. Coombes, Penticton
Josephine L. Cosgrove, New Westminster
Laurence Cottrell, Victoria
Frances Coulter, Lake Cowichan
Clarence Covell, Vancouver
Hilda Cowan, Shuswap
Alfred H. Cowen, Richmond
Jean D. Cox, Delta
Thomas N. Crane, Richmond
Elizabeth D. Crider, West Vancouver
Norma Crimp, Nanaimo
Leonard Cuddeford, Coquitlam
Morris E. Dauncey, Surrey
Marianne Davey, Nanaimo
James Davidson, Courtenay
James B. Densmore, Victoria
Leon L. Dorais, North Vancouver
Marion B. Dorais, North Vancouver
Muriel Dorey, Burnaby
Laura E. Doubroff, North Vancouver
Charles Douglas, Victoria
Andrew W. Drewry, Richmond
Alfred R. Dyer, Chilliwack
Alma East, North Vancouver

Bernadette Easto, Vancouver
Ruth V. Eldredge, Burnaby
Margaret A. Elvish, Summerland
Georgina Evans, Delta
Bryce Farrow, Cranbrook
Kathleen Feltham, North Vancouver
Mildred F. Fenn[illegible]re, Peace River North
Raymond Fetfetter, Chilliwack
John H. Findlay, Vancouver
Marion Fisher, Vancouver
Ruth G. Fitzpatrick, Summerland
William Fitzpatrick, Penticton
Mary Ford, Vancouver
George Fortune, Victoria
Mary Ann Fowler, New Westminster
Marion A. Francis, Kamloops
Eva K. Freeman, Trail
Walter Garnett, Victoria
George Gibson, Delta
Norman A. Gill, Fernie
Alice E. Glanville, Grand Forks
Gertrude Glanzberg, Vancouver
Olive B. Goldie, Prince Rupert
Edith Goodlake, Vancouver
Rita C. Gorman, Chilliwack
Ethel Graham, Shuswap
Jessie Grant, Burnaby
Andrew M. Grasdal, Vancouver
Donald C. Green, Smithers
Jessie C. Griffin, West Vancouver
Arthur A. Gutteridge, Surrey
Geoffrey Harris, Vancouver
Jean E. Harry, Cowichan
Lydia Hatt, Vancouver
Willem J. Havelaar, Victoria
Olive M. Hawes, Coquitlam
Leonard Hawkins, Victoria
Leona Hayter, Langley
Gertrude Heikkila, Nanaimo
Appolonia Helt, North Vancouver
May M. Hendrickson, Campbell River
Kenneth Heywood, Central Okanagan
Nestor Holob, Burnaby
Ruth E. Homer, Vancouver
Dorothy Hood, Coquitlam
Edith Hopkins, Southern Okanagan
Albert Horrocks, Vancouver
Bertha Hugh, Surrey
Pauline Hughes, Central Coast
Grace K. Hunter, Burnaby
John Hunter, Vancouver
Norman Hunt, West Vancouver
Jessie Jackson, Vancouver
John Jackson, Victoria
Edith L. Jamieson, Nelson
Dorothy Jefferd, Penticton
Hannah Jensen, Richmond
Hubert E. Johns, Vancouver
C. D. Paisley Johnson, Kamloops
Elsie L. Johnson, Vancouver
Zella L. Johnson, Vancouver
Marion Johnstone, Qualicum
Albert E. Jones, Southern Okanagan
Harry V. Jones, Vancouver
Donald Joplin, Vancouver
Cyril N. Juckes, North Vancouver
Helen Kinking, Prince George
Sarah E. Knight, Castlegar

Rosano Lacerte, Chilliwack
Albert G. Leclacey, Terrace
Donald Ladd, Vancouver
Verne M. Lanyon, Courtenay
Gertrude L. Lepin, Penticton
Lawrence Lichty, Courtenay
Bernard Lisle, Richmond
Jean E. Little, Trail
Winnifred A. Littleton, Victoria
Dorothy A. Lock, New Westminster
Joseph W. Lott, Saanich
Norman Luyckfassel, Abbotsford
Donald G. MacDonald, Victoria
Joyce M. MacKay, Delta
Roderick D. MacKenzie, West Vancouver
Patrick F. MacKie, Vernon
William M. MacLaughlan, Nanaimo
Isabella H. MacLellan, Vancouver
Freda C. Mallory, Prince Rupert
Tressie C. Malone, Vernon
Edith Martin, Cowichan
Albert Mansfield, Victoria
Sophia Masters, West Vancouver
Mabel McCartney, Peace River South
Ruth McDonald, New Westminster
Hugh McDougall, Vancouver
Nellie McFadden, Terrace
Edna A. McFarlane, Terrace
Mildred J. McIntosh, Langley
Blanche McIvor, Vancouver
Robert C. McKellar, Courtenay
Bernice H. McKenzie, Vancouver
Ross S. McLachlan, Penticton
Ross McLagan, Vancouver
Stanley D. McLarty, Vancouver
Richard McMurray, Qualicum
Isabelle M. McPhedran, Vancouver
E. Isobel Midmore, Vancouver
Gwendoline Miller, Merritt
Francis J. Mooney, Sooke
Barbara Moore, Langley
Philip J. Moore, Chilliwack
Beryl E. Mottershead, Cowichan
Stanislaw Mozol, Saanich
Edna Nash, Vancouver
James S. Niven, Vancouver
William Norton, Vancouver
Mary S. O'Connell, Vancouver
Mary-Anne Oddy, Alberni
Arthur E. Parfitt, Victoria
Albert Parker, Vancouver
G. Ruth Parker, Vancouver
Mary B. Pass, Nanaimo
Irene Pearce, Vancouver
Ellen Pearson, Prince George
Katharine Penney, Burnaby
Eleanor Perlstrom, Victoria
Donald R. Peterson, Surrey
Phyllis M. Piddington, Vancouver
Charles Pierce, Vernon
Evelyn Primrose, Surrey
Charles R. Prince, Vancouver
Margaret I. Pugh, West Vancouver
Helen Purvis, Cranbrook
John M. Quigley, Maple Ridge
Margaret M. Raboch, Shuswap
Neige Ramsbottom, Surrey
Charlotte Rash, Maple Ridge

Mildred I. Reburn, Victoria
Nancy A. Reed, North Vancouver
Howard E. Reeve, Vancouver
David Reimer, Victoria
Faith M. Reimer, Victoria
Catherine Repel, Vancouver
Teofil Repel, Vancouver
William G. Rice-Jones, Langley
Albert Richter, Saanich
Ione M. Robinson, Sooke
Mervin Rogelstad, New Westminster
James Y. Ross, Vancouver
Constance M. Rudd, Revelstoke
Quentin Russell, Saanich
Lloyd G. Sanderson, New Westminster
Thomas G. Sawyer, Coquitlam
John W. Scambler, Surrey
Margaret C. Seens, Victoria
Olive A. Seguss, Central Okanagan
John Seimens, Coquitlam
George Shapiro, Vancouver
Robert Shaw, Richmond
Norman A. Sherritt, Langley
Annie I. Sigurdson, Surrey
Mary Simmons, Richmond
Keith B. Simpson, Vancouver
Wilma E. Slater, Cowichan
Beatrice Smith, Victoria
Henry Smith, West Vancouver
Irene R. Smith, West Vancouver
Marjorie Southern, Cowichan
Doris J. Spanbauer, Alberni
George W. Sparling, North Vancouver
M. B. Yvette St. Hilaire, Victoria
Charles E. Steward, Surrey
John Stickney, Courtenay
Frances E. Taylor, Victoria
Douglas Thorne-Collisson, Vancouver
John S. Tkach, Vancouver
Ellen M. Toevs, Summerland
Stella Tseng, Delta
Lily V. Van Derkooy, Kitimat
Margaret B. Van Waas, Coquitlam
Otto E. VanZiffle, Central Okanagan
Agnes Vaughan, West Vancouver
Barbara Vengshoel, Coquitlam
George D. Wadsworth, Maple Ridge
John E. Walker, Vancouver
John D. Wallace, Surrey
Gerard Watson, Cowichan
Louis Wayte, Naniamo
Rachel A. Wellock, Trail
Jean A. Wemp, Central Okanagan
Muriel Westad, Sooke
Edna White, Delta
Lawrence Wick, Langley
Eulie F. Wight, New Westminster
Eileen Williams, Trail
Lloyd G. Williams, Vancouver
Hazel A. Wilson, Vancouver
William G. Wilson, Burnaby
Elizabeth Wood, Victoria
Evelyn M. Woods, Kimberley
Ethel B. Wright, Richmond
Waldemar Zimich, Vancouver

LABELLED "DISABLED" LEARNERS

JIM McDOWELL

One week before Vancouver's first provincial conference on learning disabilities refueled the mythology of disabled children last spring, a visiting Israeli psychologist punctured the latest pseudo-scientific explanation for why some children have trouble learning.

Speaking to the 28th biennial convention of the Canadian Hadassah Women's International Zionist Organization, Dr. Reuven Feuerstein declared that children with low IQ scores are not retarded, but retarded performers.

"I teach them to think," he said. "My main goal is to produce a structural change in the congnitive functioning of the retarded performer."

If Feuerstein's findings with severely retarded adolescents are taken seriously, they may force fundamental changes in standard testing practices. In conventional intelligence tests, items that are sensitive to learning are usually eliminated because they tend to give an inaccurate picture of an individual's stable intellectual characteristics.

Intelligence tests measure products — static intellectual achievements that appear to exist at the time of testing. They show what one has learned up to the present. Based on this information, predictions are made about what a person will be able to do in the future.

Feuerstein's Learning Potential Assessment Device (LPAD) measures process-dynamic mental powers that the individual uses to meet new situations. It tries to reverse the effects of cultural differences by exposing learners to appropriate experiences. The LPAD can be used to assess how much an individual's intellectual functioning can be *changed* by proper teaching.

For 28 years Feuerstein studied the difficulties of some youths migrating to Israel from Europe, whose IQ scores lagged three to six years behind the norms for middle class European children. The LPAD showed him how these youngsters had to be approached to get positive results.

Now a growing North American anti-test movement is thriving on carefully documented findings that show how much lasting damage such labels as "retarded" or "learning disabled" can have.

In 1975, University of California sociologist Jane R. Mercer studied retardation labelling practices in Riverside, California and found the public schools were the chief labeller. She also found evidence to support an earlier study in which 80 per cent of those called "educable mentally retarded" (EMR) came from specific lower socio-economic and ethnic groups. Mexican-Americans were 300 per cent, and Blacks 50 per cent, over-represented in the group labelled retarded. Yet only 60 per cent as many Anglo-Americans were represented as would be expected.

Vancouver teacher Rose Esparza and one of her students use a phonic code for spelling, while another student decodes a word on the word charts.

The work you do may change significantly as a result of research done by an Israeli psychologist. Here are two articles examining the findings of Dr.

"Present assessment procedures violate certain basic rights of children," concluded Mercer. Intelligence testing was not being used to help individuals; it programmed them into educational poverty.

Researching the problem of labelling from the black child's perspective, St. Louis, Missouri psychologist L. W. Rivers said, "The deleterious effects of traditional labelling practices on the progress through life of black children have been manifested socially, economically, politically and most important, within the emotional and cognitive systems of our children."

New, pseudo-scientific negative labels such as "learning disabled" and "dyslexic" may disguise older, deeper prejudices. Negative labelling of black children apparently works for those who are responsible for the process. These classification schemes are used for control and efficiency in school and classroom administration. They also serve a justification for continued discrimination against black youth. "New labels for black children serve as substitutes for and statements of old-fashioned prejudices," claims Rivers.

BCTF staffer Wes Knapp claims that the same thing is happening to Native Indian and immigrant children.

In October 1979, California U.S. District Judge Robert Peckham handed down a landmark ruling that outlawed the use of intelligence tests to place pupils in special classes for the mentally retarded. He said such tests discriminate against non-white

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HOPE FOR THE SLOW LEARNER

Reuven Feuerstein, whose work offers new hope for low-functioning children, and promises to change our procedures for measuring intelligence.

HILDY BARNETT

●You're going to hear a lot about Dr. Reuven Feuerstein, Director of the Canadian Hadassah Research Institute in Jerusalem.

During his appearance in Vancouver at the Canadian Hadassah-W1Z0 convention, Dr. Feuerstein addressed over 100 psychologists and special educators. His research has generated tremendous excitement about the assessment and education of youngsters with learning problems.

Dr. Feuerstein's techniques apply with children who have been described as mentally retarded, emotionally disturbed, culturally and socially disadvantaged, or culturally different.

The development of his testing procedure, known as the Learning Potential Assessment Device (LPAD) is a giant step forward in the short history of psychological assessment. Current methods have long been criticized for their inadequacy in providing information regarding the potential for learning. The LPAD is based on the premise that we must abandon measurement merely of existing capacities in favor of first inducing, then assessing, modified performance right in the test situation itself.

The goal of LPAD is to search for the modifiability of the individual's characteristics and to look for strategies and modalities for the most efficient and economical way to overcome the barriers imposed by these differences. The goal of LPAD is not to seek differences among individuals, but to know about the differences in order to overcome them.

The logical extension of the Learning Potential Assessment Device is Instrumental Enrichment (FIE), which is described as a strategy for learning to learn. It consists of abstract, content-free, organizational, spatial, temporal and perceptual exercises that involve a wide range of mental operations and thought processes. FIE is a two-year program that is taught at spaced intervals three hours a week and is complementary to regular class instruction. In an experimental program, children who were trained with FIE not only showed gain in IQ over their controls, but also were better in some academic subjects, even though they received less coursework because of the classroom time devoted to FIE.

The LPAD and FIE have been implemented successfully in several countries. In Toronto research studies concluded that FIE has had beneficial results on the cognitive performance of educationally retarded high school students. In Phoenix, Arizona, FIE is having significant positive effects in the area of intellectual development with groups of Mexican-American children of immigrant farm workers. In Nashville-Louisville educable retarded, learning disabled, varying exceptionalities and behaviorally disordered youngsters are receiving FIE. Two new research projects have been funded in Nashville and are in their preliminary phases.

Dr. Feuerstein's theories and material have been tried with penitentiary inmates. Inmates' learning potential has been studied with LPAD and FIE in affiliation with the Canadian Penitentiary National Parole Services and the Educational and Training Division of the Correctional Services of Canada.

Dissemination of FIE material has reached Atlanta, Georgia; Detroit, Michigan; and several cities in California and Texas. When he was in Vancouver, Dr. Feuerstein mailed the first Spanish translation of FIE Spanish to Venezuela.

Professionals from all over the world have travelled to visit Dr. Feuerstein at the Canadian Hadassah-W1Z0 Research Institute in Jerusalem, to become familiar with LPAD and FIE.

Dr. Feuerstein's techniques have culminated in the recent publication of his two texts, *The Dynamic Assessment of Retarded Performers* and *Instrumental Enrichment* (University Park Press, Baltimore). These texts were presented to all major Canadian universities by Canadian Hadassah-W1Z0 as a tribute to the International Year of the Child. During the convention in Vancouver, Simon Fraser University, The University of Victoria, The University of British Columbia and the Vancouver School Board received copies of Dr. Feuerstein's first text.

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Left to right: Don Dawson, Head of Student Services, Vancouver School Board, Clara Balinsky, President of the Canadian Hadassah-WIZO, Dr. Reuven Feuerstein, Director of the Canadian Hadassah-WIZO Research Institute in Jerusalem, and Hildy Barnett, Vancouver school psychologist. Dawson is receiving Dr. Feuerstein's book, The Dynamic Assessment of Retarded Performers.

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children in violation of state and federal constitutional guarantees of equal treatment. Such tests as the commonly used Stanford-Binet and the Wechsler, he said, were developed for a white population without taking into account the cultural differences of blacks or other minority groups.

Judge Peckham found that this cultural bias results in "grossly disproportionate enrolments of black children in so-called 'educable mentally retarded' classes."

But the labelling doesn't stop when school ends. The labels follow the child out into the community, where they become social and linguistic devices that people use to orient themselves with respect to others — especially those who look different.

As Rivers points out, children are often swept up in the labelling process even before they are given the label after an intelligence test. "When these young children enter the school system, many of their teachers and counsellors, who have adopted the labels of the dominant society, treat them in such a manner that they begin to accept the predetermined status that the society has decided that they will fulfill as adults. Many young children enter the school with an abundance of motivation, only to find it thwarted within a few short years."

Writing at length in the Vancouver Sun about the "learning disability fad," West Vancouver child psychiatrist Thomas Millar claimed that three-quarters of normal children are also not learning well in school simply because they are not motivated. To him this apparently means they are insufficiently disciplined at home and at school.

In two Page Five editorials, Millar offered no new ways for parents or teachers to respond differently to children's intelligence. But Feuerstein points to better ways to teach.

"Learning consists of being modified," says Feuerstein. His approach offers a basic strategy for improving a child's learning ability. Through what he calls "focussed learning," Feuerstein attempts to study each individual's mental functioning. His theory is that retarded performance occurs because the child has never been taught how to focus his or her attention on significant events and ideas around him or her.

"Labels become irrelevant, gross and misleading," claims Feuerstein, "when one looks at the individual's capacity for learning in this way." Testing is transformed into teaching tasks that tell the teacher how a student deals with new challenges. The examiner becomes a "teacher-observer" and the examinee becomes a "learner-performer." Both are engaged in an active dialogue and a joint search for new human potential.

Feuerstein is also opposed to special classes for children with learning difficulties. He says most exercises given to children in learning assistance classes are "usually boring and diminishing," and the traditional classwork is so watered down that it only widens the gap between these and normal learners.

"I am not trying to adapt the world for them or create a niche for them," he says. "They should be placed in the regular classroom where they can be prepared and then returned to the main stream of students."

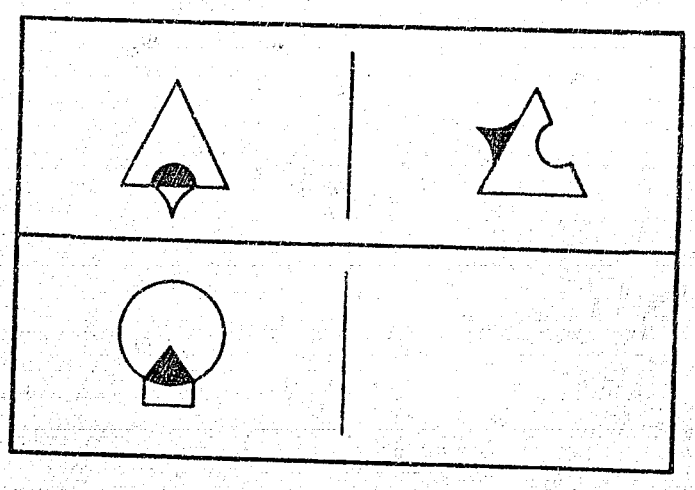
Sensitive children often find it tough to cope with the pressures of a regular classroom; the work is harder and the teasing can be cruel. But Feuerstein isn't concerned. "The only thing I don't want to do is to protect children from stress," he says.

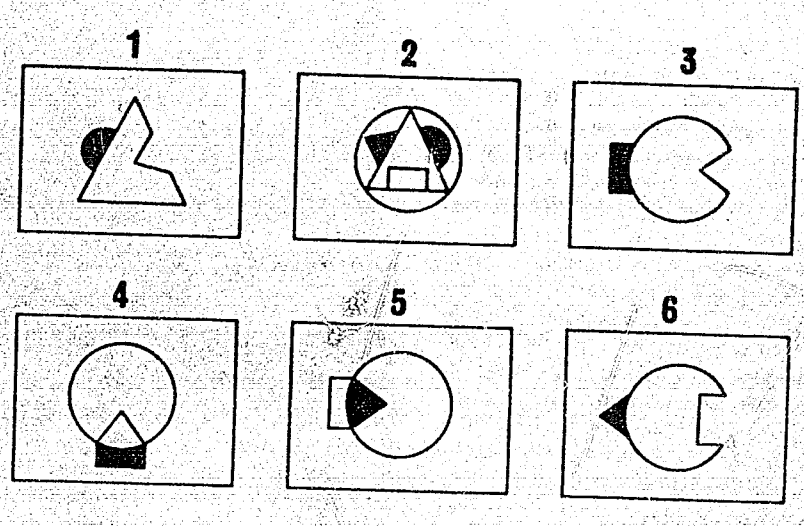
Dynamic Tests

●The "Learning Potential Assessment Device" is a model for designing what Professor Reuven Feuerstein calls "dynamic tests." The LPAD aims to improve intellectual functioning. It forces the examinee to think in a dynamic way.

After the individual is trained to master an initial problem, he or she is given a series of progressively more complex tasks that apply the same basic principle. There is considerable discussion between the teacher and the student during the training-testing period.

Figural training problem 8 asks you to find the picture that belongs in the empty frame.





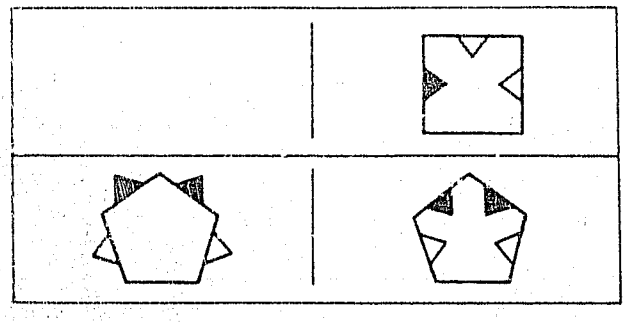
"It's an integral part of life. Development produces stress."

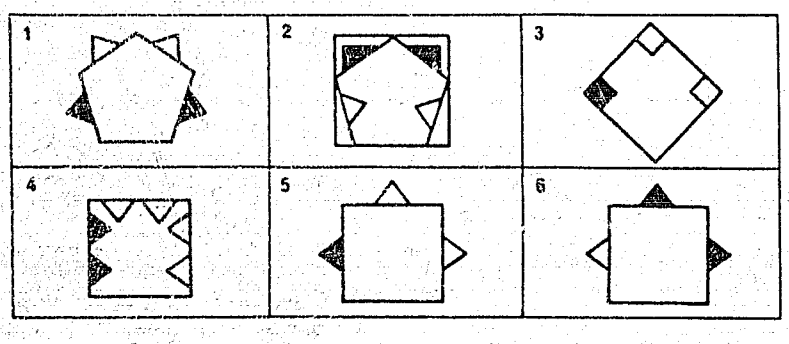
He claims that children who have been, through his program, known as "Instrumental Enrichment," are better prepared for normal life than students who have graduated from traditional programs. His approach is taught at the Ontario Institute for Studies in Education, at several American and European universities, and is being used to enrich the middle-school curriculum in several major American school districts.

Feuerstein's learning-to-learn approach is a radical departure from conventional teaching strategies that may overturn many long-entrenched ideas about education generally and the education of mentally retarded persons in particular.

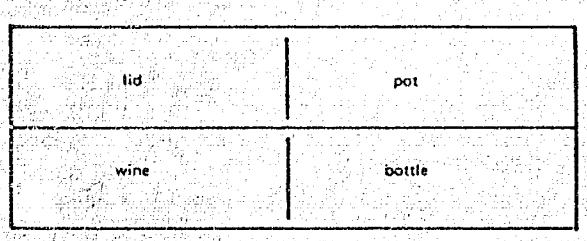
Jean McDowell, formerly a teacher, is now a free-lance writer.

Figural Shift Test problem 3 also asks you to find the picture that belongs in the empty frame.





Verbal Shift Test problem 9 asks you to find and correct the error.



1 lock	2 tin	3 table
4 cork	5 cup	6 glass

Dr. Reuven Feuerstein explains his testing procedure. His findings may force fundamental changes in the way we assess students.

Continued from page 55

The convention hosted a special session for B.C. professionals involved in assessment and education of "special needs" children. Dr. Feuerstein addressed the absorbed audience regarding his assessment and training techniques. The response of the professionals was overwhelming and requests for more information are ongoing.

Most exciting of all was the announcement by Canadian Hadassah-WIZO's president, Clara Balinsky, of two fellowships of $6,000 each that will be made available to Canadian post-doctoral graduates in clinical or educational psychology to enable them to train for a minimum of six months to one year with Dr. Reuven Feuerstein at the Jerusalem Research Institute.

The impact of Dr. Feuerstein's techniques is yet to be felt here in B.C. However, plans are now being made to implement his methods in our province for our own low performing children.

Yes, you will be hearing more about Dr. Feuerstein and the Learning Potential Assessment Device and Instrumental Enrichment. O

Hildy Barnett is a school psychologist with the Vancouver School Board.

How to meet the needs of slower students

Precision teaching can help you meet the needs of slower students, to individualize their programs and to guarantee them success.

TOM JONES

"We must meet the needs of our slower students!"

"Individualizing a program is the key to success!"

"The less able student must be made to feel some measure of success!"

Sound familiar? Which learning assistant in the province has not heard these well-intentioned phrases over and over again? And — perhaps more important — how many secondary students and their parents have heard these same well-worn adages time and time again?

Is it possible to meet the needs of slower secondary students, to individualize their programs, and to guarantee them some measure of success?

The answer is yes.

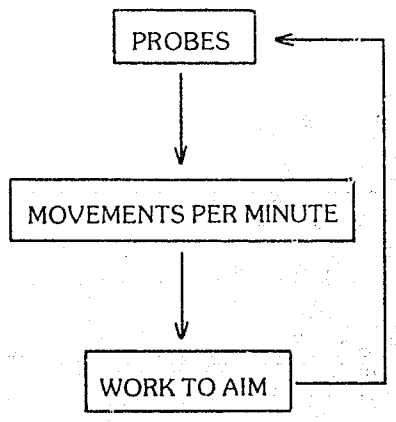
And how is it accomplished? As I shall attempt to demonstrate in this article, such goals can be accomplished by establishing and implementing a secondary learning assistance program based on precision teaching.

And what exactly is precision teaching? In a nutshell, it is a task analysis teaching approach that is used to plan, to monitor, and to evaluate changes in student performance over time through direct and daily or frequent measurement of behavior.

In this definition, task analysis simply means the process of isolating, arranging in sequence, and describing all the essential components of a task. If a child is not able to perform a particular academic task, the sub-skills that are required to perform that task are taught to a teacher-set criterion (usually correct and error rates) and then- and only then- is the student asked to work at the higher-level task he or she is not able to perform.

This is the opposite of the more prevalent diagnostic-prescriptive approach, which assumes that because a child cannot perform an academic task, there is something wrong with his or her cognitive or perceptual abilities and that the main emphasis of the remediation process should be directed to changing his or her cognitive abilities. As you will soon see, precision teaching looks at compensatory education from quite a different viewpoint.

A simple model of the process of precision teaching is outlined in figure 1.



A probe is a means of gathering information about a child's abilities, and permits the teacher to isolate those particular academic tasks the student cannot perform. Once this is done — and, in many cases, not enough time is spent in determining exactly what a child cannot do; that is, remediation is started too early — work is begun on teaching the child how to perform the skill that has been isolated and deemed lacking, on charting each day's correct and error rates, and on deciding — after a specified time — whether or not the child should be stepped back to a sub-skill or should be moved on to a higher skill.

Sound confusing? Or, worse still, does it sound like just another rehash of what remedial teachers have been doing since who-knows-when? To show that this isn't the case, let's run through a very practical example of how a student might be handled in a learning assistance program that uses a precision teaching approach.

Suppose a grade 8 student named Jim is referred to the learning assistant by his mathematics teacher. A discussion between the two teachers might disclose that Jim's lack of ability lies in the area of computational facts. Probes are administered (see figure 1) and the learning assistant decides that subtraction problems in which one digit is subtracted from two digits and that involve borrowing $\frac{XX^2}{-\ X^1}$ are one task

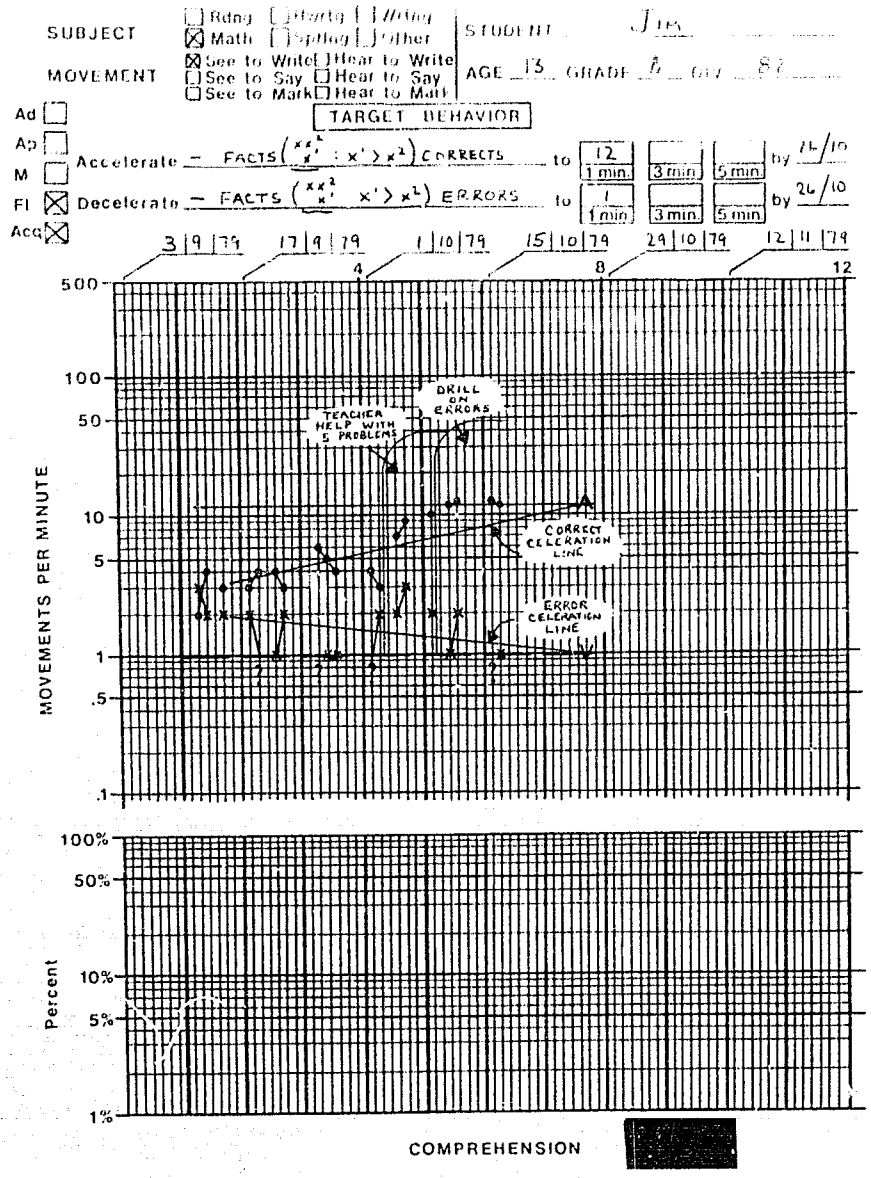
$(X^1 > X^2)$

that should be isolated or pinpointed. A chart is prepared (see figure 2) and remediation begins.

Does the chart in figure 2 look complicated? Well, don't be intimidated, because if it makes you feel any better (or worse), second-grade students have been taught to record their own performances on such charts. And this is also where any semblance of rehashing educational jargonese ends and something radically new is introduced.

Figure 2 is a semi-logarithmic chart and represents the third step in our precision teaching model of a few paragraphs ago. It is a combination of a calendar (running horizontally) and of a record of the number of times that a particular task has been performed in one minute that is, movements per minute (running vertically). Don't let the word "movement" complicate matters; it is merely a technical term for task. As you can see, the chart is good for 12 weeks; each heavy vertical line represents Sunday.

Now, let's get back to Jim. On Tuesday, September 11, Jim practised for 15 minutes



This logarithmic chart is used to keep a record of the number of times a particular task is performed in one minute. You think it looks complicated? Grade 2 pupils have been taught to keep their own records on such charts.

that consists of [illegible] areas (reading, [illegible], and [illegible]). We hope that after [illegible] has been administered, [illegible] constitutes a realistic aim for [illegible] assistance will be available.

To answer the second question, research has shown that the majority of children can increase (or decrease in the case of errors) their movement count by approximately 5% per cent each week, and that is the *minimum* celeration that should be accepted.

Now, again back to Jim. During the week of October 1 (the fifth calendar week on the chart) and October 7 (the sixth calendar week), Jim ran into some trouble. In the first instance, his correct rate fell below his correct celeration line *three consecutive times*, and one of the tenets of precision teaching is that when this occurs, some sort of intervention is required. Otherwise, as research has shown, the odds are very high that the student will not make his or her aim in the allotted time.

In the example here, the intervention consisted of the teacher's helping him with five problems before the one-minute timing. This was tried for three days but, unfortunately, during this same phase, Jim's error rate fell *above* his minimum celeration line of three consecutive days. This required a second intervention.

It was in the form of drill on those problems that Jim answered incorrectly during the one-minute timing. The result of this second intervention was that Jim made his aim twice in a row the following week and was no longer required to work at that isolated task. Jim had accomplished what he had set out to do.

What happens now? Actually, there are several choices open and they all depend on what the long term goal for Jim is. The learning assistant and Jim may decide that tackling slightly more difficult subtraction problems (for example $\begin{array}{r} xxx \\ -\,xx \\ \hline \end{array}$) might be in order. If so, another chart is started, three days of data resulting from one-minute timings are charted, celeration lines are drawn, and Jim is off.

A second option would be to get Jim working on applying his newly-acquired subtraction skill to work problems. This would be an example of moving on to a higher-level task.

A third option would be to drop mathematics altogether and start work on handwriting or reading. If this is what the

learning assistant or Jim decide, the procedure in figure 1 is followed and the student is off again.

And that ends our somewhat cursory treatment of a precision teaching approach to secondary learning assistance. Perhaps at this point it might be beneficial to turn to a question-and-answer format to go into a little more depth and to gain a more comprehensive view of precision teaching.

Is the example in this article indicative of what really happens with a student?

Yes, the subtraction task with Jim is a very good example of what can actually happen.

Can such a system be implemented in a secondary school?

Yes, it fits in very well. The 50-minute or hour class can be broken down into two segments of 25 or 30 minutes. The students who are enrolled in the learning assistance class practise the task that has been pinpointed for them for 20 minutes or so and then there is a one-minute timing, which results in the data that are charted.

It is the teacher's responsibility to ensure that any interventions that are necessary are implemented during the practice session. The same procedure is repeated during the second half of the class. In effect, each student can work on two separate tasks each class and consequently can monitor his or her performance on two charts.

How many students could one learning assistant handle each block?

That would depend on a few factors (the number of interventions, for example) but I would say that four to six would be an acceptable size.

What about materials for these students? Are they all teacher-prepared or are they available commercially?

Materials are definitely a problem — especially if there isn't a number of students who are working on the same task. The materials will most likely be teacher-prepared and an average of six to eight hours is necessary to get things prepared for a five-day week. Unfortunately, there are no commercially-prepared materials that fit the bill.

The main problem with materials centres on the fact that each student may work as long as two months on the same task, and this requires approximately 35 identical worksheets.

Is precision teaching any better than some of the other approaches to learning assistance?

That, of course, is a matter of opinion. I doubt very much whether any other approach can demonstrate its effectiveness (or lack of effectiveness) as well as precision teaching. In addition, no other system permits the student such a high degree of control and involvement in the decision-making — especially if the student does his or her own charting.

The student is always aware of the task involved, of how well or how poorly he or she is doing each day, of when to initiate some type of intervention (three consecutive day rule), of what his or her skill level should be in terms of correct and error rates, and — perhaps most important — how long it should take to make those aims.

Would such an approach be beneficial to every student in learning assistance?

No. I don't think so. Some students may benefit greatly from a more traditional type of help and, if that's the case, fine. However, I think that precision teaching would form an excellent nucleus or base around which one would develop a first-rate secondary learning assistance program.

What about accountability?

If a secondary learning assistant is employing a precision teaching approach, anyone — administrator, student, parent, department head, school trustee — can, on request, be given the following information regarding any student's performance: the nature of the task, the correct and error aim rates, the dates by which the aims should have been met, the performance of the child on any given day, and the type of instructional intervention or contingency that was used in helping the child to make his or her aim.

In addition, an entire year's work for one student in learning assistance might be recorded on 12-18 logarithmic charts (this depends on the number of tasks — remember, for each separate task, there is a new chart). The chart also acts as an attendance record if such is required, and one can even use the chart to record the number of attempts that the student makes during the practice sessions. Is it possible for one to be made any more accountable than that?

A common complaint of systems involving charting is that the charting itself becomes an overwhelming task for the teacher. How does the learning assistance teacher get around that?

As I mentioned earlier, the solution is to teach your students how to chart — and there will be very, very few who cannot do so. Grade 2 students have been taught to chart their own performance on logarithmic paper.

Would it be possible to implement a precision teaching learning assistance program at the elementary level?

Definitely. In fact, the original work in precision teaching was done with elementary-age children and there is quite a bit of commercial material available.

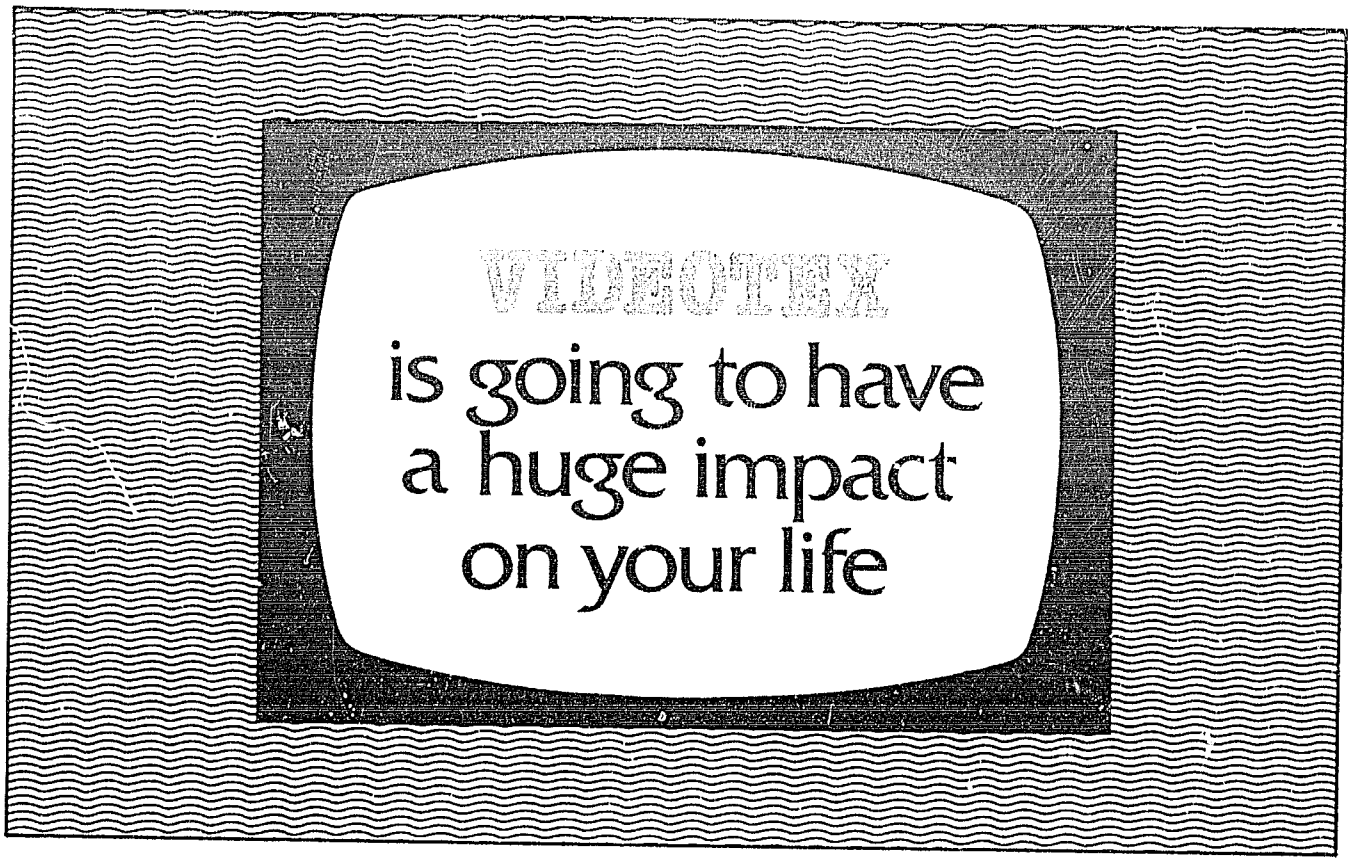
Would it be possible for a learning assistant to start work on a precision teaching program tomorrow — or do you have some other advice?

I wouldn't advise a secondary learning assistant to implement a precision teaching program after having read this article. A move in the right direction would be to start reading some material on the subject (*Exceptional Teaching* by O. White and N. Haring; Charles Merrill Press; *The Fourth R* by N. Haring, T. Lovitt, M. Eaton, and C. Hansen; Charles Merrill Press), and if possible, to try to obtain some in-service on the subject. I doubt that precision teaching can be picked up at a two-hour workshop on a Pro-D day, for it requires a radical change in how a teacher perceives students and learning.

As a final question, what do you find especially intriguing about precision teaching?

Precision teaching intrigues me primarily because it approaches the process of teaching from the standpoint of science, and views the teacher as a scientist, as one who observes, measures, records, and predicts — and that, for both students and teachers, is something to get excited about.

Tom Jones teaches at Rosedale Junior Secondary School in the Chilliwack school district.



A group in Ontario is the first in the world to deliver education by means of satellites and two-way TV. Here is a look at how such technology will affect us all.

NICK RUSSELL

The TV starts to beep gently. It must be 8:30. Marie regretfully pushes aside the better Lego mousetrap she is building in front of her bedroom window overlooking the Skeena River, and moves to the keyboard, pressing the Sign On button as she sits down.

The screen lights up.

"Good morning, Marie," sparkles a line of yellow type across a blue background. "Section Seven of the Algebra is next. You were doing really well when you finished on Friday. Would you like to go straight on, or first do a brief review?

"Press 0 for Review, 1 for Proceed."

The freckled child pauses. Deep down, she'd love to put off the new material. But she's trying to get well ahead so she can go on holiday a week early. She presses 1....

"We have the potential to deliver education to anyone, regardless of the time of day and regardless of the location."

That's Peter Bowers speaking. He's head of operations for the Ontario Educational Authority (OECA), the first educational group in the world to deliver educational material via satellite and two-way TV.

Bowers was a star speaker this spring at what was billed as "the first world conference on Viewdata, Videotex and Teletext." And while more than 800 participants flew in from around the world to hear an impressive range of resource people at the $600-a-head conference, Bowers was the only speaker with expertise in education via interactive TV.[1]

1. Bowers' paper, titled "Telidon and Education in Canada," was co-authored by colleague Maria Cioni, but she was not present at the conference, so it was Bowers who read it and fielded questions. The italicised scenarios in this article are fictional, and were not a part of his presentation.

The OECA field trials of videotex use the existing TV Ontario network, but Bowers emphasizes that existence of such a system is not a prerequisite for those going into educational videotex.

In effect, the OECA is simply an information provider, using a communications system (telephone or cablevision) and home televisions with keyboards to provide education on demand.

A number of interactive videotex systems are now being set up around the world. The most advanced is Prestel, operated by the British Post Office and now in full operation in many major cities. Similar interactive systems are being field-tested in Australia, Holland, West Germany, Finland, Japan, Norway, Sweden and Canada.

In Canada tests are just getting under way for two rival systems: Telidon, developed by the Department of Communications in conjunction with several provincial phone companies, and Vista, developed by Bell

[illegible]

[illegible] (broadcast) mode.

In broadcast mode, the user [illegible] sitting at home or at the school library in front of a TV, uses a small keypad like a TV remote control unit to "capture" educational materials being transmitted invisibly on two spare lines of the regular television signal. This broadcast videotex is often called Teletext.

In the interactive mode, the operator uses the keypad or a typewriter-like keyboard (as used on home computer terminals) to "talk to" a central data bank. This communication travels via a phone line (automatically dialled) or a cablevision line, with the information that the user requests appearing on the TV screen. This interactive videotex is also called Viewdata.

Sami's mum turns on the TV in their tiny Richmond basement suite, gives him the keyboard in bed, and laboriously types in the key code.

The television flickers to life, and words creep slowly across the screen:

"Good . . . morning, . . . Sami . . . Are . . . you . . . feeling . . . better?"

Simultaneously, the Pakistani translation appears underneath.

The system pauses while he pecks out a reply, and it bilingually corrects a spelling mistake . . .

"We consider Telidon to be an educational medium in its own right," Bowers told the London conference.

"It has a number of characteristics we think are particularly important from an educational point of view.

[illegible] in education [illegible] television.

[illegible] Ambassador [illegible] Oecon [illegible] more pervasive, not [illegible] to the [illegible] or remote [illegible]

The [illegible] capability of Telidon [illegible] the [illegible] computer-aided [illegible] attractive [illegible] means that [illegible] can proceed at his or her own pace, with periodic feedback on his or her progress. And the animation effect of Telidon — the controlled unfolding of pages — gives us the opportunity to focus the attention of the user, and to control the pace at which the pages are displayed to the user," says Bowers.

With Telidon's graphics capability, he maintains, a large variety of educational materials can be stored in the computer data bank, for recall by users on demand — music scores, economics graphs, chemical symbols, political science cartoons, or weather maps.

Bowers sees interactive videotex as a useful complement to educational TV. Typical applications could include:

- Broadcast listings, plus reviews;
- Specialized schedules of educational broadcasting, so that, for instance, a math teacher can quickly find when the Grade 5 math is on;
- Teachers' guides;
- Captioning for the hearing-impaired and sub-titles for foreign languages;
- Promotion of such activities as workshops or of new teaching materials;
- A substitute for some of the mass of expensive hand-out material now distributed by mail to TV Ontario students.
- Dissemination of such information as school closures during snow or strikes.
- Access to educational data banks, such as reference materials and bibliographies.
- Individually paced computer assisted instruction.

All these techniques, Bowers emphasizes, are [illegible] available. Their development awaits simply the distribution of equipment and the loading of computer data banks.

By early this spring OECA had more than 300 frames (individual screenfuls of information) available, and 55 TV terminals deployed in schools, colleges, universities, libraries, museums and individual homes. But in addition to this OECA material, the terminals could also be used to access 10,000 frames of material supplied by other Telidon information providers.

Jason, 17, ends the game of Battleship Galactica, which he's been playing illicitly on one of the school library videotex terminals, and punches in the phone number of his girlfriend.

"Is Mandy home?" he types.

"Sorry, she's gone swimming," comes the answer typed by her mother on his screen. Damn. He dials his biology teacher's office down the hall.

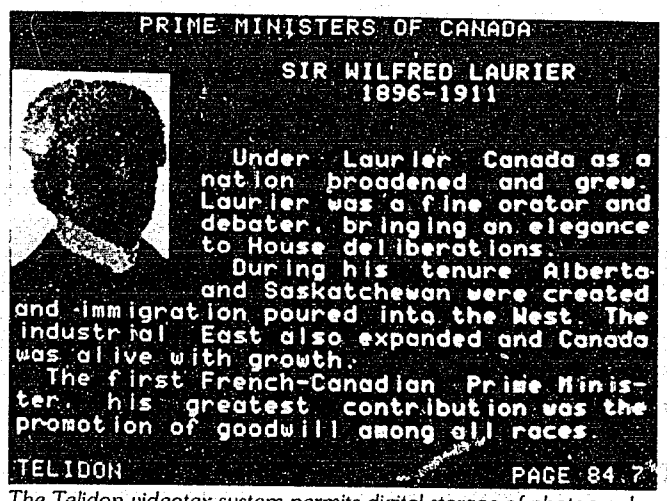
"Mr. Kugelschreiber will be back shortly," says the TV. Who's calling?"

Jason identifies himself.

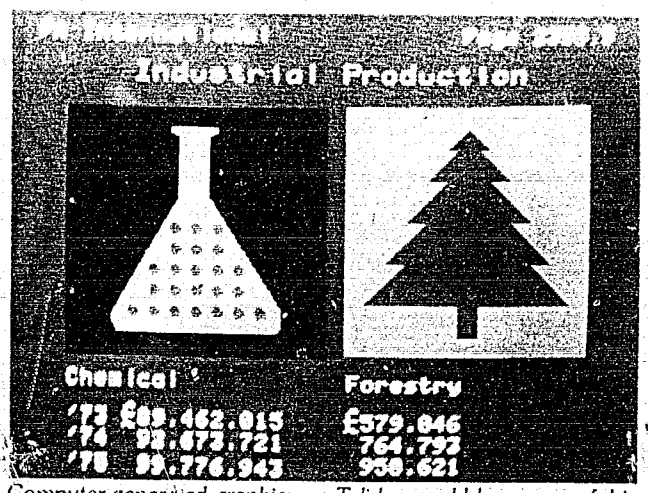
"Yes, Jason," says the box, "Mr. K. wants to see you. Can you come in at 13:15?"

Jason presses the Yes key.

"That's a date then," says the screen . . .



The Telidon videotex system permits digital storage of photographs, available on the home TV at the push of a button.



Computer-generated graphics on Telidon could be very useful in education. Quizzes can easily be included — and the computer does the marking.

In addition to the many techniques already available, there are others still being developed.

"We think Telidon with audio would be a very useful learning device," says Bowers, gently prodding the experts to finish developing this facility, which is nearly at the commercial stage.

Bowers would also like to see "tele-software" developed — the ability for a user to call up the central computer and get computer programs "downloaded" into his own terminal, so that he can then work "off-line" without tying up the phone or constantly using expensive computer time. Telidon scientists are working on this.

And he would like to see hard-copy printers easily available, so that every terminal user would get a copy of what he or she has done or what he or she has summoned to the screen.

Other techniques on the drawing board include transmission of data in the wee small hours or on unused cable channels, for automatic local storage, and communication between terminals without access to the central data base (as Jason was doing, above).

Bowers is quick to admit that so far the OECA's participation in videotex is modest. However, last summer his group linked up with the Bell Vista trials, which provided another 1,000 videotex terminals around Ontario with access to a 100,000-frame data base. And agreement in principle has been reached for OECA's participation in further videotex trials by the Canadian Cablesystems organization.

Telidon itself has extensive tests already under way or starting soon right across Canada. (The B.C. Tel Telidon trials start in January.) They should not be construed as a toe-dipping foray in the water to see whether or not to swim, but rather as testing of specific equipment and computer programs. Telidon will soon be a fact of life in millions of Canadian homes.

As some sage recently said, that blue sky we were talking about is now overhead.

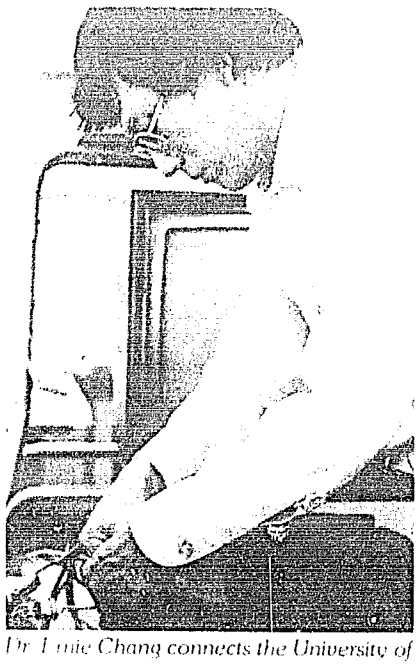
Marcia Meadowmuffin finishes teaching her class (yes, there still are classes!) and goes to the staffroom for a cup of revolting school coffee. Then she signs on to the videotex terminal, sandwiched between the coat-rack and Karl Kugelschreiber's odiferous box of dogfish.

"GET SPELL 12 PROGRESS," she instructs the computer, requesting a progress report on how her students are doing with their self-paced spelling review assignments. (Spelling in Grade 12? No harm in day-dreaming, is there?)

Meadowmuffin studies the list quickly, and presses the Print button, to get a print-out to take home that evening. Then she puts the terminal in Message mode, and writes a note to one student, congratulating him on his progress, and saying she'll be on-line to him for discussion next morning. He'll get the note when he turns on, first thing. She sends another message home, telling her husband there are fish-fingers in the fridge.

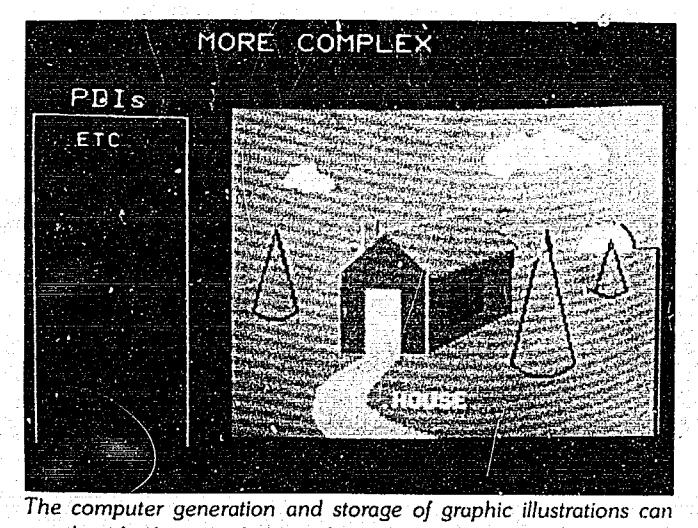
That reminds her of two things. She calls up the Safeway tele-order data bank, orders another case of fish fingers, and arranges payment with her Visa card. Then she addresses a final mischievous memo to a colleague, which he'll get when he rolls in and asks the terminal for messages at 10 tomorrow:

KARL: MOVE YOUR STINKING DOGFISH. SIGNED, ANON. ☺

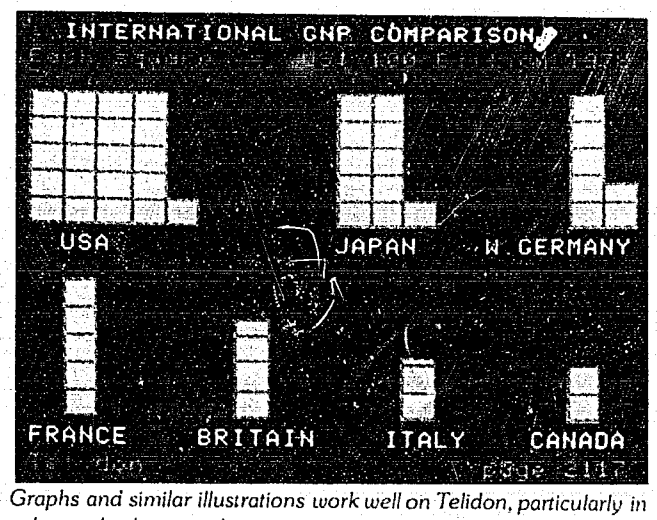


Dr. Lonie Chang connects the University of Victoria's first Telidon Picture Description Instruction unit to an Ottawa data base by means of telephone cables. The unit is being used for research into computer assisted instruction.

Nick Russell runs the journalism program at Vancouver City College. He had one semester's leave last spring to research the future impact of new technology on the news industry. He wrote this article especially for *The B.C. Teacher* while in London, England.



The computer generation and storage of graphic illustrations can greatly aid educational material — all available in seven gorgeous colors!



Graphs and similar illustrations work well on Telidon, particularly in color and when used in conjunction with animation so that the information is added to the screen in digestible increments.

[illegible]

The Ministry of Education has placed 100 microcomputers in schools as a pilot project. Here are suggestions for using the computers effectively.

BETTY COLLIS and GEOFFREY MASON

● The computer is with us and indeed is [illegible] here to stay.

The last 20 years have witnessed such a phenomenal growth of these machines that their presence in our daily lives now goes largely unheeded. Computers do the accounting for governments, multinationals and corner stores, they play an ever increasing role in many industrial plants (how soon before the production of the first automobile untouched by human hand?), they provide a basis for worldwide reservations for the travel industry, they control fuel injection systems, watches, oven timers and children's toys, and they play video games on the home television set.

Further, because of remarkable advances in miniaturization, the cost of computers of all types is rapidly decreasing, which in turn enables an ever increasing range of economical applications for them. A computer of the same capacity as one that 20 years ago cost a million dollars and filled a room is now available for one five hundredth of the cost in a machine no larger than a typewriter.

This is now the real world in which our children must grow up. Without question the computer, like the hand-held calculator, will be ever-present in their future workplaces and homes. How best to prepare them for an awareness and a constructive use of these machines in as important challenge confronting us in the schools.

Recently the National Council of Teachers of Mathematics gave a high priority to the following: "All students should have access to calculators and increasingly to computers throughout their school mathematics program. A computer literacy course should be part of the general education of every student."

Aware of and responding to such developments, the Ministry of Education has commissioned the Joint Education Management Projects Group (JEM) to conduct an analysis of trends in the educational use of computers. In addition, it has organized a pilot project that involved the placing of 100 Apple II Plus microcomputers in selected schools in September 1980. An interesting aspect of the project is the allocation of many of these microcomputers to elementary schools.

Now that microcomputers have begun to find their way into our classrooms, it might be useful to consider some ways in which they could be used. First, however, some terminology.

The microcomputer is a portable self-contained "real" computer, requiring no hook-up to a larger computer. The Apple II Plus is about the size of a large portable typewriter and has a similar keyboard. It must be connected to either a video-display monitor or to a printer to display its information. A [illegible] modulator is [illegible] to attach the Apple II to the TV monitor, which is usually an ordinary television set tuned to channel 03 or 04. There is a problem relating to the use of color monitors that we shall mention later.

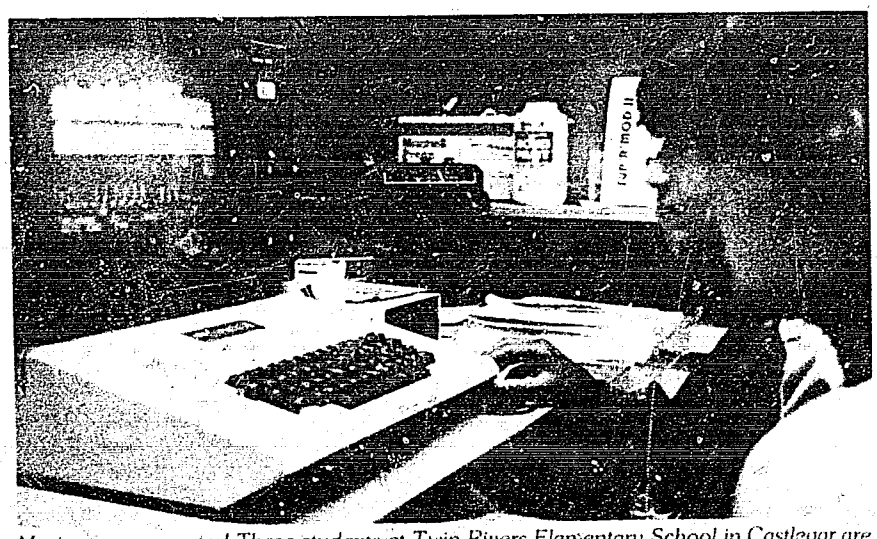
The microcomputer requires commands to be relayed to it either by the typing of instructions on its keyboard or by the loading of a program stored on a standard cassette tape or on a "floppy disk." A program on a cassette tape is fed into the Apple by an ordinary cassette player. Floppy disks, which look like soft 45 rpm phonograph records, use a "disk drive" to "boot" in the program. The computer and its peripheral attachments are called collectively "the hardware."

Each computer system uses a "language." The microcomputers tend to use versions of a computer language called [illegible] ("Basic" rather "Applesoft" stored [illegible] cassette or floppy disk, we collect "software" for microcomputers.

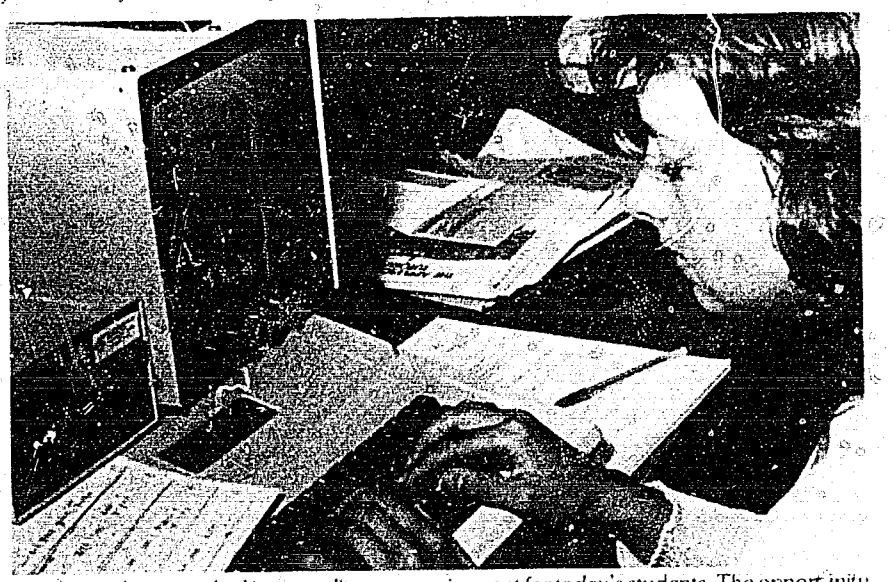
Let us now consider four possible uses of microcomputers in our schools.

1. COMPUTER PROGRAMMING AS PART OF THE CURRICULUM

Unquestionably the presence of a microcomputer will facilitate the teaching of computer programming techniques and strategy. So one of the most likely places to begin using the Apple IIs is with the computer science elective offered in secondary schools. Several microcomputers would be needed per class for individual practice, which, with the necessary peripheral equipment, will require a minimum capital outlay of about $2500 per computer unit.



Music on a computer! These students at Twin Rivers Elementary School in Castlegar are fascinated by what the computer can produce.



Computers have resulted in a new literacy requirement for today's students. The opportunity to key in responses to programs should begin very early. The primary grades offer plenty of content that can be handled by computers.

Possibly of more challenge is the use of the Apple II for the teaching of programming to elementary school students. Although a few articles on this have been published, no ancillary teaching aids or texts appear to be easily available to teachers. Because frequent machine "hands-on" experiences are essential for the teaching of programming, a significant investment in machines, monitoring and space would have to be made. How and when we can best teach communication skills in the BASIC language to younger children is a question that needs some careful investigation. There are bound to be some exciting developments in this area in the near future.

2. DRILL PRACTICE AND TUTORIAL USE

A second use of the microcomputer is for transmitting stored programs. A blossoming market in commercially developed programs now exists. Many, if not most, of the educational programs currently available can be described as either straightforward drill and practice or drill and practice in a game format.

Most of these drill and practice programs follow procedures highly reminiscent of those used in the teaching machines in vogue 20 years ago. However, because of the large capacity of the computer, programs can now be written at several levels of difficulty to provide a closer match between the practice exercise and a student's ability.

Many programs follow the usual technique of questions in multiple choice format displayed one by one on the screen of the monitor. Immediate feedback occurs after the typing in of the answer. Current methods of supplying positive reinforcement frequently involve an invariant repetition of a flashing "WOW" or "TERRIFIC," which begins to pall after a very short while. These drill and practice programs may include a record keeping device so that the teacher can scan the students' results at the end of the day.

One of the programs to be tested in the B.C. pilot study is the Milliken Mathematics Sequence for Grades 1 to 6. This program is very much drill and practice, with the ability to generate randomly computational problems of specified difficulty levels as, for example, multiplication with two digit factors.

Experiences with the earlier teaching machines suggest that even with college classes, many students cannot be expected to work alone with a machine profitably for long periods of time. Strategies for producing social interaction need to be built into lengthy programs. Another current problem is that commercially available drill and practice sequences cannot always be highly related to the content and objectives selected by a teacher for a class. To overcome this difficulty, programs are being introduced that enable a teacher to type his or her own questions directly into a preset format. This approach appears to be a most fruitful one.

"I think the picture tube's shot. It keeps saying 'wrong answer'."

We should mention a potential hazard with drill and practice programs. These programs are often unable to distinguish between errors of cognition and typing errors, which, given the typewriter keyboard of the Appie II, are a likely occurrence with young children. Whether a lack of manual dexterity will prove a frustrating element for young children remains to be seen. A faulty entry on the keyboard of the Apple II can be corrected using a back-spacer key, although a program itself cannot be turned back with ease to a previous point.

Tutorial programs provide more of an instructional framework than do the drill and practice ones. The dollar cost of a tutorial program used by one student at a computer is very high when compared to that of a textbook or a teacher-led lesson. Because the amount of reading involved in these programs tends to be heavy and because it is difficult to look back easily over the early parts of a program, the value of many of these tutorial programs seems to be questionable.

There is nothing in any of the above criticisms that cannot be overcome by imaginatively and carefully produced software. However, at the moment very little creative software is available, although some of the programs built by the Minnesota Educational Computers Consortium (MECC) — for example their music program — offer a good value.

3. LESSON AIDS FOR WHOLE CLASS USE

We think the most interesting and practical possibility for the immediate use of the Apple II in schools is as a supplement to classroom instruction where one machine is used as a whole-class learning aid. The JEM paper "Microcomputers in the Schools" supports this view: ". . . teacher uses the device much as an overhead projector and one device is used for a class perhaps driving several colour monitors, . . . (this) approach looks to show by far the greatest payback in terms of value to the learning process."

Problems that involve several variables in simulated situations seem well suited to this type of computer use. In these the class is presented with a situation; for example, one involving decisions in a pioneer family setting, or one dealing with the different varieties and environmental needs of fish in a local lake, or one concerning energy costs of different home appliances in British Columbia. First with guidance from the teacher, and later on their own, the students make different choices and attempt to forecast the results, thus developing their sensitivity to choices and consequences.

While a few such programs are commercially available (principally through MECC) there is a clear need for B.C. curriculum referenced materials. To meet this need a central collection and dissemination agency for locally developed coursewa.e is planned by the Ministry of Education. Perhaps in the not too distant future a bank of useful problem solving programs will be available to be drawn on much like BCTF Lesson Aids.

The screen of the TV monitor is a concern. For use with a whole class even a large TV screen is not satisfactory either in size or definition. A means of projection for the Apple II comparable to that of an overhead projector needs to be developed immediately.

Children are fascinated by the magic of the computer and what it can do. One serious problem, however, is that little creative software is available to teachers at present.

4. DEVELOPMENT OF COMPUTER LITERACY

Microcomputers in the home and school as well as in offices, stores, and small businesses, will by their very presence assist the objective of computer literacy. Even without specific training in programming, people who come into contact with these machines will develop a vocabulary relating to computers, some sense of the sequence of steps in the logic of computer programming, and some ability to work with the machines (especially when they balk). Both the fear and mystique that often surround computers should soon be dispelled in favor of a more realistic appraisal of what they can and cannot do.

While it may be necessary to develop specific courses to teach computer literacy, the opportunity for children to key in responses to programs should begin very early. The primary grades offer plenty of content ideas that could well be handled on a computer. Such procedures as identifying similar items in a group or finding the item different from the rest of a set, could well be done with graphic displays before reading skills are present. If teachers employ the correct vocabulary and become alert to the many opportunities for the appropriate use of the computer, computer literacy could well be acquired during the elementary school years.

IN-SERVICE EXPERIENCES FOR TEACHERS

The appropriate use of the Apple II naturally depends on the availability of an interested teacher. Sufficient competence could quickly be acquired if in-service experiences were available for teachers to practise loading programs into the microcomputer, to type the few standard commands, and to become familiar with the software currently available to them. Release of information on newly available software should be ongoing and become routine, perhaps by a column in *The B.C. Teacher.*

To meet the need for locally relevant materials, teachers wanting to become competent in programming should be encouraged by released time or other available means. Schools should consider subscribing for $10 a year to *Microscope*, the newsletter of the JEM Group (7), and to *The Computing Teacher* magazine as a source of ideas.

In the not too distant future interesting questions on how the then readily available computers are to change curriculum content and teaching practice will be upon us. These questions will not be satisfactorily answered, however, until teachers themselves have developed the computer skills that their own students will have found mandatory. It has been seriously suggested that within 10 to 15 years some degree of computer efficiency will be necessary for most people to be employable.

Even though a rapid increase in the use of computers in schools appears imminent, the considerable challenge facing educators in even beginning a bank of B.C. referenced software should dispel any naive notions that computers are about to take over our classrooms. Although an Apple for the teacher will soon be a necessary instructional component, like the chalkboard, the textbook, the overhead projector, and the television set, it will ultimately be employed with varying degrees of effectiveness. As always, the level of effectiveness will depend on the insight, the imagination, and the experience of the teacher using it.○

These teachers learned about the Apple microcomputer at a seminar at UBC last summer. They are shown here examining a diskette, used to store data or programs.

Betty Collis teaches junior secondary mathematics in Victoria and is a part-time instructor in the Faculty of Education, University of Victoria. Geoffrey Mason is a professor of education, University of Victoria.

Bibliography available on request.

WE SHALL MISS THESE TEACHERS

In Service	Last Taught In	Died
Allisen (Braidwood) Fairburn	West Vancouver	August 1, 1980
Steve Fluter	Nanaimo	August 21, 1980
Joan L. (Faynor) Lapp	Delta	August 7, 1980

Retired	Last Taught In	Died
Thelma (Hobbs) Atkins	Alberni	August 13, 1980
Muriel Baxter	Cranbrook	August 28, 1980
Inez H. (Sim) Brierley	Creston	September 5, 1980
Mabel Conibear	Victoria	July 6, 1980
Florence Eickhoff	New Westminster	September 16, 1980
Mildred (MacKenzie) Ibbetson	Victoria	July 2, 1980
Marion (Jacobson) Jackson	Vancouver	September 19, 1980
Katherine Jones	Vancouver	September 15, 1980
Vera Lewis	Vancouver	September 15, 1980
Olga (Burianyk) Lockerby	Vancouver	August 6, 1980
Ola M. McLean	Vancouver	August 8, 1980
Arthur Patterson	Victoria	September 28, 1980
Freda (de la Court) Sanford	North Vancouver	August 22, 1980
Constance (Welch) Thornton	Victoria	September 10, 1980

Why the push for daily physical education?

You take intellectual study time away from children, yet they maintain or even improve their achievement. Too good to be true? Not at all. Schools that offer physical education daily do it all the time.

FRED L. MARTENS

●What is behind the trend all across Canada toward more and better quality physical education? Is daily physical education a fad or a movement with educational justification and tested results?

Is there a basis for the claims that physical education-oriented programs can contribute to more effective ways of learning than those ways provided by conventional programs — ways that will preserve and foster the enthusiasm of young children and create more efficient learning environments?

High quality daily physical education is becoming a popular part of school programs, particularly at the elementary level but also in the secondary grades. It is in part a response to the advocacy during the '70s by professionals in the related fields of health, medicine, recreation, and physical education, for more activity time, better quality instruction and more participation by more children.

The changed attitude is also the result of an awakening interest in programs that may be more in harmony with what is known about the nature and growth of children — programs that provide better balance of academic, social, cultural, and physical activities.

So far as school curricula are concerned the '70s may well go down in history as the decade of the advent of daily physical education.. It was during the '70s that recommendations from a series of conferences pointed to the importance of more activity time and better quality programs for children — *The National Conference on Fitness and Health*, Ottawa, 1972; *The Child in Sport and Physical Activity*, Queen's University, 1973; *The B.C. Conference on Health and Physical Activity*, Vancouver, 1973. In 1976 CAHPER's (The Canadian Association for Health, Physical Education and Recreation) committee on school programs published *New Perspectives*, which made a number of specific recommendations for improving elementary school physical education, one being a recommendation for daily classes taught by competent teachers.

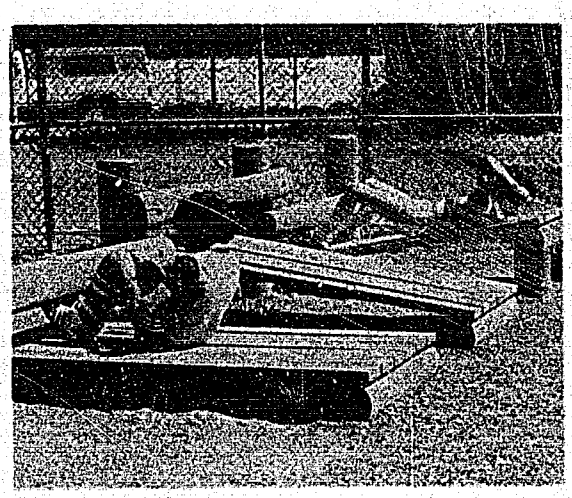
While the recommendations for more physically active programs came from teachers of physical education and professionals in the health and recreation fields, parents were strong in their support for this concept. Many parents, concerned over the sedentary lifestyles of their children, banded together and in a number of instances petitioned schools or school boards to incorporate more physical activity in their programs.

Early in the decade some of the more enthusiastic and innovative physical educators across Canada initiated projects that were designed to test the effectiveness of activity-oriented programs. In 1971 the Board of Education for the Borough of North York in Ontario implemented PEP (for Physical Education Project) in some of its schools with ongoing evaluation from year to year. One of the most significant comments from the report of the evaluation done after the first phase of the project was one that allayed some of the fears of educators:

"A concern expressed at the initial stages of the implementation of PEP that a daily physical education program might interfere with pupil growth in other areas of the curriculum is not supported by the results of this evaluation. Further, the results seem to indicate that this type of program has a positive effect on the overall growth of the child."

A recommendation at the end of that first phase was that "all children in North York elementary schools be involved in a meaningful, daily physical education experience." A later survey revealed that teachers involved in the experiments had very positive feelings:

- a majority of teachers felt that time given to physical activities was *not* done at the expense of other subject areas;
- three-quarters of the teachers ob-



served positive effects on attitudes and or performance of pupils.

- nearly all (95 per cent) of the pupils enjoyed physical education.

In B.C. one of the first programs of daily physical education began in two schools in Prince George in January 1974. The highly favorable results of this project prompted a number of other elementary schools in the school district to adopt the daily program.

The highly successful project in Vanves, on the outskirts of Paris, had a profound influence in the trend toward more and better programs of physical education in Canada; indeed, this project probably served as the most important motivating factor.

In the French project, timetables of some classes were revised so that, essentially, the children did their academic work in the mornings and devoted the afternoons to more physically active experiences. The 1960 results showed that in addition to being healthier and more fit, the children in the experimental classes were keener and happier, and their intellectual achievements were at least as good as those of other children.

The Millgrove Elementary School Project, in Spruce Grove, Alberta; the Sherwood School Project in Regina, Saskatchewan; and the Blanshard School Project in Victoria, B.C. were at least initially modelled on the Vanves pattern. The Blanshard Project, monitored for four years from 1974 to 1978, began on the Vanves model but later developed a pattern of its own, featuring a flexible timetable, adapting to the rotation of activities among the classes. Objective test results and reaction surveys showed that academic achievement was maintained or improved, while attitudes of the students became more positive and fitness improved. Similar results were reported by the Millgrove and Sherwood projects.

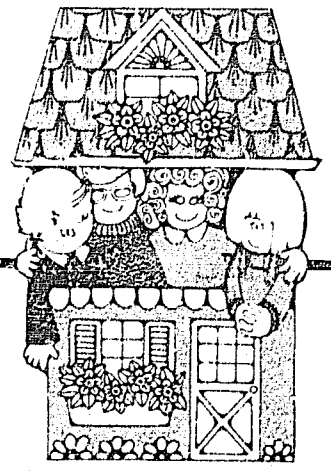
In 1977 the Renfrew County Roman Catholic School Board in Ontario implemented a daily physical education program in all its 28 elementary schools. Six months later the assessment was "in two words — very favorable." Teachers' comments were enthusiastic, and once again the big change seemed to be in improved attitudes.

Schools in every province from Newfoundland to B.C. have experimented with daily physical education. In New Brunswick the Department of Education mandated daily schedules for all pupils in Grades 1 to 3 beginning in September 1979. The Department of Education in Saskatchewan is insisting on the allotment for physical education of 30 minutes per day. Most elementary schools in Calgary are at least in some grades devoting a part of each day to physical education.

The Nanaimo School Board began a pilot project with four elementary schools in 1976. Two years later, when an evaluation revealed that from the point of view of principals, teachers, parents, and children results were highly favorable, the group of schools involved was substantially enlarged. Schools not selected were eager to participate as well and joined in the project voluntarily.

The number of school boards that have approved or mandated physical education on a daily basis indicates the degree to which the concept is being accepted by administrators. Among the boards that have asked that daily programs be initiated in all their elementary schools are: Prince George, Lethbridge, Ottawa, London (Ontario), St. Boniface (Manitoba), Revelstoke, and most recently, Vancouver.

It is clear from the evidence that has been accumulating that programs incorporating more than the minimum allotments of physical education often produce more positive changes in children than conventional programs. This is more than an impression — too many independent experiments have produced corroborating results. Lest you are led to believe that some



of the claims sound "too good to be true" — are illogical and even extravagant — an explanation may help to dispel the appearance of mysticism.

No magic or mystery is involved. Indeed, we might have expected even better results from the studies on a purely logical basis. We have always known that children are by nature physically oriented and that "play is one of the most effective media for learning for the young child." Perhaps what we have been doing is forcing children into our academic moulds too early in their lives and keeping them physically inactive behind their desks for too much of the school day. We may have been going beyond the point of diminishing returns in terms of our demands on attention spans.

If the above is fair reasoning it follows that a program with a more equitable balance between intellectual and physically active exercises should be a step in the right direction. If the physical activities are carefully designed they become a strong medium for learning, as well as for recreational needs.

How much of the school day should be devoted to predominantly physical activity? We probably don't know yet. But it seems that we can safely allocate at least one-third of the day to learning through physical movement (including physical education and other cultural activities) without a decrement in the conventional standard of intellectual achievement. The gains are the improved feelings and attitudes that now become a part of the child, as well as the improvements in zest, fitness, and health that add up to a more positive lifestyle with the possibility of better academic work too!

A question that may well be asked is, "How can you take intellectual study time away from a child and still have him or her maintain the former standard of achievement?" In the first place it is a fact that this phenomenon has been observed in most, if not all, of the experiments. Teachers explain it in this way. A balanced program is just more efficient. Children learn through *all* their activities and waste less time if their enthusiasm is maintained. What helps to maintain enthusiasm is the knowledge that there is going to be a variation in activity and there is a change to look forward to. Concentration is heightened. There is more "designed excitement" in such a school day; there are more different kinds of experience, more different kinds of learning. Time is used to better advantage.

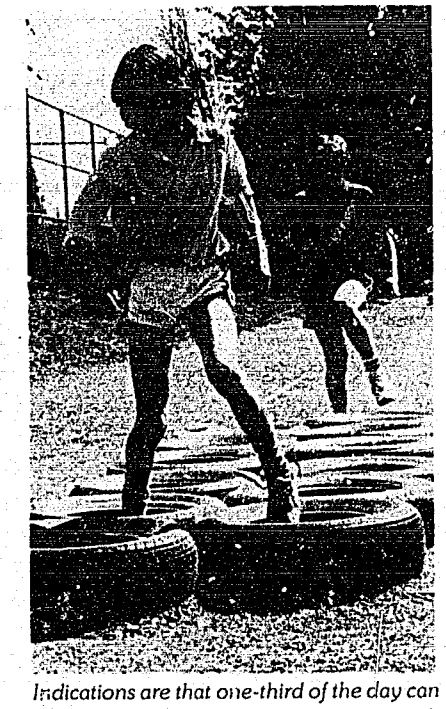
We should expect, therefore, that as the teacher capitalizes on the developing enthusiasm, improved self-concept and improved attitude toward school work, that academic achievement standards will rise significantly above those of children on customary programs. It stands to reason that children who feel better about themselves, who think more highly of their school, who are keener and more enthusiastic, will learn more.

There is no panacea or Utopia. Better programs come at a price. It takes time and effort to design and organize a balanced curriculum. To teach the whole child is more work for teachers. But those who have tried it feel it is not only what they should be doing but it is worth the price to see "the flushed, smiling faces, looking very pleased with their most recent efforts."

It is worth the price for the principal and teachers to notice the changed atmosphere of industriousness, loyalty, and improved behavior. It is worth the price to teach in a happy school where there is excitement and achievement. The pay off is big!

Dr. Fred Martens is a faculty member in UVic's School of Physical Education.

Children are physically oriented by nature. Play is therefore one of the most effective media for learning. Daily physical activity is becoming more and more common in schools.



Indications are that one-third of the day can safely be allocated to learning through physical movement without interfering with intellectual achievement.

Classified

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BRITISH COLUMBIA

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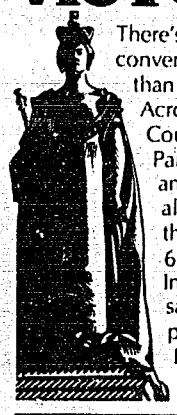

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THE TERM
is normally a nine-month appointment commencing mid-August 1981. The normal method of appointment is by secondment from a school district. The majority of appointments will be finalized by March 31, 1981, so that a leave of absence from a school district may be arranged. The faculty encourages applications from candidates interested in part-time Faculty Associate appointments combined with graduate study. A limited number of such appointments may be made.

TO APPLY
All correspondence, requests for application form and information packages should be addressed to: Mrs. Renate Doege, Program Assistant, Professional Programs, Faculty of Education, Simon Fraser University, Burnaby, BC V5A 1S6. Telephone 291-4358.
Completed applications, together with supporting documents, should be received by the Faculty of Education no later than December 15, 1980.

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LET THEM LEARN LATIN

PAMELA M. FAIRBANK

●Ann Landers, our contemporary authority on almost everything, when asked recently by a group of teenagers what was the biggest mistake she had made in high school, confessed, "Not taking Latin!"

She at least had the choice in her youth. It is my firm belief that we are doing a great disservice to the students of today by not offering that choice, except in a small minority of schools.

For too long now Latin has been spurned by the majority as a dead language — a misnomer if there ever were one, for it is the root of the Romance Language Tree, and no tree can live if its roots are dead.

Any English-speaking person who has studied Latin remains conscious all his or her life of the living Latin element in the language and has therefore a far greater grasp of vocabulary and spelling than most people, as well as a facility in understanding any of the other languages derived from Latin: French, Italian, Spanish, Portuguese or Rumanian.

It is perfectly true, of course, that there was for many years an over-emphasis on Latin and Greek studies. Small boys in prep schools in England spent more time on Latin grammar and Caesar's *Gallic Wars* than on English and math combined. And I am not convinced that all the hours spent in senior classes constructing impeccable prose or verse on the models of Cicero or Horace were justifiable.

But to eliminate Latin from the curriculum entirely was extraordinarily short-sighted and most regrettable. The younger generation is now paying the penalty for the myopic vision of educators of the fifties and we surely have sad evidence in our schools and universities of the resulting impoverishment of our language.

How much harder it is to teach English or a second modern language to classes that have not been exposed to Latin, and how much harder it is for students, be they ever so eager, to acquire large vocabularies, or to spell accurately, if they have no knowledge of Latin or Greek root words!

The student with even a smattering of Greek will have no difficulty with the meaning or spelling of "philosophy," "psychology," "monolith" or "democrat." Even a first-year Latin scholar can immediately recognize the origin of such words as "belligerent," "benevolent" or "impecunious" — words that usually defeat the average reader in secondary school because they are not in daily use.

Because of the paucity (< *paucus*, L. = few!) of their vocabularies, the students of today are having more and more trouble comprehending what they read. Much of the great English literature of the past has become to them an unfathomable mystery because they cannot cope with the language, let alone the classical and Biblical allusions. Looking up every other word in the dictionary is time-consuming and soul-destroying, but two years of Latin study in school would pave the way to a vast expansion of any student's vocabulary, and four or five years would ensure him or her a lifelong command over words.

Happily, there are signs that the tide is turning. At the post-secondary level, interest in Latin has been increasing in the last two or three years. Vancouver Community College introduced a beginners' class in 1978 and the enrolment has been steadily mounting, surpassing all expectations. The numbers of Latin students at UBC and the University of Victoria have also taken a marked upward trend, and this fall Simon Fraser University introduced Latin for the first time — a big step for a university of the Concrete Age not previously renowned for its dedication to the past.

In the United States educators are taking a second look at Latin. In a number of areas programs have been introduced using Latin in the language arts curriculum as early as Grade 4. Tests in Philadelphia have shown that pupils studying elementary Latin gained a year in English vocabulary over their fellow students, while in Indianapolis a Grade 6 class, after five months of Latin, advanced a year in reading skills and improved considerably in spelling, social studies and mathematics.

In Los Angeles there is an interesting language transfer project relating English, Spanish and Latin, and taught in four 20-minute classes a week over two years, beginning in Grade 5 or 6. Plans are being made to introduce a similar program here on an experimental basis in West Vancouver and it is certainly to be hoped that language arts teachers in the province will be inspired to follow suit. (The elementary course can be taught without a previous knowledge of Latin, although naturally even a little Latin would be an advantage to the teacher.)

Latin and Greek are already being used for gifted students at the Prince of Wales Mini-School in Vancouver to supplement the English program, and it is claimed that after nine hours of instruction a student can increase his or her vocabulary by 10,000 words — no mean feat! This is done by combining Greek and Latin root words with various prefixes and suffixes.

But there is no reason at all for limiting this type of instruction to the gifted. The Los Angeles project mentioned above, which has been fully documented, was carried out in schools that fell below district norms on student reading tests, one in a predominantly black area and another in a predominantly Hispanic neighborhood. The stated purpose of the project was to improve English skills through the study of Latin language and Roman culture, and not only was the object unquestionably achieved but, as an added bonus, the children were motivated toward foreign language study in high school.

If the fact that Latin lives on in all its derivatives is not enough for some people, let them think of the hundreds of Latin words, phrases and abbreviations that are in everyday use, unchanged after 2,000 years. Don't we all, even in this year 1980 *A.D.* (Anno Domini), say *etc.* (et cetera), *e.g.* (exempli gratia) and *i.e.* (id est)? We arrive at work at 8 *a.m.* (ante meridiem) and leave, if we are lucky, at 3:30 *p.m.* (post meridiem).

As teachers we stand, according to the School Act, *in loco parentis*. From time to time we catch a *bus* (omnibus), attend a meeting *in camera*, hold a *post mortem* (metaphorically for the most part), are guilty of a *non sequitur* while arguing with our friends, or sing the *Te Deum* and *Gloria in excelsis Deo*. Latin mottoes abound: most Canadians, it is to be hoped, can at least recognize "*A mari usque ad mare*, while in British Columbia we have *Splendor sine occasu*.

Splendor is an appropriate word to describe the richness of the English language. If that splendor, too, is to be *sine occasu*, if it is not to decline, we must make sure that ours sons and daughters have the chance to learn Latin. Let's start them off in the elementary school. Our U.S. colleagues have shown us the way.○

Pamela Fairbank has taught for many years in public and private schools here and in England.

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.

ACROSS THE DESK

●From time to time books come in of general rather than professional interest, and too good to ignore.

Four illustrated books remind us of our rich Pacific Coast heritage. *Edward S. Curtis in the land of the War Canoes* reproduces photographs taken by the pioneer ethnographer and cinematographer, and tells the story of the original filming, and of the rescue and remaking of Curtis' movie, filmed to capture the life of the Kwakuitl people circa 1914.

Objects of Bright Pride has 100 plates, in color and black and white, of masks and headdresses, textiles and hides, rattles and staffs, charms and boxes, bowls and spoons, pipes and daggers that were collected from the Pacific Northwest in the 1880's, and now belong to the American Museum of Natural History in New York. Brief texts relate the gathering of the collections, and the uses of the articles.

Many Indian tales and motifs are presented, along with the birds, animals and people of Alaska, in *Dale de Armond: a first book collection of her prints.* Sixty-three of her limited edition prints are reproduced in color, and carefully identified. The artist briefly describes her technique of making woodcuts on fine rice paper. Her style is lively and humorous. Images are crisp, beautifully colored and distinctively Alaskan.

A book of fine photographs introduces us to *The Stikine River,* its pioneer past and dammed (?) future. Paddle steamers and telegraph lines were once important means of communication.

As appealing as pictures, and quite unclassifiable, is *Cockeyed Optimists: more stories of Chicklet Gomez and her friends.* In a continual battle against provincial regulations, city housing authorities, and life in general, a group of undefeated "welfare mothers" keep up their own and the readers' spirits.

Brave New Words is described as the newest, funniest and most original dictionary in the world. It is hardly a dictionary, but if you want to become an *alphomeg* (a person who has read a dictionary from cover to cover), you may discover that useful word *covivant,* or that you are really *omnibibulous.* If the oil shortage is scaring you, become a *parsipetrolambulist* (a person who walks to save gasoline). Should be useful in the staffroom.

Identification of the books mentioned above:

Holm, Bill. *Edward S. Curtis in the land of the War Canoes: a pioneer cinematographer in the Pacific Northwest* by Bill Holm and George Irving Quimby. Vancouver, Douglas and McIntyre, 1980, 133 pp. hard, $18.95. 0-88894-257-5

Wardwell, Allen. *Objects of bright pride: Northwest Coast Indian art from the American Museum of Natural History,* New York, Centre for Inter-American Relations and American Federation of Arts, 1978. 128 pp. paper, $22.95. 0-88894-259-1. Order from Douglas and McIntyre.

De Armond, Dale. *Dale De Armond: a first book collection of her prints.* Anchorage, Alaska Northwest Publishing, 1979. 76 pp. paper, $17.95. 0-88240-131-9

Alaska Geographic Society. *The Stikine River.* Anchorage, Alaska Northwest Publishing, 1979. 96 pp. paper, $11.95 ISSN 0361-1353 (Alaska Geographic V. 6 No. 4) map.

O'Connell, Dorothy. *Cock-eyed optimists* Ottawa, Deneau and Greenberg, 1980. 191 pp. hard, $9.95. 0-88879-025-2

Sherk, Bill. *Brave new words.* Toronto, Doubleday, 1979. 174 pp. paper $6.95. 0-385-15331-7pa, 0-385-15552-2hd.

FINALLY, NOTE:

. . . *that* reprints of a chapter "Social Norms and Drinking Behavior: Implications for Alcohol and Drug Education" are available from the author: David J. Hansen, Associate Professor and Chair Department of Sociology, State University College, Potsdam, N.Y., U.S.A. 13676.

BRITISH COLUMBIA

Paterson, T. W. *Encyclopedia of ghost towns and mining camps of British Columbia Volume 1.* Langley, B.C. Stagecoach Publishing, 1979. 165 pp. paper, $8.95. 0-88983-025-8

T. W. Paterson has compiled stories written about the early history and development of British Columbia. A great deal of research has uncovered information about early settlers, settlements, and the development of many isolated places.

This book is evidence that the author finds B.C. has a rich heritage in its early settlements. He deplores the neglect and vandalism of such sites that rob the younger generations of the privilege of viewing the homes and work places of the first white settlers.

The collection of books in this series is divided into specific areas. This first volume deals with Vancouver Island, the Lower Mainland and the Fraser Canyon areas. This work is exceptionally well illustrated by photographs and sketches. This book is recommended for anyone interested in the early history of British Columbia. It is an interesting and enjoyable narrative.
—Ian Farber, Kamloops

COMMUNITY SCHOOLS

Prout, Peter F. *Community Schools in Canada.* Toronto, Canadian Education Association 1977. 36 pp. paper, $2.00. Order from: Canadian Education Association, 252 Bloor St. West, Suite 5850, Toronto, Ont. M5S 1V5

The community school is an attempt to integrate the school and the community so that each can be supportive of the other and so that the isolation of the school can be broken down. Dr. Prout presents in a concise form a history of the development of such schools, the influence of the U.S. examples, a Canadian alternative, a model of such a school, and a review of the status of community schools in Canada.

Dr. Prout presents as a model a school in which all the community is involved in planning the K-12 program, in which all community resources are used in the program, and in which the resources of the school are made available to the community, both in the provision of services other than regular classroom activities and in the provision of adult education. He goes on to identify general problems — that such changes in attitude take time, require that administrators and

school boards must be convinced, and cost money. He concludes that the benefits accruing from this placing of the school at the centre of the community outweigh the problems.

This book will be of interest to any teacher who feels, as I do, that re-integration of the school into the community is necessary. Dr. Prout presents convincing arguments in support of this thesis, and provides a comprehensive bibliography.
— Keith Coates, Fernie

CURRICULUM DEVELOPMENT

Foshay, Arthur W. (ed.), *Considered Action for Curriculum Improvement*, Alexandra Va, ASCD, 1980, 202 pp. paper, $9.75. 0-87120-099-6. Association for Supervision and Curriculum Development, 225 North Washington St. Alexandria, Va. U.S.A. 22314.

This 1980 yearbook with its 10 chapters and 11 authors, is an important book for B.C. teachers. Three of the authors — Michael Connelly, Freema Elbaz and Joel Weiss — are Canadians. Apart from any nationalistic feelings that one may experience when one considers that this U.S. based yearbook is prepared for a predominantly U.S. audience, one notes that above all, the Canadians emphasize the centrality of the teacher in curriculum improvement.

Connelly and Elbaz strike familiar chords to readers of the Flanders Report on professional development for B.C. teachers. They urge teachers "to respect their own experience as evidence of knowledge and as a means of extending that knowledge."

While Weiss concedes "it is naive to expect that teachers should spend their (always limited) time developing curriculum and program materials . . . nonetheless all teachers are involved in modifying, adopting, adapting, and otherwise translating already existing programs, materials and guidelines." Weiss' final challenge to teachers is, will they "recognize that teachers have control over curriculum decisions?"

Foshay in "Curriculum Talk" also reminds one of Flanders. "Professional teachers have a theory of the learner." He uses 10 different metaphors to extend the reader's comprehension of the child-learner: the child as flower, as Nigger, as enemy, as cog, as machine, as chameleon, as miniature adult, as Freudian person, as gentle person, and as reasoner. He also suggests but three metaphors from among an infinite variety to describe the school: as factory, as clinic and as bureaucracy.

Joseph Grannis describes the daily realities facing teachers — overcrowding/high pupil-teacher rations, compulsory attendance, the expectation that teachers will promote literacy consistently reinforced by increasing numbers of compulsory testing programs. Almost as answer to Grannis' dilemma — shared by all B.C. teachers — Evelyn Lazzer Holman prescribes: "We must show parents that students need not only the three Rs but more — perhaps the three Cs: coding, critical thinking, caring."

At least two chapters are appropriately timely to B.C. classroom teachers and to district and provincial supervisors. Geneva Gay develops not just the technical or Tylerian model but also the academic, the experiential, and the pragmatic models of the curriculum-planning process. Czajowski and Patterson strongly defend classroom teachers and provide a four-faceted framework — three stages, the nature, the orientation and the three strategies of power, influence, reason — for understanding school curriculum change. They argue that "in terms of knowledge about the practice of teaching, teachers often represent the best clinical expertise available". Like the student who has to discover for herself/himself the Pythagorean Theorem, if she/he is to understand and use it, the teacher too must discover or invent the curriculum and apply it in her/his own particular situational context.

Those B.C. teachers who are at the forefront of current praxis will be reassured by carefully perusing this volume. Their distrust of, or their disquietude about, sole reliance on the linearity of a nine-year cycle of assessment followed by the application of the Tylerian model of development and implementation will be reinforced. Frequent references are made to Michael Young and his *Knowledge and Control*, to Pinar, to Eisner, and Vallance and their five conceptions of curriculum, and to reconceptualism.

Thus those who push at the curriculum frontier should be encouraged to renew their battle and to explore further vistas for extending their experiences, their meanings and their understandings into related new experiences and understandings.
—John S. Church, Vancouver

ENGLISH

Hazzard, Russell. *It scares me but I like it: creating poetry with children.* Ottawa, All About Us. 1979. 128 pp. paper, $6.95. 0-88902-5681

"It is very difficult to write poetry when you're bored," writes Russell Hazzard, author of *It Scares Me, but I Like It.* Throughout his sensitive initiation of young students (8-10 years old), into the pleasures and pain of self expression, boredom is conspicuously absent. His students, who attended Counterpoint, an alternative school in Ottawa, were free to join or leave the group at will, so were eager members of a small group situation. Although this situation made his task easier, because he was teaching those who wanted to learn, he had the problem of helping the late arrivals catch up. Here the flexibility of his approach was vital, for each unit was self-contained.

Hazzard, who has edited two books of young people's poetry, shows considerable insight into youngsters' needs and abilities. He has the ability to engender creativity. Students, and the reader, are led smoothly from interest to imagination to visualization and, finally, to expression. Hazzard concentrates on "the essence of poetry . . . the evocative immediacy of the individual imagination, the sudden involvement of the internal imaginative landscape with the external world," rather than on line, stanza or rhyme. "Getting the vision down on paper before it fades is the thing," he says.

As an English teacher who has attempted to write and teach poetry, I found Hazzard's book fascinating. His mental flexibility as he searches for the perfect catalyst, the instant rejection of ideas that fail, the constant search for a new approach are all hallmarks of a born teacher. For example, although *Dr. Faustus* and "Fern Hill" failed as stimuli, *Paradise Lost* and the *Peer Gynt Suite* did not, and Hazzard's honesty demands that he discuss both. The imagery contained in the children's poems reflect the original authors' intent, although the children did not know the stories. Where Canadian poetry was used to spark interest, a true Canadian flavor was evident in the children's poems, proof that the Canadian experience does produce specific poetry, despite arguments to the contrary.

Although Hazzard worked with a particularly responsive age-group his conclusions have relevance for all who seek to guide would-be poets. The art of self-expression is present in everyone, especially children, although it may appear to be buried very thoroughly in some cases. All that is required, Hazzard suggests, is to discover the right stimulus to awaken the inner consciousness.

The time-span of the course, 24 sessions, with a few consolidation sessions to conclude, would fit well into the minicycles used in many secondary schools and even more easily into the more flexible time periods of the intermediate school. The Poetry Writing Machine (page 89), is an easily made device that might overcome the resistance of some junior secondary boys, using as it does an adaptation of the "found" poetry concep.

Many of Hazzard's conclusions are worth highlighting. For example, his group required concrete, rather than abstract, stimulators. Set tasks were avoided; instead, the imagination was titillated by poetry or music, and the students created freely from this experience. Technical details, such as grammar and spelling, were reinforced by typing the finished poem, with corrections, for the writer to present to the group.

The students' confidence in their ability to express themselves, their pleasure in creating visual evidence of their imaginative flights, and above all, the absence of boredom and "donna-wanna-ism," combine to make *It Scares Me but I Like It* an interesting and worth-while addition to any teacher's library.
— Kay Bohanna, Maple Ridge

Only Connect: readings on children's literature second edition. Edited by Sheila Egoff, G. T. Stubbs and L. F. Ashley. Toronto Oxford University Press, 1980. 457 pp. paper, $8.95. 0-19-540309-6

A highly useful compendium, identical in format with the 1969 edition, is distinguished by a more attractive "fairy tale" cover and nine new articles out of 38. It is interesting that not more quality articles have been written in the past 10 years! The title piece is retained; indeed, the whole section of 11 items on fairy tales. fantasy, the animals, is reprinted untouched.

Deleted is Rumer Godden's "An Imaginary Correspondence" (a sad loss, that), although Graham Greene's article on Beatrix Potter is retained. Rumer Godden's exquisite satire on the De Base Publishing Company is, unfortunately, still only too timely.

One article on Rosemary Sutcliff has been dropped, although her own essay on the writing

of historical fiction has been retained. Surely in this connection we might have looked for something by Mollie Hunter?

Many of the additions are, in a sense, substitutions. "For it was indeed he" on the Stratemeyer phenomenon, has been replaced by "The Stratemeyer Strain: Education and the Juvenile Series Book 1900-1980" in which Peter A. Soderbergh documents "cautious accommodation to a fact of American life." Three articles on publishing have been added. "John Newbery" by William Noblett and "The Publication of *Alice in Wonderland*" are at least more recent articles. (All the added articles have publication dates after 1971).

"Notes of the Children's Book Trade: All is not well in tinsel town" by John Goldthwaite, with considerable humour dares to suggest that children would benefit by terminating picture books, the Newbery/Caldecott awards, and undergraduate courses in children's literature. He is echoing Jacob Epstein in "Good Bunnies always obey: Books for American Children" held over from the first edition. Walter Lorraine's "An Interview with Maurice Sendak" replacing Nat Hentoff's "Among the Wild Things" has been placed in an otherwise unaltered section on illustration. (Query — is Sendak to be considered as a writer or an illustrator?) He has some devastating things to say about "basic ground floor . . . honesty" and letting children choose their own books. Seven black-and white illustrations in the first edition have become nine, including one by Maurice Sendak.

The Modern Scene has been completely altered. Instead of Sheila Egoff on "Science Fiction", Sylvia Engdahl says (in 1972) that she is trying to put across the idea that "there is continuity to history . . . some overall pattern that encompasses the entire universe", but that many young people "have no conviction that there is any pattern." (If I had not, I don't think Engdahl's writing would convince me.) I remain uninformed. I would have preferred that Egoff update her article, after *Star Wars*.

John Rowe Townsend, a prolific writer and critic, has been allowed to update himself in "Are Children's Books Racist and Sexist?" Like the editors of *School Library Journal*, he thinks the question is too often asked. Patrick Merla, writing in and about 1972, sounds a bit dated. Nevertheless, "What is Real asked the Rabbit One Day" made me want to argue violently with Merla, and so, I suppose, is a good choice.

In a sense, Nat Hentoff's article of "Fiction for Teenagers" is replaced by Sheila Egoff's "The Problem Novel," being a chapter from her forthcoming book. She concludes dubiously, "Presumably it is good (for children) to know that they are not alone in their anxieties."

Walter Lancelyn Greene began the book with "The Golden Age of Children's Books." Sheila Egoff ends the book with "Portents." She fears that contemporary children's literature has lost its soul and entered an iron age.

The book is carefully complete, as one would expect from three academics. All the articles are dated (1950-1980); identified (sources range from the *New Statesman* to *School Media Quarterly*); acknowledged; and supplied with notes on the contributors (a distinguished group, from T. S. Eliot and J. R. R. Tolkien to Michael Hornyansky and Lillian H. Smith). A selected, annotated bibliography and an index are, of course, also supplied.

Only Connect is of first importance to anyone with an interest in selecting children's books, to anyone with an interest in children's literature, to anyone with an interest in children. The writing is uniformly excellent. And for people who want *all* the selections in both editions, a diligent search may reveal a few copies of the earlier edition before the second edition displaces them.
—Grace E. Funk, Vernon

Sampson, Gloria Paulik. *New routes to English: beginning skills/two*. Don Mills, Collier Macmillan 1979. Student book 127 pp. $4.65. 0-02-990830-2; workbook 80 pp. $2.30. 0-02-990890-6; teacher guide, 192 pp. $9.95. 0-02-990950-3

Teachers of English as a Second Language looking for something different from the traditional lock-step, one-concept-after-the-other approach to language should find help in *New Routes To English* by Gloria Paulik Sampson, Associate Professor of Education at Simon Fraser University.

Using a "spiral curriculum," (explained in detail in the excellent teacher's guide) Beginning Skills/Two tackles four major grammatical structures: two-clause sentences, tense system, modal auxiliaries, and prepositions and particles. Each lesson opens with a song, poem or tongue twister aimed at helping students develop pronunciation accuracy. Students are encouraged throughout the book to talk about their own activities, attributes and desires. Sensory experience, measuring, evaluating, and speculating are emphasized. Speaking while doing, an effective method of reducing self-consciousness on the part of the student, is incorporated into most lessons.

New Routes To English, specifically designed for ESL students in Canada, features a snappy, well-illustrated format with the focus on applying language in many situations. Listening, speaking, reading, and writing all receive appropriate attention. Both the student book and the workbook offer the classroom teacher a fresh, workable system of teaching ESL students from grades 4 to 8. Students and teachers alike should enjoy working with this program.
—Alan Millen, Fort St. John

PUBLIC AFFAIRS

Peat, David. *The Nuclear Book*. Ottawa, Deneau and Greenberg, 1979. 138 pp. paper, $7.95. 0-88879-017-1

The author's main purpose is to present the development of nuclear power in Canada to his readers in simple, easily understood language. His calm straightforward approach and use of persuasive arguments will allay the fears of many, but at the same time, pose questions that cause the reader to stop and consider possible consequences of the use of nuclear power.

Peat has outlined the development of nuclear power and has shown its effects on industrial development throughout the world. He has warned of the hazards involved in reactors. He has discussed the advantages and the risks of nuclear power. Most interesting is his look at future energy development.

This book would be useful to teachers of science and social development in helping students to understand the arguments of the defenders and antagonists of nuclear power.

Several typographical errors and very weak binding.
—Ian Farber, Kamloops

BOOKS RECEIVED

Association for Values Education and Research. *Population problems.* Toronto, Ontario, Institute for Studies in Education, 1980. 51 pp. paper, $3.00. 0-7744-0190-7 (Value Reasoning Series). Association for Values Education and Research. *Population problems: Teacher's manual.* Toronto, Ontario Institute for Studies in Education, 1980. 28 pp. paper. $3.50. 0-7744-0189-3. The complex moral issues in overpopulation presented in specific instances, and 18 activities — i.e., exercises in values reasoning.

Best of Canada West Volume 2. Langley, Mr. Paperback, 1980. 184 pp. paper, $3.95. 0-88983-033-9. Stagecoach Publishing, P.O. Box 3399, Langley, B.C. V3A 4R7. 25 articles by 25 authors, with the interesting tidbits of B.C. history.

Carter, John. *Exploring the Southern Selkirks, including the Valhallas and Kokanee Glacier Provincial Park* by John Carter and Doug Leighton. Vancouver, Douglas and McIntyre, 1980. 119 pp. paper, $6.95. 0-88894-273-7. 45 trail descriptions for hikers, with maps, photographs, and background information.

Cousins, Jean. *An all-season guide to easy hiking around Vancouver* by Jean Cousins and Heather Robinson. Vancouver, Douglas and McIntyre, 1980. 143 pp. paper, $5.95. 0-88894-272-9. 9 spring hikes, 15 summer and fall hikes, 12 winter hikes, described, with maps, photographs, degree of difficulty. Plenty of survival advice and a reading list.

Educators guide to free films. Randolph, Wis. Educators Progress Service, 1980. 790 pp. paper, $17.75. 0-87708-10_. 8. Educators Progress Service, Inc., 214 Center Street, Randolph, Wis. U.S.A. 53956. One of this company's 10 annual guides to "free" (U.S.) materials. New items are starred. A Canadian availability index of 167 sources is added. The films are, of course, loan films, which must be cleared through customs.

Fregly, Bert. *Help wanted: everything you need to know to get the job you deserve.* Palm Springs, Ca. ETC Publications, 1980. 545 pp. paper, $9.95. 0-88280-071-X pa. 0-88280-070-1 hd. ETC Publications, P.O. Drawer 1627-A, Palm Springs, Ca. U.S.A. 92262. An exaggerated "self-help" manual with a certain amount of common sense among the hype. Intended for all ages and groups in U.S.A.

Hannell, Christine, *Across Canada: resources and regions* by Christine Hannell and Robert Harshman, Toronto, Wiley Publishers, 1980. 336 pp. hard, $13.95. 0-471-99844-3. Much-illustrated textbook of physical and economic geography intended for secondary schools.

Hill-Tout, Charles. *The Salish people,* edited by Ralph Maud. Vancouver, Talonbooks, 1978. 4 vols. paper, $6.95 each. Vol. 1 The Thompson and the Okanagan 0-88922-148-0; Vol. 2 The Squamish and the Lillooet 0-88922-149-9; Vol. 3 The Mainland Halkomelem 0-88922-150-2; Vol. 4 The Sechelt and the South-eastern tribes of Vancouver Island. 0-88922-151-0. Stories and customs of the Salish; the collected field reports of an English anthropologist circa 1900.

Illustrator Illustrated No. 2 (Art Directors' index to illustration graphics and design). Canadian section. Geneva, Roto Vision, n.d. 168 pp. paper. $55.00 for the complete index. Order from: Roto Vision Canada, Edward Wiltshear, 88 Avenue Road, Toronto, Ont. M5R 2H2. 6 short articles on legalities and "professionalism" plus fascinating color examples of the work of 53 Canadian commercial illustrators.

Jarman, Frederick E. *Political Decisions in Canada* by Frederick Jarman and Alan D. Hux. Toronto, Wiley, 1980. 127 pp. hard, $7.95. 0-471-99840-0. Secondary school civics text, with 17 case studies of political decisions actually made in Canada, and emphasis on the value of political activity.

Knight, Rolf, *Along the No. 20 line: reminiscences of the Vancouver waterfront.* Vancouver, New Star Books, 1980. 231 pp. paper, $6.50. 0-919888-25-9 pa. $13.95. 0-919888-26-7 bd. Work, and the world of work in Vancouver in the 1940's. Some politics, some union talk.

Lipner, Barbara Erdman. *Cloze for comprehension. Book 1.* New York, Brook Press, 1980. 31 pp. paper, $7.75 (U.S.) per box of 10 booklets, 936506-00-8. Lipner, Barbara Erdman. *Cloze for comprehension Book 2.* New York, Brook Press, 1980. 31 pp. paper, $7.75 (U.S.) per box of ten booklets. 936506-01-6. Book-Lab, Inc., 1449-37th St., Brooklyn, N.Y. 11218. Fourth grade level reading material for adults, teaching comprehension and vocabulary through sentence completion. Contents are brief biographies of 8 successful American women.

Lizé, Diane and Emile. *'Dear Teacher'.* Hamilton, Potlatch Publications, 1980. 96 pp. paper, $3.95. A collection of unintentionally humorous notes sent to teachers, illustrated with intentionally humorous cartoons.

Lovick, L. D. *Tommy Douglas speaks.* Vancouver, Douglas and McIntyre, 1980. 288 pp. paper $8.95. 0-88894-262-1 pa. 0-88892-022-8 hd. First published February, 1979 by Oolichan Books. A collection of Douglas' speeches, in chronological order from 1936 to 1973, plus biographical material and a brief bibliography.

Persky, Stan. *The house that Jack built: Mayor Jack Volrich and Vancouver politics.* Vancouver, New Star Books, 1980. 226 pp. paper, $3.95. 0-919888-29-1 pa. $11.95. 0-919888-30-5 bd. With wry humor, a sociology teacher recounts civic action and politics in Vancouver since 1976.

Ryan, Oscar. *Soon to be born.* Vancouver, New Star Books, 1980. 329 pp. paper $6.50. 0-919888-27-5 pa. $13.95. 0-919888-28-3 bd. Novel of working-class Canadians during the depression.

Sierra Club of British Columbia. *The West Coast Trail and Nitinat Lakes: a trail guide,* fourth revised edition. Vancouver, Douglas and McIntyre, 1980. 94 pp. paper $5.95. 0-88894-275-3. The usual format of maps, trail conditions, points of interest, access, advice and a few photographs.

Sketch, Marian Ogden. *Ten Moments in Canadian History* (1759-1900). Victoria, Campbell's Publishing, 1980, 112 pp. paper, $6.95. 0-920614-06-X pa; hard $12.95, 0-920614-08-6 bd. Brief vignettes of such turning points as the Rebellions of 1837 and 1885. Also, unfortunately, Laura Secord and some much too often reproduced Jefferys drawings. Full page photographs of 10 small bronze statuettes intended to enliven and visualize Canadian history.

Templeton, Charles. *The Third Temptation.* Toronto, McClelland and Stewart, 1980. 287 pp. paper no price. (Special advance proof copy) 0-7710-8544-3. A new novel about "the preaching business" by the Canadian clergyman-turned-journalist, who wrote *The Kidnapping of the President.* Published in hard cover October 1980.

Van der Mark, Christine, *In due season.* re-issue. Vancouver, New Star Books, 1979. 372 pp. cloth $14.95. 0-919888-98-4; paper $6.95. 0-91988-97-6. New Star Books, 2504 York Avenue, Vancouver, B.C. V6K 1E3. Re-issue of a 1947 novel about a pioneer woman homesteading in northern Alberta.

Volcano: the eruption of Mount St. Helen's written and edited by the combined staffs of *The Daily News* Longview, Washington and *The Journal-American* Bellevue, Washington. Vancouver, Douglas and McIntyre, 1980. 96 pp. paper $7.95. The pictures you saw on TV, plus some of the stories behind them.

CHILDREN'S BOOKS RECEIVED

Coleman, Leslie. *Fort Wilberforce.* London, Beaver Books (Hamlyn), 1980. 80 pp. paper, $2.25. 0-600-20136-8. Nelson/Canada, 81 Curlew Drive, Don Mills, Ontario. M3A 2R1. Undersea adventure story with "talking animal" characters.

Doyle, Brian. *You can pick me up at Peggy's Cove.* Toronto, Groundwood Books, 1979. 120 pp. paper $4.95. 0-88899-001-4 pa. $12.95. 0-88899-003-0 bd. Order from: Douglas and McIntyre. Sequel to *Hey, Dad!* Dad leaves home, small son Ryan is sent to his aunt, gets involved in petty thievery, fishing, sharks, and a drowning.

Garcia, Claire Watson. *The Peanut plan.* 2nd edition, revised. Toronto, Kids Can, 1979. 64 pp. paper, $2.25. 0-919964-00-1. Little tract on sweetness and gardening. Revised, but just as unnecessary as the original published in 1975.

Houston, James. *River runners: a tale of hardship and bravery.* Toronto, McClelland and Stewart, 1979. 142 pp. hard. $9.95. 0-7710-4282-5. Winner of the 1980 *Book of the Year for Children Award.* Fine tale of hardship and friendship in the Arctic, based on events in the early 1950's.

Matchan, Linda. *The Ancient Jews: how they lived in Canaan.* Vancouver, Douglas and McIntyre, 1980. 49 pp. paper over boards $7.95. 0-88894-241-9. Similar to the series on life of North American Indian groups. Daily life and religion, illustrated in black and white drawings.

Muller, Romeo. *The little rascals.* New York, Bantam, 1980. 81 pp. paper, $2.50. 0-553-15078-2. A "Christmas presents" story based on an NBC-TV special.

Williams, Ursula Moray, *Bogwoppit.* London, Beaver Books (Hamlyn), 1980. 158 pp. paper, $2.50. 0-600-20060-4. Orphaned Samantha, rejected by her elderly aunt, finds an ally in an odd animal-bird creature, and the resulting adventures are equally odd.

Swap Shots...

GEOFF HARGREAVES

MY SUMMER HOLIDAY

●**Exculpatory Preface:** *The author apologizes for handing in his essay so late but, having been so occupied himself with marking a host of essays on this same stimulating topic, he got a little behindhand and hopes that marks will not be deducted for lateness.*

* * *

Maggie likes camping. The thought of heading off into the bush, ascending and descending rocky roads that ruin tires and knock holes in the gas tank, setting up a tent in the failing light as clouds roll over, and then listening to the rain drilling on the canvas brings her out in goose bumps of excitement.

I've nothing against the countryside. I'm sure it serves some obscure purpose. But when Maggie wanted to go camping last summer, I agreed on the proviso that we went to the outdoor seminar of the Green Leaf Guild of B.C. My point was that if we attached ourselves to this group, whose ad we'd lighted upon by chance, we'd get a double advantage: she would get her camping, and I might learn something about herbs and trees, so that the rural landscape would no longer appear to me a single mass of undifferentiated green.

We knew nothing about the Guild apart from its name and its rendezvous point, an Indian reservation in Washington State. Of course, we expected the usual bunch of Aquarian Conspirators you get on all these counter cultural affairs — mid-life escapists, burned-out teachers, valetudinarians, half trained musicians, and psychotics just managing to keep the lid on it all. And we weren't disappointed there.

But there was a bonus. The Guild's thing, it turned out, was not just herbalism, but apocalyptic herbalism. Let me explain it to you as it was explained to us by the prophetess of the movement. Anna is a Hopi Indian, a woman of undoubted charm, humility, and sincerity. A while back Anna had a vision: that our era, the Third World in her terms, is rapidly drawing to a close, and that after a rather upsetting cataclysm, the Fourth World will be inaugurated. Gold, real estate, or fully-indexed pensions won't be worth a straw then. All that will matter is a knowledge and possession of healthy seeds.

Anna herself won't survive the cataclysm, but she will re-appear as a doe, to lead the guys with seeds in their pockets to the Happy Valley, where life will start anew.

Sufficiently straightforward, I think you'll agree. Your average chiliastic vision. The inside track is reserved for herbalists, but naturally enough in the circumstances.

Anna's father is Soloho ("Whistling Arrow"), an ageless ancient with a vertical profile, who began his career as a medicine man at the tender age of 75. He was offering healing treatments, and since you don't encounter Hopi healers every day of the week in downtown Duncan, I decided to consult him about my stress-related dermatitis.

His inscrutable eyes gazed at me very directly. With his gnarled right hand he seemed to be sampling the air around my head and chest. "I know what's wrong with you," he said after a few moments, "but I want you to tell me." What a con, I thought, but I went ahead and belabored him with complaints about large classes, essays piling up, and then my feet getting itchy. I couldn't say that he appeared particularly interested.

Somewhat brusquely he told me to eat dandelion roots. Then he picked up two black feathers and with them chased the evil to the ends of my limbs, each time catching it between his fingertips and flicking it out of the door of his little camper. And that was it.

Dandelion roots! To my conventional palate the regular food at the camp had already come as an abrupt shock. No meat, no eggs, no dairy products. The burdock leaf, blackberries, potatoes, and bonemeal tablets rated highly with our chefs, John the Hermit and Brysis, the Cosmic Gypsy. Sri Raman, not a Hindu despite his name but a Dutchman who had renounced the training of circus horses in order to study yoga, doted on curried peanut butter stew.

Sceptics though Maggie and I were, I must say that we were still generously accepted by the Guild's members. So I reckon our names are down there, in the Book of Life. If you're still around after the Big Bang and you somehow stumble your way to the Happy Valley, just ask for us. We'll have some blackberry leaf tea on the simmer for you and you're welcome to a nibble on my dandelion root.

And the dermatitis on my feet? Oh, that cleared up within five days of the black feather business. No kidding. Cross my heart. Honest to God.⊙

Geoff Hargreaves, our regular columnist, teaches at Cowichan Senior Secondary School. He says the above column is "all straight fact."

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