THE B.C. TEACHER

January-February

Volume 61 Number 3

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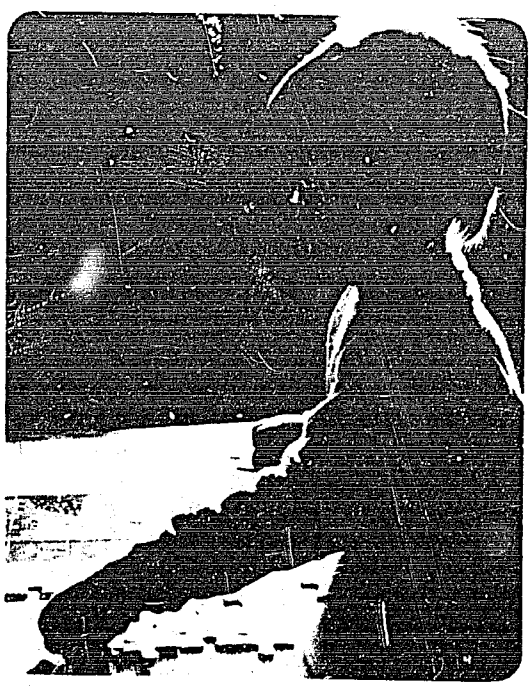

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COVER STORY

Our cover picture shows a Grade 11 girl at Lord Byng Secondary School in Vancouver teaching some students to play the recorder. Those students are members of the school's class for the mentally handicapped. Their teacher has written a moving account of her experiences in teaching the class for the last four years, and we have made that account our lead article.

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From Our Readers

ARTS ISSUE EXCELLENT

I was recently sent a copy of your September-October issue, and was extremely moved by the theme of the visual and performing arts.

I am teaching both diploma and university transfer music courses at Red Deer College, am involved in the planning of a new school in Red Deer, and am concerned deeply about the status of the arts in Red Deer as a city, in Red Deer College's philosophy of education, and in teacher training at my alma mater, the University of Calgary. This issue of *The B.C. Teacher* was able to synthesize an ongoing frustration, namely the lack of lucid, realistic writings on the subject.

Therefore, I am writing to request copies of this issue so that I have significant resources for my pursuits. I would like copies to be in the hands of those persons who have the power to activate change. . . .

In summation, this issue cannot be read only in British Columbia — it is too significant not to be read elsewhere, considering that all of us are involved in the education of children — no provincial or national boundaries can exist in that effort.

Thank you for considering this request and, more importantly, for the foresight necessary to develop this issue.

Ken Mallett,
Instructor,
Red Deer College

Ed: We have received several similar requests from other centres across Canada.

TEACH IN KENYA

Yesterday, *The B.C. Teacher* and the *BCTF Newsletter* arrived, the first opportunity I had to read them since I left Fort St. John two years ago. So now I know why Denis Shaw sold his cow and why Juanita Bird had gone to Colombia. But the items on Project Overseas and the CTF's program of international assistance made me realize that many readers might be interested in a personalized description of teaching experience overseas, so here is a brief and somewhat rambling narrative.

I took an early retirement in June 1979 and bought a one-way ticket to Nairobi. A three-months Visitor's Pass was merely a matter of a rubber stamp in my Canadian Passport at the airport, and soon I was just one of the several thousand tourists who make the hotel business such an important source of foreign exchange in Kenya.

But I didn't stay long in Nairobi; I was anxious to see the real Kenya, the rural area, where 95 percent of the population live, and where the tourist is seldom seen. I travelled by train to Eldoret, the centre of a wheat-farming area known in colonial days as the White Highlands. The elevation there averages 8000 feet and the farms are Canadian-style, many of them still owned and operated by Europeans.

In Eldoret I bought a used vehicle and, with the friendly assistance of the local Education Officer, visited a number of Harambee schools. It was with the intention of teaching in this type of school that I had come to Kenya, so I didn't ask to see any government schools or private schools. About 60 per cent of secondary schools in Kenya are Harambee. This word was the national slogan adopted by the first president, Jomo Kenyatta, after Uhuru. It means *Self-Help*. So a Harambee School is one that has been built by the local community through volunteer effort, and is financed wholly by the fees the students bring.

In Kenya, primary education is free, university and college education are free to those who have qualified, but secondary education is not free. In government schools, the government pays the salaries of teachers, but in Harambee schools, salaries, books, office expenses, equipment — everything — has to be paid out of students' fees.

Another education officer encouraged me to go to Western Province which is much more heavily populated, and he directed me to a certain school near his home village. Now it would almost certainly be true to say that a trained Canadian teacher could knock on the door of any Harambee School in Kenya, and be hired immediately. He or she might well find some classrooms with students but no teachers, and would certainly find the majority of them with untrained staff — students who had completed four or six years of high school and were hoping to get selected for further studies or training. If you are an "alien" working in a Harambee school, the government grants you exemption from work permit and visa — in fact, you get residence status indefinitely.

I started teaching in Ekambuli School when it reopened after the August holiday. Class size varies from 30 to 45, and may be more. In a Harambee school, a teacher need expect little more than chalk in the way of teaching aids, and a very dusty brand it is. The school buys the textbooks and they are very scarce, for they are expensive. The situation really forces Western-trained teachers to re-examine his or her so-called "philosophy" of education. Standing in front of a class of students who are personally paying one to teach them to the utmost with the great advantage of a Western education, he or she had better find within himself or herself the resources that the situation demands. It is not easy; it is often frustrating; it can be very tiring; but it is immeasurably rewarding in human terms.

Because the current head (principal) was leaving at Christmas, the board of governors asked me to take over as headmaster, and my semi-retirement came to a sudden end. My 20 years as principal in B.C. did not provide the exact kinds of

experiences to qualify me as headmaster of a Kenyan Harambee school, but some of my previous leisure activities contributed more than I ever dreamed possible.

My duties include the planning of new buildings, the supervision of construction mostly by unskilled labor, keeping of accounts, dispensing medication for malaria sufferers, taking sick villagers to hospital, planting maize on the school farm, hiring labor for weeding, not to mention supervising the instructional program.

The school is located on a very beautiful, park-like site of 20 acres, 10 miles north of the equator and 40 minutes drive from Kisumu, Kenya's third largest city on the shores of Lake Victoria. We have a full size soccer field, two volleyball courts and two netball courts. Six acres are now planted with maize and the rest is nicely treed with mangoes, guavas, bananas, jacaranda, eucalyptus and several others that blossom luxuriously in season.

There are two classroom blocks, built in the early sixties of locally manufactured bricks. The classrooms have cement floors, galvanized iron roofs, and wooden shutters instead of glass windows, but these are in fact preferable, for they allow for better circulation of air.

We have 200 students in six classes, Forms I to IV (Grades 7-10). My nine staff members are untrained, but do their best. They are paid about $130 per month. In contrast, the women who weed the maize get $1 per day for five hours of work. Housing for teachers is provided on the campus, African-style housing, no electricity, no running water, outside latrines; but the accommodation is adequate enough.

All essential foodstuffs, including fresh meat, can be purchased at the local village shops, and the cost of living is very low, apart from the cost of operating a car. I can live more comfortably here on my reduced teacher's pension than I could in B.C. I bought a cow for $100, and sheep at $15 each, so when Denis Shaw wants to buy another cow, he might decide to come here, along with some of his "inactivists." They will be very welcome. Even Juanita Bird might be willing to trade her green palms and ocean breeze for a grass-roofed house, a piece of chalk, and a classroom of hungry students.

On a more serious note, I recommend to teachers who have reached the age of 55, and feel that there is something in life and in teaching that they have been missing, that they help ease the teacher-surplus situation in B.C. by retiring now, and the teacher-shortage situation in Africa by giving here the good years they still have. I shall be very happy to correspond with serious enquiries.

Hector Sutherland,
Headmaster
Ekambuli Secondary School,
P.O. Box 65,
Khumusalaba,
via Yala,
KENYA

I treat them as

The students really enjoy swimming. In addition to having lots of fun, they learn valuable skills.

The students proudly represented their school, Lord Byng, at Operation Trackshoes, a three-day track meet for the mentally handicapped.

Mentally handicapped youngsters can achieve remarkable results if given the right help. The author, in her fourth year of teaching the same class of handicapped students, outlines the progress her pupils have made.

SALLY LOBSINGER

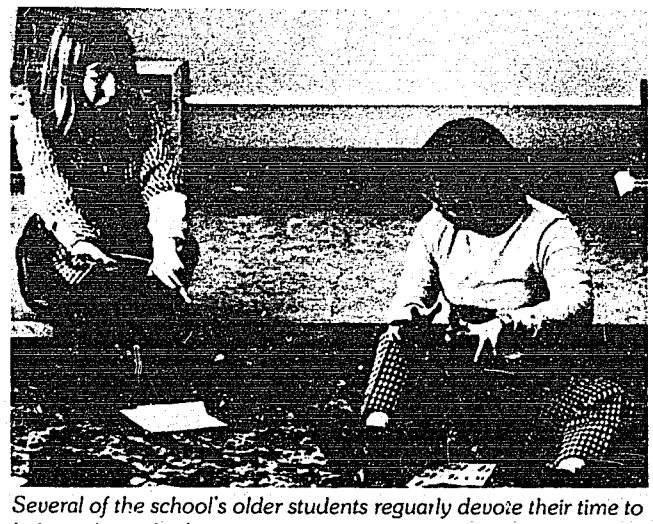
●I met my new group of students and their parents in September 1977. The young people were between the ages of 12 and 14 years, and had been transferred from other elementary and secondary schools to make a new class in Shaughnessy Elementary School. The group was to be known as the senior Oakridge off-campus class, Oakridge being the separate school for the mentally handicapped.

The common denominators were mental retardation and parents who wanted the least restrictive educational environment for their youngsters. The children were well on their way to becoming too physically mature for an elementary setting, but functioned on a social and emotional level too far below their age grade to be placed in a secondary school setting.

Our goal was to keep the class in elementary school for another year or two, and prepare them as much as possible for the transition to a secondary school. The class was to become the first group of trainable level students to go into a regular secondary school in Vancouver.

human beings

Work experience in the community is invaluable in teaching the students useful skills. The work experience program is co-ordinated by a parent volunteer.



Several of the school's older students regularly devote their time to helping the author's class. Here a Grade 12 student helps one of the girls with her arithmetic.

Shaughnessy Elementary is a school with a population of approximately 400 students from kindergarten to Grade 7. The school has a reputation for academic excellence, as well as outstanding programs in art, music, physical education, and French. There is a high level of parent involvement and participation, as well as an active parent-staff consultative committee.

We were fortunate in having an administrator who actively supported our group, and who was genuinely concerned for all young people. We were an unknown quantity to many of the teaching staff, aides, parents, and students.

GETTING STARTED

Orientation for staff and students concerning our group took the form of slides and discussion for Grades 3 to 7. The younger children, kindergarten to Grade 2, listened to a story about a handicapped child and could relate to the ways in which they were alike. All of the children were encouraged to make suggestions about how they could help students new to the school, and they were invited to come and share games in our classroom.

With few exceptions I have found that regular students and adults are supportive of a special program if they understand the goals of the program and are shown how to help. Open communication with the staff at Shaughnessy enabled us to solve problems before they became a major concern.

The basis for success for teacher and students in a classroom is an atmosphere of co-operation and mutual respect. This atmosphere can take some time to achieve, particularly with adolescents, and it never happens by example only. These young people were no exception. They had all been well trained, but as with most individuals raised in the authoritarian tradition, they had also perfected negative behaviors, designed to beat the system.

Our class meeting on the first day of school is an example. No one said anything to the group but me. When I asked a question several students nodded their heads, one sat with his head in his hands, our only girl cried, two were concerned only with bickering between themselves, and one lad emitted belches of magnificent proportions. I answered my own questions, and we had another meeting the next day, and the day after that.

I cut the agenda to one item only — "Good things that happened today." I became very creative in finding good things to talk about, for myself and everyone else. Very gradually I began to hear some response, usually a repeat of something mentioned earlier, but at least the students were beginning to talk. Over the next six months we continued to add items until we were using a full agenda. The agenda covered six specific areas:

1. Good things that happened today (this week, over the weekend, on holidays, in the library, etc.).
2. Something to work on (social skills).
3. Sharing jobs.
4. Problems we need help with (personal).
5. "What if . . ." stories.
6. Plans for next week.

The class meeting became the founda-

tion of our classroom structure. The group gradually learned to work and play together as self-reliance replaced dependency, and consequences replaced punishment. For many of these young people some control over decisions affecting them was in their hands for the first time, and they were learning to take the responsibility for the consequences of their actions.

Growth was slow; specific individual counselling and problem solving took extra time, but the students were responding. As they realized that they could decide the order in which daily tasks were completed, enthusiasm grew and work habits improved. One colleague said that he had never seen kids who enjoyed school as much as this class obviously did.

The second item on the agenda was aimed at improving social skills. These students lacked confidence in peer and adult relationships. Many of them had speech and language handicaps, and they also looked "different." Our first attempt to communicate outside of the classroom was deceptively simple. I told them that a smile was a secret weapon, that I wanted them to look at everyone they met before lunch, smile at them, and see what happened. They were delighted with the results. From that decisive step "hello" was added to the smile and they were on their way.

"Sharing jobs" is one of the easiest items on which to build and is very meaningful to the class. It makes the classroom the students' special place, not just the teacher's. Every student has a job to be done every day. When the jobs are traded the students teach each other how they are to be handled. I listed jobs I needed help with if we were to have time for field trips, films, and other extras.

The students added things that must be done if their room were to be kept clean and comfortable. The janitor had nothing to do in our room. At first he complained a little but soon joined in the spirit of things and found us an old vacuum cleaner and washed the windows.

One of our pampered young men refused to do a job — dishes and plants and dusting were "women's work." I did his jobs cheerfully and willingly, but it took me a long time and I made a lot of noise. We didn't go on a field trip that week because I had no time to plan. Peer pressure took care of the problem.

Specific problem solving was the last item to be introduced, but general problems were discussed and resolved. The young man with the belches had to be silenced before we could have a meeting, so we discussed it as a group and decided he was a very accomplished burper. We sat in a circle and invited him to burp for us while he had our total attention. He couldn't, and I never heard him burp again.

The "what if . . ." stories were useful for training purposes, and also for increasing social awareness. For example, "What if you were coming to school on a city bus and lost your transfer, what would you do?" These stories were often reinforced by role playing to develop understanding, confidence and language. The students learned acceptable means of handling their own problems, and insight into the motivation of others.

You can't learn to swim unless you get in the water, and we joined the main stream at Shaughnessy. My students learned to use the library independently, took part in a musical play, sports day, and a Christmas concert. The school held a spelling marathon to raise money, and some of our group learned to spell sixty words correctly. They were expected to follow the same rules as the rest of the school, and failure to comply resulted in a consequence unanimously agreed upon in advance.

We attended a gross motor program designed and run by the parents of regular students. We shared celebrations and activities with other grades, and eventually joined Grades 5 and 6 for physical education and music. Suspension from these classes for inappropriate behavior or non-participation sometimes resulted in consequences applied by the offender's class mates. The consequences were often more severe than I would have suggested, but

Another example of how older students help out. Here two Grade 12 girls teach library skills.

seldom were they punitive. Their attitudes had evolved to encompass the welfare of the whole group.

Adult aides in the student lunchroom had a difficult time with some of the students. They saw them only at lunch hour and were prone to feel sorry for them and reinforced destructive behavior. The aides babied and cajoled. It was important to follow through with the set strucuture in a pleasant and consistent manner, which made me appear hard-hearted at times.

One lad was quite capable of eating in a neat and pleasing way, but he often chose to tear at his food, let it hang half-eaten from his mouth, or smear it around on the table. His agreed upon consequence was that he would leave the lunchroom for a specified time, eat alone in the classroom, and then try again. At one time when he had been quite smug about eating in the lunchroom, I found that an aide had been sitting and feeding him. It was almost a year before the boy learned to eat properly.

MOVING ALONG

The students lived by many self-defeating behaviors and mistaken goals. Their lifestyles and values were firmly established, and unless their behaviors became constructive, they would become totally dependent and discouraged adults. Growth was sporadic, but enthusiasm was constant as we concentrated on individual areas one at a time.

Encouragement became the main ingredient of the style of our classroom. I encouraged constantly any gain, no matter how small. The students encouraged each other, and their delight in their accomplishments encouraged me.

One stalwart lad, who understood responsibility, forgot to ask his parents for bus fare before he went to bed. Instead of waking them in the morning he walked to school by following the bus route — four miles on a sleety January day. We made hot chocolate for him and appreciated his courage. He had recognized his problem and he had solved it himself. Needless to say in the future he didn't forget to arrange for bus money.

All of the students were able to contribute to the class in their own ways, and through the group developed a keener sense of personal worth, co-operation and accomplishment. These attitudes are prerequisite to academic success and were reflected in student achievement. Responsibility for finishing tasks belonged to the student, not to me. They were all quite capable of keeping me busy with them all day, leaving me tired and frustrated at three o'clock.

Certain tasks had to be finished before lunch. Failure to complete tasks resulted in the whole group losing their swimming time so the student could "catch up." What one person did reflected on the whole group, and we didn't miss swimming very often.

Our only girl used a display of inadequacy, and often resorted to "water power." Her sobs and tears were designed to melt the hardest heart, but time has shown that she is a very capable girl.

At the end of our second year at Shaughnessy results indicated that every student was working up to or exceeding his or her academic and social potential.

By working in the school's cafeteria, the students learn useful work and social skills.

THE PARENTS

The parents of the students in the class are a supportive and courageous group, who subscribe to the principles of normalization. Their goal is to establish the class as part of the regular school system despite opposition, skepticism and apprehension.

Most of the parents are well-informed and realistic concerning the implications of mental retardation, and the preparation necessary to ensure a full and independent future for their children. A few parents are ambivalent, while others foster dependence. Many parents have volunteered hours of their time as drivers, swimming instructors, and cheerleaders.

Education must encompass all aspects of a young person's growth, shared expertise between parent and teacher, and an atmosphere of trust and co-operation.

Written reports to parents are required by school law three times a year, but reports are the least important means of communication. More meaningful information is exchanged over a cup of coffee, through a home call, or in a group meeting. Parents are welcome in the classroom, or they may arrange a private interview, but group meetings have become the most productive choice.

We first met as a group in the latter half of the first year at Shaughnessy, when I found that I had information, questions, and concerns that had to be discussed with all the parents. I had also noticed in private interviews that parents asked questions that should be shared with the whole group. Through the use of democratic principles we learned together and we soon found that major issues could be discussed and resolved.

The meeting date is selected well in advance, all parents are expected to attend, and usually do unless their absence is unavoidable. I print the agenda so everyone has a copy and parents may add anything else they wish to discuss. We have discussed topics from sex to lunch boxes to curriculum.

I started one meeting by asking each parent to tell one positive thing his or her child had done in the past week. One father summed up the general feeling when he said, "I can think of a dozen things he's done wrong!" Positive thinking must be nurtured and reinforced in all of us.

The students are aware of the meeting,

bake goodies at school, and remind their parents of the time and date. As well as being productive, group meetings are fun. It was the parents' unanimous decision to continue them.

MOVING UP

In September 1979 we moved as a class into a regular secondary school. Our parting gift from staff and students at Shaughnessy was a plaque inscribed "As you learned, so did we." We were confident that with this achievement we could face the unknown once again.

At Lord Byng secondary there were over 800 regular students in Grades 8 to 12. Initially, the great numbers of students and the huge buildings were overwhelming to our class of 10 students. The room to which we were assigned was on the second floor at the opposite end of the school from the general office, nurse, library and cafeteria.

The nature of our program was briefly explained at a staff meeting, and arrangements were made for me to give orientation to the regular classes.

I took hour-long orientation sessions, class by class, at the beginning of October. The regular students had by then seen us around the school for a month, long enough to provide a basis for discussion. I showed slides of my students in activities and with their families. I also had portrait sized photographs of each student so we could refer to them by name.

The response of the regular students was gratifying. The questions they asked were pertinent and intelligent. We discussed retardation causes, cures, kinds, and characteristics. We compared ages and learning styles. We discussed goals, independence, future plans, and interests. I asked for their co-operation and support, invited them to come to visit our room, and told them specifically how they could help with the program.

By Christmas we had 18 students from all grades coming in as often as their schedules permitted, and by June we had 26 on a regular basis. The Grade 12s were the only students who had a spare period, but others came as part of their community recreation or family studies courses.

Many students shared their fun and talents at lunch hour. We had baton lessons, disco, crafts, games, square dancing, table tennis, and much needed practice at "small talk." Some students helped with the swimming program; others joined us on field trips, swim meets, and a weekend track meet.

A group of Grade 12 boys came every Tuesday morning to take our class to the gym for an hour. Anyone who was in the room at class meeting time joined in our discussions, and some added items of their own to the agenda.

My students responded happily and soon counted many of the student assistants among their friends. By the time we had been at Byng two weeks everyone in the class was going to the cafeteria for lunch on his or her own. Soon they were checking books out of the library, delivering messages, taking phone calls on the room phone, picking up films from the audio-visual department in another building, and generally feeling that they belonged.

Increased confidence and social interest were apparent. The seven original members of the group supported and trained new classmates without being asked to help. They obviously liked their class style and wanted to keep it that way. The students' attendance was exceptional; no one wanted to miss school.

Some of our group were now traveling to school independently on the city buses, and one lad had also to decide when to leave to be at school on time. He was often late but that was not considered a problem in our room; he could finish his day after the rest of the class had left. We sometimes had our cooking sessions first thing in the morning, and he missed those several times. He soon stopped blaming the alarm clock and the

slow buses. He came on time because it was more profitable for him, and because it was his choice, without threats or power struggles.

Some of the regular students worked with us on special projects. One colleague who taught a Grade 10 enriched English class brought her whole group over to our room and organized the baking of gingerbread houses. All of the students worked in groups, with the Grade 10s helping my students with measuring, mixing, and cutting. They were able to get to know each other while involved in worth-while activity.

The Grade 12 family studies class and their counsellor joined us for films on "Good Manners" and "Eating Out." All of the students discussed the films in small groups, and it was relevant to all of them.

MONEY MATTERS

All young people equate money with independence, and this group was no exception, but their experiences had been inconsistent and they were vague about the worth of money. The students were often permitted to buy lunch, so the cafeteria menu became the basis for learning money skills. We raised class money by making cutting boards and selling them to staff and students. In a class meeting the group decided to buy school T-shirts and gym socks with the profits. For decision-making of this kind the class was encouraged to reach consensus.

Two of the boys had paper routes with their brothers after school, one boy earned money by doing regular jobs at home, and one of the girls helped at a day care centre two afternoons a week. Future goals include in-school and community work experiences as part of the curriculum.

This year we entered six students in a B.C. swim meet. Last year only two could swim. One girl had used much of her swim practice time posing and giggling and swimming only when she was coaxed by the instructor. Natural consequences followed when she wasn't able to swim strongly enough to make the qualifying times. She understood perfectly and her classmates were kind and encouraging.

We also went to "operation trackshoes" for the third time. This track meet is a three-day annual event for the mentally handicapped. There were over 700 competitors, and events included wheel chair races to the pentathlon.

When we first attended three years ago some of the class had never been away over night before. Despite very long days, intense excitement and unfamiliar food and surroundings, the group stood out as young people who were both courteous and independent. They deserved the sportsmanship trophy that they received for the second time.

During the last year at Lord Byng Secondary the students have continued to grow in both skills and attitudes. We have had several new students in the class and the age range is now from 14 to 18½ years. The program emphasizes application of functional academics in school, at home and in the community, personal development skills and work experience.

Our students travel independently by city bus to school and work experience, including those with epilepsy and autism. Some of them have three transfers to make, and all of them have a four-block walk at the end of the bus line to reach the school. We have helped the students make this big step toward independent functioning by a very precise bus training program and constant encouragement of students, parents and ourselves! This skill is a prerequisite to work experience in the community.

Work experience for this group began with three separate areas — in the classroom, in the school, and in the community. After carrying out programs in all three areas we have found community work experience to be the most motivating and meaningful to the students. Although some skills must be practised, and many others reinforced in the classroom, it is in the actual business community that effective learning and skills develop. We have a very capable and knowledgeable parent who voluntarily organizes the work experience program, trains the student on the job, consults with management, and gradually phases out as the student's skill and confidence increases. We use work experiences of several months duration so that the novelty of the situation becomes routine and the student has the opportunity to develop a consistent work attitude. From school work experience placements several students now have paid part-time jobs during the summer and after school.

We have an actively supportive administration at Lord Byng and a majority of interested and helpful students. Some tutor on a one-to-one basis in the classroom, while others are special friends to our students after school hours. The class attends noon hour theatre, games and special events, as well as evening school dances. They are included in the regular secondary physical education program, and three will be in the school ski program in February. Social integration is one of the most important benefits of inclusion in a community secondary school. To be of value any integration must further the basic goals of the program.○

Sally Lobsinger teaches at Lord Byng Secondary School in Vancouver.

FREEDOM WITH RESPONSIBILITY

Letting students make decisions regarding classroom management pays large dividends.

EARL LESK

How would you feel if your class eliminated an exam question because the students decided it was unsuitable or ambiguous? Would you feel threatened by having your students decide the mark value for a test or an assignment?

Three years ago I took a chance and let my students get involved. I initiated regular class meetings in my Biology 11 and Biology 12 classes to provide a forum for discussion that would place students in a position to make decisions and express their concerns. I asked my students if they might be interested in holding these meetings. After five semesters I have yet to be turned down, and this could be due in part to the willingness of most students to give an idea a chance.

I use a regular business meeting format and distribute a single page entitled "Establishing a Format for Meetings to be Effective" (see Figure 1). During the first meeting we discuss and agree upon a format. This includes such items as the necessity of holding regular meetings, rotation of chairperson and recorder, the role of the chairperson, freedom of expression without fear of consequences, equal status of all participants, decision-making through consensus and the rules of order for the meeting.

There are only a few non-negotiable items;

1. Curriculum, because it is set by the Ministry of Education.
2. The manner in which grades are allocated, because this is determined by school policy.
3. Classes cannot be cancelled.

Almost everything else is open to discussion and topics range from the method for student evaluation, through due dates for assignments, how students would like to handle late assignments, how to keep the laboratory and greenhouse from getting messy, late arrivals to class, encouragement, absenteeism, organization of overnight field trips, to dealing with students who have cheated on a test and finding ways to improve attendance at voluntary student assemblies.

AGENDA PREPARATION

An agenda sheet is posted and the students and the teacher can place their items on the agenda. For some classes it takes many weeks for the students to gain confidence in me and their classmates before they are prepared to express themselves and/or sign up on the agenda.

The democratic classroom that incorporates regular class meetings is an ideal setting in which to build the foundations of democratic living and governing. When mutual respect and social equality operate between teachers and students and within the student body, a positive, encouraging and co-operative atmosphere exists, which enables the participants to work toward development of good self concept and awareness of human worth and dignity. As the semester passes, one can see that students are gaining the necessary understanding and skills which will aid them in their development of *Gemeinschaftsgefuehl* — social interest.

LIVING WITH DECISIONS

At first I was not sure that students could make their own decisions and live by them. One situation concerned a student who was absent for a test. A few weeks earlier we had agreed that if students were unable to write a test they would telephone and make alternative arrangements. Carol did not call in, and was very angry when she arrived in two days after a major test had been written and found that she was not eligible to write it. I reminded her that the decision was one we had all agreed to; however, if she wished she could bring it up at the next class meeting. She placed herself on the agenda.

At the meeting Carol explained that she had been ill; however, not a single class member felt that this was a valid reason for accepting her request to write the test at this time. As a last desperate effort she asked for the exact wording of the decision to be read from the minutes. To everyone's surprise the recorder was unable to find the written record of the decision regarding being absent for a test. Without hesitation the class agreed to allow Carol to write the test, and immediately requested their decision with respect to eligibility of test writing to be entered into the minutes!

We all learned a valuable lesson. Thereafter, we kept accurate records of decisions made by the class and these decisions are re-read before adjournment of each meeting.

Our meetings have also been used as a forum by students who feel unfairly treated. After teaching and reviewing animal phyla for more than a month the class was given a comprehensive test. At the next class meeting, Greg said that he thought the test was very unfair — that it was too hard. My first impulse was to tell him that the reason he had done so poorly was the lack of effort he had put into this unit of the course. However, I controlled myself and the meeting followed a natural course of events. Several students jumped into the discussion and supported the position that the test was too hard, but then, as the discussion proceeded, other students spoke up and disagreed. They pointed out that the test had been based on the material they had covered; they had studied for it and their marks had been good.

Within a few minutes Greg indicated to the chairperson that he had something to say. "Yeah, I guess I just didn't work very hard" — and then he laughed. There was nothing threatening for Greg in the discussion and he was able to realize, with the help of his classmates, that he couldn't blame his poor mark on the nature of the test; the problem was his own.

Each Friday all my classes hold their class meetings. During the third meeting of one class, two concerns were expressed, one dealing with the policy relating to attendance at "voluntary" student assemblies and the other dealing with the inequality in the food services between staff and students.

The class was unable on its own to decide how to handle the situation that had arisen earlier that week when many students had remained in the cafeteria during an assembly. When it appeared evident that these students were not going to attend the assembly, the food services were closed (for students, not staff) in an attempt to encourage them to go to the assembly. After about 20 minutes, the class decided to invite the principal into their meeting to help them to understand what had happened.

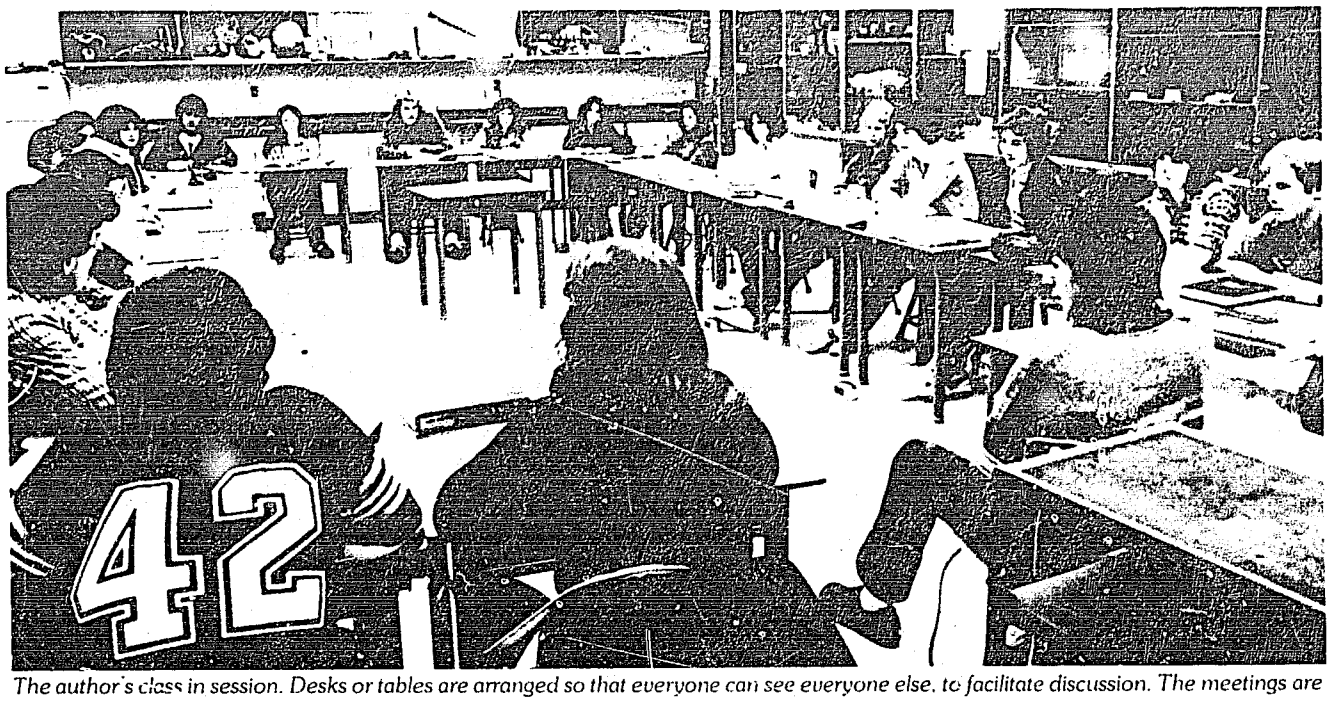
The principal arrived within five minutes, pleased to have the opportunity to discuss student concerns. He really had the class won over the moment he walked into the room. The students were impressed that, with 2,000 students and 100 staff members, he would drop everything to come to talk to them. Forty minutes later, he agreed to the following:

1. Assemblies will be clearly identified — compulsory or voluntary.
2. All decisions and arrangements for student assemblies will be handled by the student government.
3. All further food service closures within the school will apply to both staff and students.

RESPECT FOR OTHERS

The students also discussed with the principal their displeasure with the way some teachers talk to the students (lack of respect, name calling, etc.). The students felt that the best way to handle this problem was to begin with themselves — they would treat their teachers with respect, regardless of the previous treatment and see if they couldn't turn the teachers around by their own actions and encouragement.

At the end of each semester the students are asked to complete a questionnaire to discover how they actually feel about the democratic classroom meetings. In response to the question, "Do you feel that class meetings and the overall democratic



The author's class in session. Desks or tables are arranged so that everyone can see everyone else, to facilitate discussion. The meetings are chaired by students, a new one each week. There is complete freedom of expression.

FIGURE 1

CLASS MEETINGS

Establishing a Format for the Meetings to be Effective

1. To be held every week
2. Chairperson to change each week
3. Recorder to change (according to group's decision)
4. One person speaks at a time (as instructed by chairperson)
5. Open forum concept
6. Freedom of expression
7. Without fear of consequence
8. Equal status
9. Decision making (through concerns)
10. Rules of order (to avoid confusion)
    a. Meeting called to order
    b. Recorder reads minutes of last meeting
       — any errors or omissions
       — minutes adopted and seconded as read
    c. Old business — (topics discussed at earlier meetings)
    d. New business — (first taken from agenda then from floor)
    e. Recorder reviews any decisions made during the meeting
    f. Meeting adjourned

Agenda for First Meeting

1. Rotations of recorder
2. Duration of meeting
3. Assignments (due dates)
4. Absences & Responsibility
5. Absent for tests
6. Late arrivals
7. Evaluation
8. Fairness
9. Equality
10. Order
11. Others

The class discussed the idea and agreed to have weekly meetings.

atmosphere of our class created a motivation toward learning, some typical responses were: "Yes, because with the meetings we were allowed to make our own decisions on how we were going to do things and therefore we were more willing to do it because it was our own choice." "Everyone was able to voice their concerns and opinions if they wanted; it sort of made everyone feel that they belonged and fitted into the class."

When asked if they felt that they experienced social equality and mutual respect while in this class, students answered very positively: "Yes, because it gave me a chance to express my opinion on topics without being put down." "There were no favorites or 'unfavorites' in our class and everyone was treated equally whether they were an 'A' student or an 'E' student."

At the end of one semester, a Grade 11 student who had experienced a good deal of difficulty in all aspects of the course but finished the semester successfully summed up his feelings in the following manner: "By using encouragement and not forcing people to do things, the class became more independent and co-operative, which allowed us to use our own initiative to put forth a good effort."

Decision-making and the acceptance of the responsibilities that subsequently arise are learned slowly by most students. As their teacher, I am convinced that the time and effort invested in the class meeting process is worth while.○

Earl Lesk is the head of the Science Department at Centennial Secondary School in Coquitlam.

WHAT ARE WE TEACHING AND WHY?

SHEILA ALLEN

Why do we fragment the curriculum? Do students learn more in segments?

The idea of relevance in education has become a cliché. However, like most clichés, it served a useful purpose and then was discarded as old-hat, out-dated, old fashioned.

The movement to relate school to life (à la John Dewey) has again been replaced by a drive for academic standards, currently disguised in the back-to-the-basics — return-of-the-three-Rs movement. Curriculum revisions presumably reflect this trend, modernizing content and materials. But this is done within the framework of individual subjects, without any integration or co-ordination of subjects. The result would be humorous were it not somewhat pathetic.

No criticism of teaching is intended in the following examination of secondary school subjects. On the contrary, observation of a cross-section of teachers reveals an extremely competent group. However, a question arises concerning the content they are teaching. In answering "Why teach x?" teachers often reply, "It's in the Curriculum Guide." The operative word is "Guide." To what extent are the guides intended to be prescriptive, followed to the letter? Presumably they are only suggestions, to be used at the teacher's discretion.

But teachers claim that to do their students justice in preparing them for assessments, material in the guide must be covered. Thus the vicious circle is established: teach from the curriculum guide because that is what will be assessed; test students on the basis of their achievement of curricular objectives. When are the objectives assessed? Is curriculum revision adequate if based solely or primarily on assessment results, considering the incestuous relationship between curricula and assessments?

This is not to claim that curricula are useless, invalid, or irrelevant. It is to ask is it certain that they are not? Surveying different subject areas within junior and senior secondary schools provides interesting data on curricular content. For instance, students in Mathematics 8 are taught about graphs, parallel lines and congruent triangles; these topics are repeated in Mathematics 9. In Social Studies 8 and 9 two topics are world explorers and British imperialism. Physical education includes all aspects of track and field: discus, javelin, shot put, pole vault, long jump, high jump, races (hurdles, individual, relays). Drama is based on improvisations in grades 8 to 10, but includes Shakespearean scenes at the Grade 10 level.

Then there is English, the subject that has received most public scrutiny and criticism. Presumably as a reflection of public concern, curriculum guides for English 8-10 are now skill-based. However, the materials students use to learn and develop these skills are sometimes incongruous. Grade 8s may be memorizing the names of the Greek and Roman gods and what each represents. Or they may be reading a story about a plantation owner in South America battling killer ants. Grade 9s may be reading a story on life in Canada in the early 1900s by humorist Stephen Leacock.

Grade 10s may be reading a novel about an American girl growing up during the Depression, or memorizing the Greek and Roman gods again. In Grade 11, once more Greek and Roman mythology is presented, presumably at a more sophisticated level. Finally, in Grade 12, students read Canadian novels — about a Jewish boy growing up in Montreal or a lady living with Indians in Alberta. A fascinating array!

Naturally there is evidence of many positive activities (reading, writing, listening, and speaking) and some interesting materials — that is, materials of interest *to the students*. Students may enjoy and benefit from the above. However, with the wealth of available materials — Canadian and non-Canadian — one wonders about the selection process. For instance, does anyone ever ask the students for their opinions? Some teachers do, and make modifications accordingly.

But unless there are numerous books available, free choice will be limited. Even when there is a liberal selection, such as the novels in English 8, the grab-bag nature of the content is evident. The criteria for including *Moonfleet* with *I Heard the Owl Call My Name* and *Boss of the Namko Drive*, and *The Outsiders* with *The Red Pony* (let alone *The Snow Goose*) must be interesting indeed. Apparently the age of the protagonists is more important than either the interest value for students or the quality of the writing.

Returning to the issue of coherence and integration between subjects, consider an average school day of a Grade 10 student. This is how it might look:

- Period 1 — mathematics. Facts about parallel lines copied from the board. Exercises on the same for homework.
- Period 2 — drama. Warm-up followed by improvisations in mime. In pairs, started to memorize a Shakespearean scene for presentation to the class.
- Period 3 — physical education. Learned to throw the discus. Ran around the track once.

Lunch

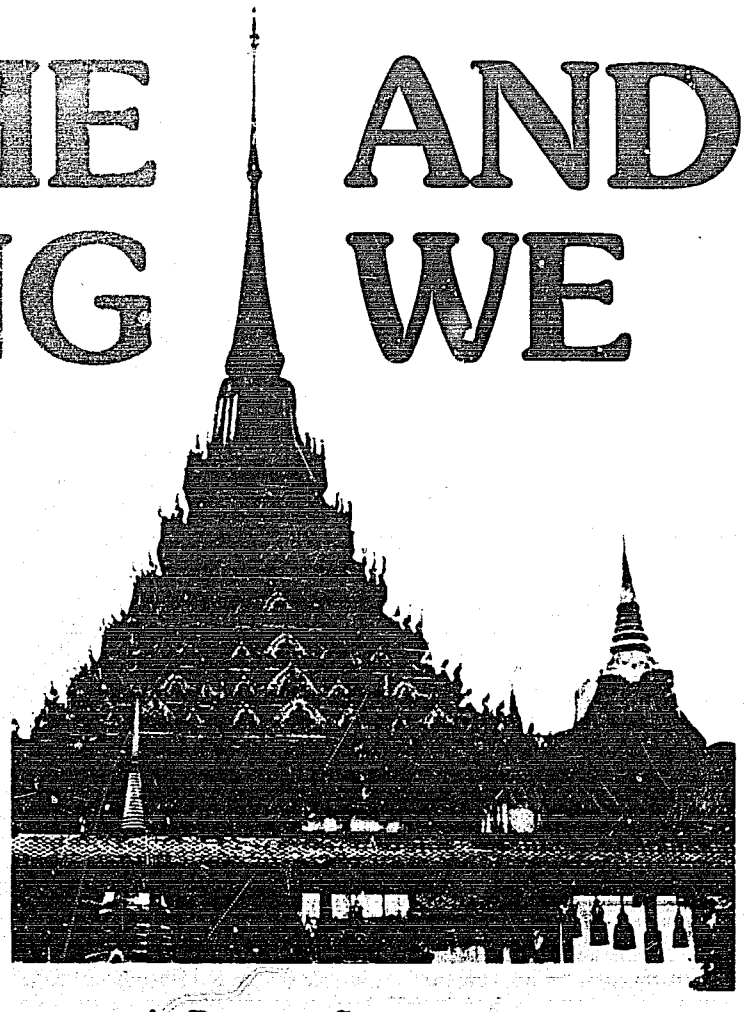
- Period 4 — English. Saw filmstrip on the Greek and Roman gods. Copied notes on concepts in Greek tragedy. Worksheet for homework: names of gods and what they represent.
- Period 5 — social studies. Read about the St. Lawrence Seaway, its importance to the Canadian economy. Drew and labelled a map of the area. Homework: read about imports and exports of Eastern Canada.

Granting that there is some inherent value in each of the above, what justification is there for the total fragmentation of the curriculum? Does our knowledge of learning theory indicate that students learn more efficiently in such segments? Or is the set-up actually based on ease of administration?

As for the content, if indeed it is all worth while, this presumably could be communicated to the students. To convince students of the value of what is taught would be an interesting exercise for teachers. But that would be to make subjects and schooling relevant. And relevance in education is a cliché.

Sheila Allen is a member of the Faculty of Education at the University of Victoria.

THE KING AND WE



A Project Overseas assignment in Thailand was a fascinating, rewarding experience.

LORRIE WILLIAMS

I counted them! Thirty-eight bodies from the back door to the back of the bus and mine was among them.

We were on the last Friday night bus from Ayuthaya to Bangkok for some R and R at our base hotel. Luckily, the bus was fast, the windows open, and the people friendly.

An hour and a half later we congregated around the pool with the rest of the team to discuss our first week.

Nine people, assembled from teachers' associations across Canada, made up our group. We had been together for a while, beginning with a four-day orientation in Ottawa. During that time we attended meetings designed to prepare us for our various assignments. Teams were being sent all over the world — to Asia, the South Pacific, Africa and the Caribbean to teach such subjects as English methodology and industrial arts.

The Canadian Teachers' Federation, supported by provincial teachers' associations and the Canadian International Development Agency (CIDA), picked up the tab for travel and living expenses and we donated our time for Project Overseas.

And overseas we were! The flight across the Pacific seemed endless but two days in Hong Kong gave us plenty of opportunity to stretch our legs. A short flight to Bangkok brought us to an almost-Hawaiian greeting with smiles and flowers. Our hosts from the Private School Teachers' Association of Thailand were delighted to see "the Canadians" again.

And then it started — the orientation tour of our three sites, Bangkok, Ayuthaya and Chaing Mai. In each place we were greeted warmly and had the opportunity to meet the teachers who would be our students. Certainly, this tour gave us a chance to see a lot of this beautiful country.

The following week classes began and we were divided into primary and secondary English. I had a class in Ayuthaya of about 25 secondary teachers who had names that would have taken me all summer to learn. So I borrowed a page from *En Avant* and asked them to choose English names from a list I had prepared.

Since my aim for the class was not only to improve their English, but also to introduce various methods of teaching oral English, the Thai teachers enjoyed doing things that they could take into their own classrooms.

I attempted to encourage as much oral English as possible and therefore used the conversational style. I added a daily "bring and brag" session where the Thais were asked to bring things from home and explain them to the class. I learned a lot in these sessions. I read stories aloud, then asked questions to encourage them to listen and speak. For some, it was the first time they had had an Anglophone teacher.

We used other methods. Singsongs were popular, and the Thais have beautiful voices. Their song to their much beloved king and queen was sung with such feeling that my flesh tingled.

Amid giggles and guffaws, we taught them square dancing, and they did rather well considering we didn't know what we were doing.

Using materials generously provided by the Canadian Embassy in Bangkok, we showed films of Canada and told them about our home provinces. We visited the schools of our "students" and gave speeches and demonstration lessons. I got used to our being called the "Canadian experts" and began rather to like it.

I liked so much about Thailand. I even called a truce with the innocent-looking sauces they served with their meals. One Thai rule: the smaller the dish — the hotter the sauce. We had some marvelous meals, and the two most memorable were a seafood FEAST on the shores of the Gulf of Siam and a traditional Thai dinner in a cultural restaurant. At the latter we were treated to an evening of Thai music and dancing.

Another outing was to a crocodile farm — a place where crocodiles are raised to provide hides for various articles. I was given a crocodile wallet as a gift and battled with Canadian customs trying to convince them that my wallet was not of the endangered type. (It did my heart good, though, to know Canada actively supports endangered species.)

My most treasured outing was an audience with the King of Thailand. I was among the Canadian teachers two years ago who were presented at the Chitlada Palace. It was a great honor for us, especially when he came over to chat with us. He told us about his visit to Expo '67 and a Canadian classroom. In that classroom, the King asked the students the capital of Thailand. Their answer: Moscow. The King smilingly asked us to set the record straight.

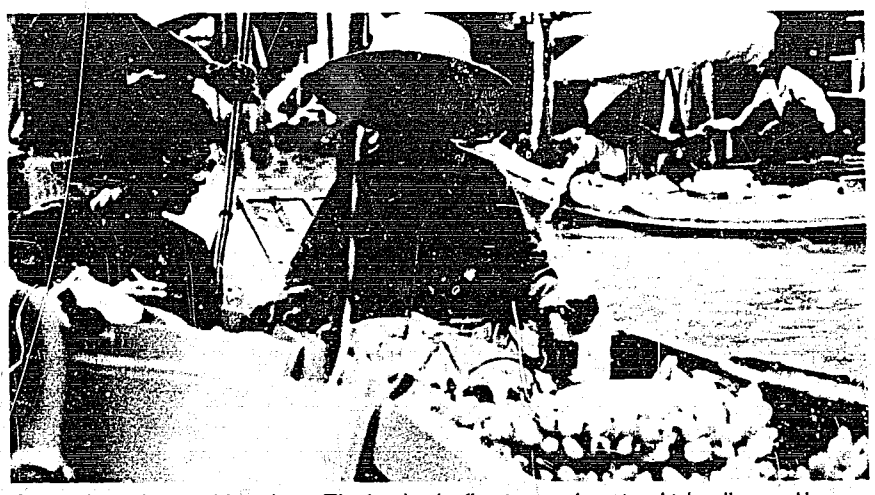
The summer came to an end so quickly. I arranged for a drama festival, with my students acting in plays they had written. This was followed by the closing ceremony in which each student was given a certificate very much like a graduation. I was filled with admiration for these people who taught school all day, then attended classes for three hours daily.

I enjoyed my glimpse into their culture. I felt the serenity that comes with a gentleness of approach. They tolerated, but did not enjoy, loud voices or impatience. I liked being treated kindly. ○

Lorrie Williams teaches at Lord Kelvin Elementary School in New Westminster.

The Canadian teachers visited an umbrella factory, where the designs were hand painted.

This well known statue is known as the Starving Buddha. Note the rib cage.



One of the unforgettable sights in Thailand is the floating markets, in which sellers and buyers conduct business from boats of all kinds. This market is in Rajburi.

A highlight of the summer project for the Canadians was meeting the King of Thailand. The author is standing on the far right of the front row of the group.

TOM SAWTELL

Students attend schools to learn, yet many of them have never been taught how to study. Here are practical tips on developing study skills.

●Teaching students how to learn is far more important than the teaching of the content of the course.

I remember that when I left high school I had lots of information stuffed into my head, but I soon forgot most of it and the rest rapidly became outdated. What I didn't know was how to study efficiently.

Moreover, from my experiences as an elementary and secondary school teacher, and especially from my experience as a college study skills instructor, I find that the situation does not seem to have changed in the intervening years. With most young people going on to some sort of training in either post-secondary institutes or on the job, there is a critical need for them to develop the skills of studying.

While the futurists have been predicting the demise of the print medium, our education and information dissemination systems are still heavily print oriented, and will likely remain so for the near future. Most students develop their own method of studying

written material. The usual way is for them to read the assignment through once and try to recall the information. Perhaps they may read it a second or third time. However, this process is often a passive activity with the student reading but doing little active thinking. The result is, at best, a collection of bits of information, some of which are useful but many of which are not.

If a practical method of study reading were taught and practised throughout the secondary school grades, it would be of great help to both students and teachers. Because there are different types of reading assignments, there are different approaches to study reading. The three most common types of assignments are the reading of: *textbooks* on subjects such as history, geography, science; *literary works*, such as novels, plays, poems, short stories; *mathematics and other workbook-type books*, including some science books. I shall suggest methods of study reading for each of these types of assignments.

TEXTBOOKS

In secondary school, in post-secondary education, and in employment most reading is of non-fiction, textual information. There are several methods of study reading, but most are variations of SQ3R (Survey, Question, Read, Recite, Review), developed by Francis P. Robinson. Some teachers may be familiar with this system. The technique we teach at the College of New Caledonia is a simplified version of SQ3R. I feel that our method makes it easier for students to grasp the principles of study reading. It can be taught to junior and senior secondary school students and, with modification, to most intermediate level students.

The usual assignment the students are given is to read a textbook chapter, or part of a chapter, learn it, and remember it. We recommend the students follow a three-step approach: step 1 pre-read; step 2 study read; step 3 review.

1. *Pre-read.* Studies have shown that a quick preview for general organization and the topics covered is of considerable help in studying a chapter. There are several methods of pre-reading an assignment. The students should choose the one that best fits their skills and the style of the textbook. In all cases the students should pay particular attention to any list of objectives or introduction. To preview the rest of the chapter, the students:

- quickly read the chapter without worrying about understanding everything and without getting bogged down in detail, or
- skim the textual material for general organization and topics covered, or
- read only the headings.

They then read any summary or list of main ideas. When they have finished pre-reading the assignment they try to recite the main topics covered.

2. *Study read.* To study read the chapter the students first break the chapter into manageable sections. Usually the author has done this.

Then they read the first section carefully for a clear and full understanding of the material. It may have to be read several times. The students should use all study aids, such as lists of objectives, charts, pictures, diagrams, vocabulary lists, questions, etcetera.

Finally, they ask themselves three questions and recite the answers.

1. What is the author talking about in this section?
   — What are the topics and subtopics?
2. What does the author say that's important?
   — What are the main ideas?
3. What are the important details?
   — Details tend to be examples, proofs, case studies, or a further discussion of the main idea.
   — Details usually make up the greater part of the text.
   — Some details are important and must be remembered, but others may be of little importance and could be forgotten. The students have to decide what to remember.

If the students can recite the answers to these questions, they basically understand that section.

At this time the students should make notes or use some other memory device to record their answers to the questions. It is important that they do not make notes until they clearly understand the material and can recite the answers.

The students repeat the process for each section until they have completed the assignment.

3. *Review.* If the material is to be locked into the students' long-term memories, it must be reviewed. Two types of review are important.

- Early review. Material should be reviewed soon after it has been learned. Therefore, students should review their notes as soon as they have completed their assignment.
- Periodic review. The students should review all material learned at least once a week. They will remember more by doing an hour's review each week for five weeks than by doing five hours' review just before an exam.

If possible, students should review in a different manner from the way they learned the material; for example, rereading a textbook is not an efficient way to review in that

it adds little new to long-term memory. Instead they should try to put themselves into a quizzing position where they have to use their memories to answer questions about the material. Many students find the easiest technique is to change the headings of their notes into questions and then to try to write or recite the answers to themselves.

LITERARY WORKS

Read for pleasure. The students read thoroughly for pleasure and for a general knowledge of the work. They should note specific passages for further study.

Skim for analysis. Then they skim to analyze the work for plot, theme, character, conflict, or style — whatever the teacher has assigned, and makes notes to record impressions and thoughts as well as information from the work.

Review. Finally, they review notes or skim the work for a general overview and specific information.

WORKBOOKS

Survey. The students look over the chapter for broad organization and topics covered by reading any introduction, glancing at the headings, and reading any summary.

Work the problems. They read carefully the information and examples provided and work the assigned problems. If there is an answer key, the students should check to see if they have done the work correctly.

Review. To some extent the working of problems will serve as a review. However, the students should periodically review formulas, technical vocabulary, and any types of problems that they have not mastered or they have not been working with lately.

CONCLUSION

The suggested methods will work, but only if the students see the value of them and practise them until they become second nature. This means that the teachers not only have to sell the students on the merits of the technique, but also have to teach the students how it works.

First, it is important that the teachers ascertain whether the students have the pre-requisite skills of finding the main ideas and the supporting details. Then the teacher should demonstrate the technique using assigned textbooks. Finally, the teachers will have to assign and supervise practices until the students have mastered the skills. Checking the students' notes to see if they are picking up the important ideas will help. The methods will work best if most teachers in the school agree on a standard format of study reading and teach it in their subject areas.

In this rapidly changing world it is becoming apparent that people may have to retrain several times in their lifetimes. Therefore, it is inclumbent upon teachers that they help students develop the skills of learning, and certainly being able to read textual material is one of the most important of these skills.

REFERENCES

Teachers may find these three books useful as references or for student instruction.

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- Walter Pauk. *How to Study in College.* 2nd edition. Markham, Ontario: Houghton Mifflin Company, 1974. (Wordy; but a good reference for teachers.)
- Nancy V. Wood. *College Reading and Study Skills.* Toronto: Holt, Rinehart and Winston, 1978. (Good reference for teachers. Could be used by senior secondary students.)

Tom Sawtell is a study skills instructor at the College of New Caledonia in Prince George.

THE ALTERNATIVE CURRENT

Exciting things are happening in alternative schools or programs all over the province. Here is what is going on in Bella Coola.

NICK LAMBERT

The other day when I was shakily penning my signature to my resignation letter, my life didn't flash before my eyes.

Yet, when you live in a small community, and everyone knows your laundry intimately, you like to think that at least in this one place you've immortalized yourself.

Lacking the moral fibre for something categorized by students as "gross," and generally receiving a chorus of "Sick!" whenever I attempted anything remotely obtuse, I resigned myself to obscurity.

Ah, manic depression! Posterity fades! Sigh of sighs.

Today, with brilliant insight and incisive thinking, I have stumbled upon an idea. Why not write about that elusive beast, the Alternative Program, which I have attempted, with marked mediocrity, to tame?

An alternative program is a unicorn -- something really special. For some reason, many teachers have a kind of hang-up or phobia about working in one. Probably it's because teachers are some of the most regimented people on the planet. Most find it disturbingly threatening in its flexibility — What?! No curriculum guide? Scandalous!

The alternative programs and schools are the most misunderstood creatures in the zoo. And often some of the more ignorant comments about these schools stem from the teaching profession itself ("Sad, but true," he mourned.).

About two years ago I was approached by the Powers That Used to Be — would I be willing to take over the Alternative Program in Bella Coola while the teacher took a year's leave of absence?

Few thoughts passed through my mind (I'm not inclined that way). Being one of your average browners, I agreed. The management smiled and breathed more easily. Now on to the easy staffing arrangements, their faces proclaimed.

It's a well-known fact that nobody knows and few care what an alternative program is. A teacher in an alternative school is in an isolation ward. The regular classroom teacher has two concepts about alternative schools — (1) a place for slow learners and (2) a holding ground for problem kids. Most teachers are content to know that it's someone else's problem.

Being a typical regular classroom teacher, I was ignorant and had no training in Special Ed. In September, I was up to my ears in it. . . .

However, my first encounter with the school occurred in August, when I was drafted by the local Child Care Society to sit on a hiring selection committee to choose a child care worker to help with the school program. Talk about the blind leading the blind! Here I was the kingpin of the hiring body choosing a suitable candidate for a job I didn't understand, and not really even comprehending my own job, let alone anyone else's.

The only thing more humiliating than appearing before the inquisition to obtain a job is being a member of the inquisition. Decades later, a candidate was picked and I resumed summer inertia.

One of the most painful things to observe in school is a defeated student. In September it was sobering to see so many students looking apathetic and indifferent. For an infinite moment I felt helpless; then, rushing to the nearest telephone booth, I soon reappeared as Captain Pedagogue (drum roll and fanfare). Now I was ready for anything!

I had good news and bad news. The good news was I had only 15 students to teach. The bad news was I had to teach.

By the way, if you've read this far you may now write to *the B.C. Teacher* magazine for a Heavy Reader's Merit Badge.

Unfortunately, I now have to get serious or this won't pass the censor, so try to bear up.

Bella Coola is a small town of about 1,500 persons and 6,000 dogs on an inlet deep in the Coast Mountains. The high school has an enrolment of about 150, with a staff of 13. The Alternative Program is administered by the high school, but is in a separate facility 10 miles away. Its enrolment of 15 represents 10 per cent of the student population — which is itself an indication of the need for such a program.

In the high school, about 30 per cent of the students are native Bella Coola Indians. Another segment is descended from Norwegian settlers, while the remainder are Dachshunds. In the Alternative Program, the percentage of natives increases to over 90 per cent.

It has been argued that the high percentage of native students in alternative programs throughout the province is due to the ineffectiveness of regular high school in teaching native students. Some have even suggested that high schools tend to shunt their native students into alternative schools to make their failures less visible.

It seems to me, however, that the obvious reason for this high percentage lies in the appeal of the program format to native students. The alternative schools are small and individualized, utilize continuous progress, and grant the student the independence and respect to be in charge of his or her own learning.

In Bella Coola, the Alternative Program is in a large converted house leased from the Bella Coola Indian Band. There are a large classroom and three small study rooms on the main floor, as well as a kitchen where a canteen is operated. The upstairs floor contains an office for the child care worker and an office for the native language

teachers. The basement holds a mini-library, a ping pong table, and a shop for hand-tool construction projects.

The academic program uses the VAST (Vocational Adult Secondary Training) materials in science and mathematics. In addition, regular metric math labs are carried out, and there is a simulated bank set up in the basement. Each student runs a company, preparing bills, and handling invoices and accounts.

In English, the students have individualized reading and writing programs using a number of learning centres, and work through the VAST III programmed units in grammar and communication skills. Fifteen minutes per day is devoted to oral discussions on values topics, news, and formal or informal speeches.

Social studies is a modified Grade 10 Canadian history and geography course. A small unit on Canadian law is also included. Students have a choice of studying native history and culture or modern world history as an additional elective.

Completion of each unit in the four core subjects with 85 per cent mastery gives a student Grade 10 equivalency, and the opportunity to attend a vocational school, return to high school, or join the work force.

Supplementary courses are provided in PE/Guidance, arts and crafts, and outdoor education. Students can also take industrial education and/or home economics a half day each week in the regular high school.

Because work is individualized, absence from classes does not interfere drastically with the student's progress. Graduation can occur at any time throughout the year. Furthermore, the fact that the teacher is working in all subject areas means that timetabling can be flexible. Frequent community field trips and visits from community members in the classroom are possible.

The high points of any teaching year are often those in which the teacher can sit back and watch things happen.

Last year 10 students went on a number of work experiences for four to six weeks duration, one day per week. They were hired by local employers (in a restaurant, mechanic shop, accounting office, hospital, old age home, etcetera). A couple of students blazed a trail to a waterfall for future elementary school hikes, while others coached elementary athletic teams.

My students performed four one-act plays over the course of the year at schools and community centres. Six students also trained as Indian dancers under the supervision of band elders.

Mini-courses were offered with community help in life saving, babysitting, waiter/waitress work, safe driving, and guitar.

Aside from local field trips of one-half or one-day duration, students participated in four major field trips. In the early fall they spent five days camping, hiking, photographing, using map and compass, and studying wildlife in Tweedsmuir Park. In March, the students went on a two-day bicycle trip along the newly-paved Bella Coola Valley highway.

In May the students were fortunate to be able to obtain an Open House Canada grant for a student exchange trip to Mississauga, a suburb of Toronto. They spent two weeks living with families in the Toronto area and exploring southern Ontario. Those who had trained as Indian dancers performed at three schools, city hall, and the Ontario Ministry of Education during Education Week. At one school, a youngster wanted to know if that was "rock'n'roll Indian-style."

In June the students hosted the Mississauga student visit to the Bella Coola area, taking the visitors to many local events and places including Mackenzie Rock (where Alexander Mackenzie ended his overland trek to the Pacific) and a Native Cultural Evening with traditional food, story, song and dance. Highlight of this trip was a four-day hike to Lonesome Lake and Hunlen Falls deep in the wilderness of Tweedsmuir Park.

Perhaps there will always be those who view alternative schools with scepticism or who use them as dumping grounds for "undesirables." But for the rest of you, it's time to wake up. There are nearly a hundred alternative programs and schools in this province, and a lot of exciting things are happening in them.

There are few moments more satisfying than when you see a spark of interest or a smile appear on the face of one of your students. Alternative schools have the potential to do just that. But the most important function is that they provide the opportunity for kids to get a measure of self-respect.

And ultimately, contrary to popular opinion, teaching in an alternative school can be a hell of a lot of fun!○

Nick Lambert now teaches at North Bend Elementary School in the Fraser Canyon.

WE SHALL MISS THESE TEACHERS

In-Service	Last Taught In	Died
Beverly D. Johnson	Chilliwack	October 18, 1981
Patricia A. Karran	Central Coast	October 17, 1981
Esther (Pedersen) McCabe	Maple Ridge	October 5, 1981
Richard G. Munk	Vernon	November 6, 1981
Vicki L. Strachan	North Vancouver	October 24, 1981
Alexander N. Webster	Richmond	September 27, 1981
Donna M. Wilson	Arrow Lakes	September 7, 1981

Retired	Last Taught In	Died
John A. Abbott	Nelson	October 10, 1981
Florence (Detwiller) Bodden	Cowichan	October 11, 1981
John A. Colbert	Vancouver	October 23, 1981
Bertha G. Fowler	Lake Cowichan	August 30, 1981
Marguerite (Crawford) Foxall	Nelson	September 20, 1981
Arthur Halleran	Summerland	September 29, 1981
S. Oswald Harries	Richmond	July 2, 1981
Mary L. Hobkirk	Victoria	October 16, 1981
Frederic Hobson	Vancouver	October 12, 1981
Violet H. (Watts) Hubble	Vernon	October 31, 1981
Roy Lobb	Kelowna	October 21, 1981
William McMichael	Victoria	August 26, 1981
John Morse	Kamloops	October 21, 1981
Jessie M. (Thomson) Mulder	Kamloops	October 11, 1981
Muriel A. (James) Neilson	Sunshine Coast	October 26, 1981
Clarence O'Connor	Grand Forks	September 11, 1981
Lieben M. Palmer	Vancouver	October 12, 1981
Greta M. Partriquin	Vancouver	October 11, 1981
Gertrude Riesberry	Vancouver	October 20, 1981

FIT FOR KIDS

WENDY CARR

A program of exercise to music helps keep kids fit, and gives them movement skills that they can apply to other areas of their lives.

The figures on page 95 were becoming hazy. It was 2:10, Tuesday afternoon, and 29 Grade 6 students and one Grade 6 teacher concluded another math lesson.

"Jason and Shauna have volunteered to lead the workout today."

The two appointed came forward, each with a favorite 45 RPM record, to a cabinet where the classroom record player awaited. The others closed the curtains and extinguished the overhead fluorescent lights while the remainder of the class cleared their desks and stood beside them.

Suddenly the instructions of a few moments ago were replaced with the lyrics of a current AM radio song as everyone began to move in knee-bending, hip-turning, shoulder-rotating motions, following (mimicry-fashion) those presented by Jason at the front of the class.

The song ended, with a short pause for Shauna to put on her favorite record — a more lively piece. Now the class was jumping, hopping, clapping and running on the spot to Shauna's directions.

As this song came to a close, all slowed to walking on the spot while the teacher placed a folk song on the record player. Students sat in their desks, and she led them in a variety of stretching, reaching and relaxing exercises, finishing with all heads on the desks, as accelerated heart rates returned gradually to normal resting levels. It was now 2:20, and time for art.

Daily physical education can be realized in many forms, from full games periods to intramural programs to short bursts in the classroom, like the one just described. Programs may involve well-planned events or spontaneous activity, sophisticated or no equipment, teacher or student administration, and gymnasium or classroom facilities. The inherent goals in any program should address increasing physical fitness and related positive attitudes in a safe and enjoyable manner.

An exercise-to-music program for any age level should be designed to improve aerobic fitness, muscular strength, flexibility, body awareness and general movement ability. The format I suggest involves a teacher or student leader who performs a series of exercises that are imitated by class participants.

Exercises vary according to age level and desired objectives, and may be integrated into school situations in a variety of ways: as a conditioning unit in the regular PE curriculum; in daily classroom breaks; as part of extra-curricular sports training; as one offering in a multi-faceted intramural program; etcetera. Areas of emphasis will differ among groups, age levels and desired skill development; for example, from rhythmics

and basic co-ordination in a primary gym class to developmental strength-training for a secondary gymnastics team.

At any level of an exercise-to-music program, whether for 10 or 60 minutes, certain exercise management principles should form an inherent part.

Self-pacing is key. Competition is neither necessary nor desirable. Participants should feel free to slow down or rest when needed. The flow of exercises is continuous, and may be interrupted or resumed at any time.

Build-up of intensity is gradual. The development of endurance — or tolerance in the body to exercise — must be gradual, to permit adaptation and to prevent stiffness or overtiring. A warm-up is essential to loosening the muscles and gradually incorporating higher levels of movement until the heart rate increases to a training threshold level where it can then be sustained through more strenuous activity.

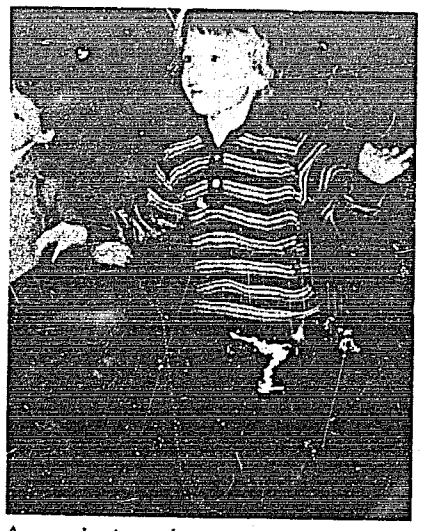
The back should be protected. Hyperextension of the back and bending with straight legs are potentially dangerous situations that should be avoided. Protective measures such as bending the knees and tilting the pelvis when bending the back should be incorporated into exercises.

Avoid ballistic movements. Children should be encouraged not to fling their arms or legs to the end of range of movement — this may promote muscle tearing — rather, to control peripheral movements. Stretching is also done in a gradual, not jerky, manner.

Avoid breath-holding during exercise.

Stretching should follow adequate warm-up. While limbering exercises are important in starting any physical activity, full stretching to the end of range or movement should occur only when muscles are fully warmed.

Include a cool-down section. The inclusion of activities that cause a decrease in heart rate to near-resting level is as important as the warm-up (especially if the group is to resume regular class activities).



An emphasis on dynamic movement experiences and non-competition encourages maximum participation and enjoyment.

Developing a repertoire of exercises is the obvious challenge in creating and maintaining a program. One way of devising new exercises is first to classify them according to basic positions, such as standing, kneeling, sitting, etc. A short daily burst in the classroom will probably involve only standing and running-on-the-spot activities, whereas a full fitness class in the gym could include a variety of floor positions as well. Stretching and/or cool-down activities may take place on a gym floor; for example, hamstring stretches, back flexion; or sitting in desks; for example, upward reaching, head-circling.

An introductory workout could start with the most basic of movements, such as semi-squatting, side-stepping, pelvic-tilting, and hip-turning, and evolve to include different arm motions at the same time. As children become more familiar with these exercises, they should be given the opportunity to create their own movements and then provide an imitative model for the rest of the group.

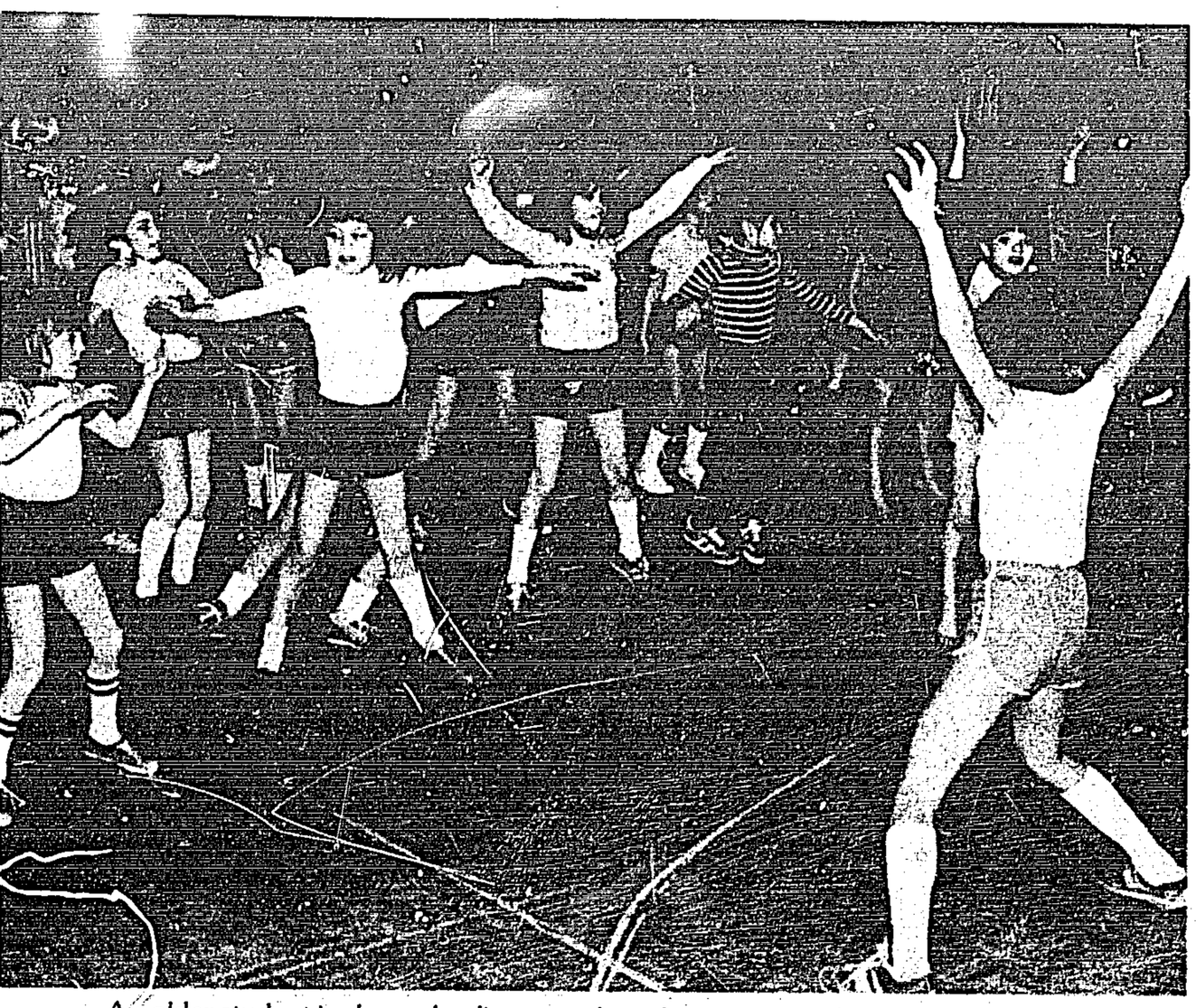
One training technique involves each member of the group taking a turn leading just one exercise (for example, arm circles or jumping jacks). Several children could then share the role of leader until just one or two are involved. The concept of student administration holds many benefits for students, who feel a greater sense of involvement and gain leadership training, and teachers, whose role may shift to a more supportive or supervisory one.

The role of music in an exercise program is important not only as a stimulus but also as a tool in the development of a sense of rhythm and an awareness of movement in relation to music. Similarly, the inclusion of enjoyable current music — which the children may have helped choose — will help to motivate participants during high energy activities. A great variety of music may be used, from rock to instrumental to folk music, depending on the taste of leader and participants. The choice should be based upon appropriate tempo so that the pace of music reflects the pace of activity during the workout.

The physical set — gymnasium or classroom — is enhanced by subdued lighting and even ventilation. A change of clothing isn't always necessary, especially if the class is engaged in only five or 10 minutes of activity, though gym strip is certainly advisable for longer workouts. A non-competitive atmosphere should be encouraged, allowing children the opportunity to participate as fully as possible with the freedom to rest when necessary and resume when ready. A feeling of mastery together with enjoyment of movement and music may be cultivated in a non-pressured environment.

Activities relate to goals in rhythmics, co-ordination, muscular strength and endurance, cardio-vascular fitness and body awareness.

An exercise program may be led either by the teacher or one of the students.



An older student is shown leading a workout for a primary class.

Activities for an exercise-to-music program may relate not only to specific goals in rhythmics, co-ordination, muscular strength and endurance, cardio-vascular fitness, flexibility and body awareness, but also to skills found in such other areas as swimming, skiing, running, dance, and martial arts.

Children will apply movement skills mastered in an exercise program to other areas of their lives now and in the future. An emphasis on dynamic movement experiences and non-competition encourages maximum participation and enjoyment, providing an optimal environment in which to achieve the objectives of a fitness program for children.○

Wendy Carr is a teacher in Coquitlam, B.C., and has taught exercise-to-music classes to children and adults for three years. She has written *Fit for Kids*, Addison-Wesley, 1981, 106 pp, paper, $9.95, a teachers' guide that outlines the basics for developing an exercise-to-music program for school children, K to 7. The guide contains over 750 photographs of exercise ideas.

Bursts of exercise for five or ten minutes can be carried out right in the classroom.

Classified

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MISCELLANEOUS

House sitter. Reliable older couple from N.W. Ontario. We will be in Vancouver for our second summer of graduate work. Trained Siberian Husky dog will accompany us. First of July through mid-August. We have local references. Contact Vance Dick, Rt. 1, Devlin, Ontario P0W 1C0. Phone 807-274-6281 between 9 a.m. to 4 p.m. on Monday, Wednesday, and Friday.

We need moral education NOW!

Moral education in public schools is possible, practical, useful and interesting. And our students need it badly.

JACK BOULOGNE

●Have you had a frank discussion lately with your class about cheating?

If you had, you might be shocked at the amount of moral ignorance that abounds in our society.

You might have found, for instance, that many, if not most, students do not know what the Golden Rule is. And if they do know the Golden Rule, it is almost certain they do not grasp its relevance and its scope.

For the past six years in 15 of my philosophy classes, I have been experimenting with various approaches to practical moral education, and I can now state with a measure of confidence that moral education in public schools is possible, practical, useful and interesting.

Last year, to my surprise, on the year-end evaluation questionnaire, many students listed "the moral rules" as the most worthwhile part of their philosophy class experiences.

An interesting and revealing incident at our school was the case of the library books. It was this incident that taught me that moral competence is not necessarily just a matter

of abstract comprehension of moral principles, but can have immediate and direct consequences on how students perceive school and society and how they react to school and society.

Briefly, we, the philosophy class, interviewed many students about why, how and when they 'steal" library books. We also composed a written questionnaire on honesty and the honor system, which was presented to the entire student body. The results of the inquiry turned out to be relatively vague and inconclusive, but the really surprising result came the following semester, when our librarian observed a dramatic drop in pilferage, from a rate of $5000 to a rate of $2500 per annum. All this may have been purely coincidental, of course, but on the other hand, the causal connection between the moral education program and the behavior change cannot be ruled out.

Much more research needs to be done in this field, but I see absolutely no reason for waiting for 200 years for this research to be finished before we attempt to teach some grass roots, practical, down to earth moral reasoning to the youngsters in our care.

Two questions need to be answered before practical moral education in the public schools can become a reality. One is: Why has moral education been so haphazard and unsatisfactory in schools around the world? The other is: What practical value does moral education have, given that it is even possible?

To answer these questions I shall first dispose, or try to dispose, of the major myths surrounding moral education. These myths have made morality rather unsuccessful as a subject of study in public schools.

Myth #1: Moral goodness cannot be taught; it can be acquired only by some (mysterious) osmosis.

Like all the myths, this one has a kernel of truth. People aren't going to become kinder by filling in the blanks, and by doing multiple choice exams. What this overlooks is that moral knowledge is an important component of moral competence, and that certainly moral knowledge can be imparted in a relatively formal manner.

Myth #2: Morality is all relative. Each culture, each person, has an individual moral code, and there are no universal truths.

While rules of sexual conduct, for example, do vary from culture to culture and person to person, these rules are not, as is commonly thought, moral rules but closer in character to rules of etiquette. Lying, deception, murder, dishonesty, cheating, cruelty, etc. are, on the other hand, universally decried. Try to visualize a society where cruelty is a moral virtue. Pretty difficult isn't it? Besides, would you care to live in such a society?

Myth #3: Morality is properly in the sphere of religious education. Church and state must be separate; hence moral education is inappropriate in public schools.

While religious organizations may give force and sanction to the moral rules, they don't own them. In churches, religious rules (honor the Sabbath day) and moral rules (thou shalt not kill) tend to get lumped together, and that is probably the major source of the confusion that has contributed to the popularity of this myth.

Myth #4: Morality should be left to moral philosophers, because it is an abstract subject, full of paradoxes and mind-boggling difficulties.

Many people incorrectly equate moral education with education in moral philosophy. Just as there are philosophers of mathematics and mathematics teachers, there can be moral philosophers and teachers of morals. The very existence of profound "cracks" in the foundation of mathematics doesn't necessarily affect the role of mathematics in daily life, and the same thing applies to morality. There *is* content in morality and this content *can be* transmitted to young people.

Myth #5: Schools are already doing a

good job of moral education. Kindly and morally sensitive teachers are helping young people become more moral.

Again, as with the other five myths, this is not completely wrong. Here and there some moral learning takes place, but it is haphazard and quite often completely mistaken, as in the case of the Milk Run, for example.* This misconceived program does very little good, which is not enough to compensate for the considerable harm it does. A striking case of moral ignorance at work, I'd say!

Furthermore, schools themselves are open to criticism as being unjust institutions, and only too often the poor moral character of schools defeats the good intentions of the teachers, who by and large, are a well-meaning, kindly lot. The essence of moral education is moral reasoning, and the aim of all education is to make people more rational. How can schools engender free critical thought when they're organized with the same bureaucratic inflexibility as old-fashioned prisons?

It is very clear why moral education is at such a low ebb. But that is just stating the problem. What is the cure? The first task is to persuade the educational decision makers that moral education is a practical necessity. I could write a book on this topic but let me just say this: All true progress is moral progress.

For example, a society that is rich in material goods but is torn by racial intolerance falls considerably short of Utopia. And if you look at our world, you'll perceive that we're still far, far from Bertrand Russell's ideal of replacing the Right of Might by the Might of Right. As Voltaire put it, "the world slowly marches toward wisdom," but progress is agonizingly slow.

Morality is the last great undeveloped human discipline, or should we say potentiality. Suppose, just as a thought experiment, mathematics education were absent in our modern society, so that each person had to rely entirely on the native number sense (no counting would be allowed). It is not hard to see that our modern technologically complex world would become impossible. It is the deliberate exploitation of an inborn ability that we call mathematics that has produced the astonishing technological growth of the last three centuries.

As a point of argument, I say that primitive, undeveloped morality is not good enough! My studies and my practical experience as a philosophy teacher have convinced me that most wickedness has its source in moral ignorance, and that you can fight moral ignorance with moral knowledge.

I think it beyond dispute that our modern world is such a dangerous one mainly because technological progress (the neutron bomb, soon the quark bomb!) has far outstripped moral progress. We have available in our world right now all the means to create a genuine Utopia, but somehow we lack a clear sense of purpose.

To quote the great Einstein: "Our age is characterized by the perfection of means and the confusion of goals."

I'm convinced that moral education can and will help to eliminate this confusion of goals, and that it should be at the top of the list of the teaching profession's priorities, *not* one of those things we mean to do someday when we get around to it.○

Jack Boulogne teaches at Princess Margaret Senior Secondary School in Surrey.

*An event sponsored by a milk company in which students are encouraged to run to raise money for handicapped children.

THESE TEACHERS HAVE RETIRED

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

Douglas C. Abel, Prince Rupert
Charles R. Bailey, Trail
William G. Blake, Vancouver
Herbert A. Batey, Victoria
Herbert G. Bavin, Penticton
Thomas Beames, Nanaimo
James M. Beck, Vancouver
James G. Beckett, Coquitlam
Eve N. Beet, Kelowna
John E. Beltz, Vancouver
Margaret I. Bennett, Kelowna
Antoinette Bonenfant, Coquitlam
Agatis V. Bradford, Kimberley
Esther R. Brown, Langley
Germain C. J. Brunelle, Vernon
Elvira C. Bryant, Queen Charlotte
Margaret J. Burgh, Victoria
Irene I. Burgoyne, Victoria
Rose A. Buschta, Peace River North
Hiram A. Calvin, Vancouver
Mavis R. Cameron, Vernon
Alexander D. Campbell, Cranbrook
Florence J. Carter, Vancouver
Robert G. Christy, Maple Ridge
Paul E. Clements, Delta
William H. Colclough, Chilliwack
Ethel J. Coldwell, South Cariboo
Arthur T. Cullum, Revelstoke
Charles Cuthbert, Victoria
James Davidson, Nelson
Vera V. S. Davies, Penticton
Elizabeth Debeck, Kamloops
Marvin J. Deeds, Gulf Islands
Mario C. Deloume, Victoria
Percy J. Deplissey, Vancouver
Margaret E. Dix, Vancouver
Dorothy L. Duffield, Victoria
Alice M. Duncan, Cowichan
Doreen E. Duncan, Vancouver
Jean L. Eckford, Victoria
George R. Eldridge, Kamloops
Alan H. Emmott, Vancouver
Adeline Enns, Richmond
Alfred E. Evans, Burnaby
Myrtle E. Evertt, Surrey
James A. Fagan, Vancouver
Robert H. Fairweather, Coquitlam
Elvira Flood, Nelson
Elsie M. Forbes, Vancouver
Leslie H. Gardner, Nicola Valley
Helen S. Garvin, Vancouver
Ileana V. Goloff, Vancouver
Mark E. Goucher, Victoria
Myrtle A. Gray, New Westminster
Peter C. Greer, Kelowna
Stanley F. Harfield, Delta
Margaret E. Harms, Cariboo-Chilcotin
Suzanne M. Hart, Kelowna
Constance M. Helbey, Vancouver
Gordon R. Hickey, Langley
Carl C. Hilland, Prince George
William A. Huggett, Victoria
David J. Hunden, West Vancouver
Cynthia O. Izard, Victoria
Fay J. Jamieson, Burnaby
John C. Jenkins, Victoria
Kenneth C. Jenks, New Westminster
Gordon N. Joyner, Delta
Joyce M. Jupp, Arrow Lakes
James G. Keenan, Kerem os
Audrey L. Kemlo, Victoria
Margaret H. King, Coquitlam
Ruth L. M. King, Victoria
Kenneth Kingwell, Revelstoke
Alma Kippen, Peace River North
Molly Konkin, Surrey
Louise E. Lang, Sunshine Coast
Charles Laverty, Abbotsford
Theodore E. Lea, Prince George
Joseph R. Laullier, Delta
Donald H. Levey, Armstrong
Jane R. Loosmore, Central Coast
Thomas Lord, Abbotsford
David L. H. Maggott, Vancouver
James E. Mallabone, Southern Okanagan
Keith D. McCoy, Revelstoke
Loma J. McKenzie, Vancouver
Mary E. McKinnon, Vancouver
Donald A. McLachlan, Vancouver
Frederick J. McMillan, New Westminster
Phyllis McOrmond, Victoria
Margaret H. Michie, Penticton
Eric W. Mitchell, Surrey
Joseph T. Moore, Burnaby
Glendon G. Moody, Coquitlam
Lawrence L. Morwood-Clark, Burnaby
Frank Muir, Surrey
Wallace Nicholl, Surrey
Arthur Nicholson, South Cariboo
Douglas N. Oddy, Alberni
Hazel M. Olson, Peace River North
Muriel I. O'Reilly, Victoria
Mary Orvall, Coquitlam
Lawrence E. Oszust, Vancouver
Edna M. Palchinski, Alberni
Charles E. Passmore, Sunshine Coast
Doreen M. Perry, Kelowna
Elizabeth Petersen, Terrace
Bohdan Pitchko, Surrey
Muriel M. Preston, Shuswap
Fred R. Romaniuk, Alberni
Charles E. Rowley, Vancouver
Harry Runer, Victoria
Marjorie J. Sanders, Nechako
Robert M. Scales, Richmond
Menno A. Schultz, Maple Ridge
Edna E. Singlehurst, Cariboo-Chilcotin
Evangeline L. Skelly, Delta
Violet Smith, Victoria
Grace Steele, Quesnel
Sheila H. Stuart, Victoria
James W. Stewart, Coquitlam
John G. Stiles, Vancouver
Elizabeth C. Stubbs, Vancouver
Ruth E. Stubbs, North Vancouver
Alexander Suttie, Vancouver
Betty E. Sutton, Victoria
Philip Thomas, Vancouver
John E. Thompson, Vancouver
Lawrence M. Thompson, Lake Cowichan
Sheilah D. Thompson, North Vancouver
Harry D. Thorp, Vancouver
Mabel A. Tracy, Maple Ridge
Gundelinde Tuemp, Lillooet
Betty Wadsworth, Coquitlam
Audrey L. Ward, Nelson
Hortense I. Warne, Vancouver
Rosalie Watson, Fernie
Allie C. Watt, Langley
Thomas G. Weston, Surrey
Helen E. Whiteside, Van. Island West
Horace H. Willford, Vancouver
Robert F. Williams, Powell River
Isabella B. Williamson, Coquitlam
Enid Wright, Richmond

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

●You will have noticed no "Books Received" listed in the last issue. (Will you have noticed?) The change was made to provide more space for fewer books. In future, therefore, books listed will be only those I believe should be reviewed. Do look at the number and variety of the professional books. The annotations will let you know about the books, whether or not they are reviewed later.

Two other groups of books I plan to bring before you from time to time, in a column essay or "group review." Canadian children's books need to be recognized, purchased and used, not only by school librarians, but also by you, Canadian teachers, choosing books for your classes and for your own children. The other group is what might be called our "British Columbia heritage." Some of the recent items are simply too good to ignore. The publishers really are very generous, particularly the B.C. publishers, who want to tell us all about their newest books, and the educational publishers, who want us all to consider their newest teaching materials.

I welcome letters and comments on the decision to list fewer books.

I am informed that *Fit for Kids* listed in the September-October issue, costs $9.95 for the Teacher's Guide and $85.00 for a 30 minute videotape cassette of the program in action in Coquitlam. Either may be purchased from Addison Wesley, 210-1899 Willingdon Avenue, Burnaby, B.C. V5C 5T1.

BOOKS RECEIVED

Blatt, Gloria T. *It's your move; expressive movement activities for the language arts class* by Gloria T. Blatt and Jean Cunningham. New York, Teachers College, Columbia University, 1981. 171 pp. paper $15.50. 0-8077-2640-0, hard $25.34. 0-8077-2687-7. An intriguing combination of language development and movement education.

Brody, Hugh, *Maps and dreams.* Vancouver, Douglas and McIntyre, 1981. 297 pp. hard $19.95. 0-88894-338-5. Sociology of the hunting and trapping Beaver Indians in Northern B.C. and their conflict with pipelines and hydro developments. Exceptionally interesting, and of import to all citizens of B.C.

George, Donald A. *A engineer's view of science education.* Ottawa Science Council of Canada, 1981, 31 pp. paper, free. 0-662-11598-8. Publications Office, Science Council of Canada, 100 Metcalfe Street, Ottawa, Ont., K1P 5M1. Third in a series of discussion papers, emphasizing the need for "technological literacy", for informed public debate.

A NOTE ABOUT BOOK PRICES

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

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

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

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

Levin, Tamar. *Effective instruction* by Tamar Levin with Ruth Long. Alexandria, Va. The Association for Supervision and Curriculum Development, 1981. 100 pp. paper (no price). ISBN 0-87120-105-4. Association for Supervision and Curriculum Development, 225 N. Washington Street, Alexandria, Va. 22314. Focusses on the variables of active learning time, feedback and corrective procedures, and instructional clues.

Strategies for public involvement: final report of the CEA Task Force on public involvement in educational decisions. Toronto, Canadian Education Association, 1981. 104 pp. paper $6.00. 0-919078-97-4. Highly practical at the school board level, the result of three years' work on whom to involve, when, and how; the strictures and advantages.

Vellutino, Frank R. *Dyslexia: theory and research.* Cambridge, MIT Press, 1981. 427 pp. paper $12.50. 0-262-72007-8. Highly theoretical studies of visual perception, intersensory integration, serial order recall and verbal processing. Very few conclusions and almost no remediation.

CURRICULUM

Pratt, David. *Curriculum design and development.* New York, Harcourt Brace Jovanovich, 1980. 503 pp. hard (no price). 0-15-516735-9.

Since we are all curriculum designers, in practice, this book is for all of us. Beautifully organized, packed with scholarly research, illuminated by unexpected illustrations and quotations, this textbook makes us think seriously about what we do all too casually. Dave Pratt teaches on the Faculty of Education at Queen's University. He has a Ph.D. in educational theory. (Neither the book title nor the man sounds interesting or challenging, but in fact they both are.)

The book begins with an historical introduction (history of thinking about curriculum), which focuses the attention and helps to define the subject. The body of the text is

made up of the necessary steps in curriculum design — needs assessment, including the need for any particular curriculum; purpose and objectives, criteria and tests; and the actual problems of instructional strategies and logistics for a variety of learners. Then comes the crunch — validation and implementation. Pratt calls implementation "The Great Barrier Reef."

Pratt puts behavioral objectives in their place once and for all, by distinguishing between meaningful objectives or desired learning outcomes (such as physical fitness) stated in conceptual terms, and performance criteria (student will run 2000 metres in 10 minutes) stated in active verbs. He further distinguishes between critical, important, and desirable objectives. Under logistics is a concise seven pages on evaluating instructional materials. Almost unique is his appreciation of time: "The most valuable resource used in education is the time of the learners . . . . The amount of time available for developing, implementing and teaching a curriculum is a severe constraint." Determining actual needs, altering and implementing curricula to meet those needs is a highly political process, and Pratt stresses the persuasive aspects of dealing with vulnerable decision-makers.

His book is clear, readable and highly contemporary. Each section is fully developed with a variety of interesting examples. The book is well designed; pages of text are broken by boxes, large headings, lists, diagrams. The chapters end with activities, references and self-tests, for which the answers appear in an appendix. Also in appendices are a glossary, a list of sources of information on instructional materials and equipment, a specimen curriculum on that universal topic "Using the dictionary," and, of course, a good index.

Not content with instructing his students, and writing textbooks for their edification, Dave Pratt conducts workshops on curriculum design, during which, by means of lectures, slides, and labs he leads the fortunate participants through a learning experience. He concludes his demonstration of the necessity of planning by a detailed comparison of Scott and Amundsen getting to the South Pole.

His eminently logical book should be in every teacher's professional library, and **read**.

—Grace E. Funk, Vernon

HISTORY

Margaret Whitehead. *The Cariboo Mission, A History of the Oblates.* Victoria, B.C., Sono Nis Press, 1981. 142 pp paper, $8.95. 0-919462-9[illegible]-X.

A fascinating and well researched book, much more than a history of the Oblates. In relating the story of the Oblate brothers, Margaret Whitehead paints a broad canvas of the early history of the west from the start of the Oblate work in Oregon to their establishment of churches and schools for Indians and white folk in the area of Williams Lake, Quesnel, Richfield, Barkerville, to Prince George.

A significant contribution to farming and ranching was also made by the Oblates, who tried successfully to make the missions self-supporting and, less successfully, to make the Indians agriculturalists.

Woven into the story is the development of the gold rush and the switch of some of the miners to farming and other pursuits. Interesting insights are given into the rivalry between the various denominations. "It was as essential for the Catholic Priests to save the Indians from the heresy of Protestantism as it was to save them from paganism." Father McGuckin urged Bishop Hill to support a Catholic School on Williams Creek "to take firm possession of all before these scourges (Protestants) arrive."

There were other problems too, problems still facing the Christian churches: "The Oblates realized that the moral and social concepts they taught their converts could not readily be seen in the frontier society . . . the Indians ironically were expected to be more Christian than the Christian Society."

The missionaries found problems within the ranks of their Indian converts. Bishop Durieu wrote: "crude and humiliating, experience teaches that . . . the result is pagans whitewashed by baptism, continuing to live as they did of old, cloaking their evil lives under the mantle of religious hypocrisy," a comment applicable to non-Indian "Christians" (sic) also.

The work of the Oblates and several orders of sisters in the education of the Indians is well described as being of great significance. The Oblates, using a system devised by Father Durieu, involved the Indians in the instruction and maintenance of the Christian faith among the tribes.

The book is non-judgmental; it records in faithful and loving detail the story of the Oblates. Was their work successful, of benefit to the Indians? Bud Felker, who attended the school in the early 1900s, said: "I tell you, no fooling, it was a pretty good school . . . Indian men who went to school with me and they say 'Not too bad a place that Mission school'!" The members of the younger generation ". . . resent the part played by the Mission in undermining their cultural heritage."

Margaret Whitehead has put on record a significant portion of our history. It should be available in every secondary school library.

—Frank Snowsell, Kelowna

Saikal, Amin. *The Rise and Fall of the Shah.* Princeton, Princeton University Press, 1980. 208 pp. hard, $14.50. 0-3006-5.

This well-researched, fully documented book covers the history of Iran from 1923, when Reza Shah seized power and established the Pahlavi dynasty and absolute rule.

This first Shah's attempts to reduce Iran's dependence on Britain and the Soviet Union was shattered during World War II, when these two countries partitioned Iran to ensure continuance of aid to the Soviet Union through Iran.

Following the end of the war and the weakening of Britain, and as part of the policy of containing Communism, the United States moved into Iran. Under Eisenhower, in 1953, Prime Minister Mossadeq urged the president to support Iranian nationalism. However, Mossadeq's action to nationalize the oil industry and his inability to handle Iran's economic problems resulted in U.S. intervention to restore power to Mohammed Reza Shah, who succeeded his father in 1944.

The rivalry between the British, USSR and USA in Iran, the conflicts between the various factions within Iran, the competition among the multi-national oil corporations, and the rise of OPEC are described in detail. The United States' alliance with the despotic regime of the Shah forced a cooperation between the democratic groups, and the religious groups in Iran for whom the exiled Khomeini became the focal point.

Amin Saikal records events without editorializing. The text is full of understatement of which, perhaps, the most outstanding is the concluding sentence: "The Shah was largely the victim of his own behaviour and policies which were contradictory in themselves and incompatible with the needs of

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Iranian society. And the degree of support that he received from the United States was in the long run counter-productive."
—Frank Snowsell, Kelowna

SCHOOLS AND SOCIETY

Postman, Neil. *Teaching as a Conserving Activity.* New York, Delacorte, 1979. 244 pp. hard, $12.50. 0-440-08651-5.

Teachers who remember that back in 1969 Neil Postman was the co-author (with Charles Weingartner) of a book called *Teaching as a Subversive Acitvity,* may be surprised to see the new Postman title: *Teaching as a Conserving Activity.*

What happened? Is the explosive apple of the former still lurking between the deep blue covers of the latter? Or has Postman, a '60s radical who wanted to "subvert" through "relevant" teaching, become an '80s reactionary wishing to "conserve" those tried and true "basics" of education?

The author has indeed shifted his outlook on education over the past 10 years. But — and this is the welcome surprise — he has not simply swung with the pendulum from left to right. Instead, Postman explores some underlying principles for any thinking and talking about education. The book is refreshingly down to earth. It is free of heavy-handed educational jargon and, thanks to Postman's clear, lively style, it is accessible to all.

Postman challenges us to re-think the school's mandate. For example, he declares that "schools cannot deal with the 'whole child'." He suggests that schools should assume only limited responsibility. They should declare publicly that their educational program will **not** teach children "to love God, to be proud that they are Greeks, to save money, to be tender lovers, to be free of guilt, and to avoid misusing drugs."

What, then, **should** the schools be teaching? The 3Rs are not basic enough for Postman. They result only in language technicians who can function smoothly, not in educated people. Postman argues that schools should teach students "to reflect on the sense and truth" of what they write and read. Truly relevant schooling stresses "history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of the human enterprise." This does sound "conservative," doesn't it? However, if we agree with Postman's perspective on education, we shall recognize that most of his arguments are also "subversive."

Central to Postman's view is the idea that both the contemporary culture and the school curriculum are "information environments" that mediate between the students and reality. American culture has three basic information biases: the Television Curriculum (most students' **first** educator), the Technical Thesis (efficiency is the ultimate value), and the Utopian Thesis (everything can be "fixed", by better systems, laws or schools). To balance these present cultural biases, the school curriculum should provide an alternative information environment. To counter TV's affect-centred, non-analytical, discontinuous teachings, school needs to be reason-centred, word-centred and coherent — to give only one example of such balancing.

Postman, a professor of media ecology at New York University, is clearly writing in an American context. However, our Canadian "information biases" are similar enough to warrant our serious consideration of Postman's cultural analysis and his curriculum recommendations. The importance of language in education shines through every page. (This is obviously a favorite Postman topic — other books by him include *Linguistics* and *Crazy Talk, Stupid Talk*). Postman makes a convincing case for including media education in the curriculum, so that as educated persons, our students will be able to "step outside and above" their information environments.

In summary, Postman aims at "consciousness raising." Not only for students. *Teaching as a Conserving Activity* could also help B.C. educators to focus on *basic* "basics," *relevant* "relevance" and *valuable* "evaluation." Teachers, accreditation and

assessment teams, curriculum planners, parents and the Minister of Education would do well to enter into the "good conversation" to which Postman invites us. (One final word of warning: if you are looking for some, even the slightest, justification for a compulsory consumer fundamentals course, this is **not** the book for you.)
—Brita Mündel, Summerland

***Institutions in Crisis*, edited by Dean Walker. Toronto, Yorkminster Publishing Limited, 1980. 192 pp., paper. $7.95. 0-919692-05-2.**

Ivan Illich, Austrian-born historian, author, educator and lecturer, gave the keynote address at the 48th annual Couchiching Conference, held while the Clark government was in power. This book gives the text of his challenge, followed by the replies of 16 experts, in the fields of education, economics and government, medicine, the arts, and religion.

Illich's survival strategy for the 1980s involves reducing our dependence on institutions. He says that we, the developed nations, are waging "a war on subsistence" among the developing nations, and that they would be far better off if we stopped trying to foist our "commodity-intensive" lifestyle on them.

The speakers discussing education as an institution in crisis were Dr. Edgar Friedenberg, professor of education at Dalhousie University; Dr. Terrence Morrison, dean of continuing education at the University of Manitoba; and Mary Sue McCarthy, associate professor in the faculty of education at Yale University.

Friedenberg's thesis is that education is basically a political process in which the pupils are trapped, virtually powerless, and that schooling is not education. Morrison contends that education is necessary but must concentrate on fostering an understanding of our interdependence on global and local levels. McCarthy's sympathies are with the teacher. She believes a start toward improving education "will come with telling kids less, leadi toward thinking more."

Replying t about economics and g were Carl Beigie, president of C. D. Research Institute; Thomas Shoyama, chairman of Atomic Energy of Canada Limited; and Peter Warrian, research director for United Steel Workers of America.

Beigie is worried by the mood of anxiety that he finds in Canada today, a mood he feels is caused by our wanting more and more consumer goods while growth in the supply of these goods is slowing down. Shoyama agrees with much of Beigie's argument, but comes out strongly in defence of what the Canadian government is doing. He severely criticizes trade unions and their present policies of wage increases. Warrian's argument can be summed up in his closing remarks: "The institutions of collective bargaining and unions as we know them are not well-adapted to deal with the impact of development policy."

In the general field of medicine the speakers were Alan Wolfson, associate professor in the department of health administration, University of Toronto; Monique Bégin, MP, former minister of national health and welfare; and Dr. Ian Munro, surgeon. All three dealt primarily with medicare and its problems.

The arts and culture were discussed by Hsio-Yen Shih, director of the National Gallery of Canada, by Reuben Baetz, minister of culture and recreation for Ontario, and by Duncan Cameron, director of the Glenbow-Alberta Institute.

For the 1980s they see a need for a change in the attitude of the Canadian people (Dr. Shih); for a more cooperative system of inter-governmental relations (Baetz); and for an awareness of the dangers that might arise when government takes responsibility for funding (Cameron).

The speakers for the religious institutions were Gregory Baum, professor of religious studies and theology at St. Michael's College, University of Toronto; Tom Harpur, religion editor for the Toronto Daily Star; and Paul Fromm, research director of Citizens for Foreign Aid Reform.

Baum's message is a little hard to pin

down, for he relies heavily on other men's opinions; but Harpur comes through clearly: "I see a great future for religion in the 1980s, and a very bleak future for the institutional church." Fromm would agree with Harpur that there is a widening gap between "the pulpit and the pews." All three of them see the established churches becoming more involved in political issues.

Walter Pitman summed up the talks, coming to the conclusion that the cause of our crisis is that institutions cannot keep pace with change.

The keynote address required concentrated reading; the ones that followed were all in a much simpler style. The book made interesting reading.
—Kay Maughan, Sooke

Shor, Ira. *Critical Teaching and Everyday Life*. Montreal, Black Rose Books, 1980. 270 pp. paper, $7.95. 0-919618-03-2, hard $16.95. 0-919618-04-0.

It would be difficult to imagine anyone with an interest in teaching who would not find this book stimulating and thought-provoking. The theories presented are not new, but their milieu and methods of application are refreshingly unusual. The author's enthusiasm and obvious delight with his successes are made evident by his forceful style. Although the author's teaching experience is confined to the university level, his methods are applicable to the secondary and higher elementary school grade levels.

Shor presents his theories as they specifically relate to the junior colleges of New York. As an instructor in English at the City College campus of the City University of New York, the author found his students to be lacking in required skills, and resentful of the powerlessness and confusion of their everyday lives. In the late 1950s and '60s the influx of working class students, young and older, challenged the type of college instruction then in vogue.

The early chapters of the book are, in essence, a sociological study of the students on the CUNY campus and the environment from which they come. The author is highly critical of the structure of American society and the thought control that prevents critical thinking through its emphasis on vocationalism, its authority-dependent working class, and the general narrowing of human development.

Faced by this environment, the working class students' rebellion took the form of anger, destruction of school property, attacks on teachers, a decline in literacy and the eclipse of reason. It was in this social field that the author based his experiments in the liberating process. In his words, "He took off his tie and started taking some risks." However it took him some years to develop a pedagogy which could evoke conceptual literacy and critical thought in his students.

In brief, the methods Shor evolved resemble a composite of many that have been used successfully for years in our public school systems: projects, the enterprise, dialogue, the decrease in the authoritarian role of the teacher, etcetera. The final chapters of his book are given over to a description of his methodology and examples of the work done by his students. The quality of work done by individuals and groups of students attests to the outstanding success of Shor's work in the classroom.

Although the author's experiences relate to junior colleges in New York, much of his methodology might be used most effectively in our own school systems.

Critical thinking in everyday life should provide stimulating reading for any of those involved in the education system. The high quality of the student work included in the book is well worth examining.
—Roger Winter, Langley.

VALUES EDUCATION

Gow, Kathleen M. *Yes, Virginia, There Is a Right and Wrong! values education survival kit*. Toronto, John Wiley & Sons, Canada, 1980. 248 pp. paper, $8.95. 0-471-79953-X.

At this point in our social history, all our North American institutions, including the public school system, are experiencing the influence and feeling the impact of Moral Majority thinking, attitudes, political premise and involvement. Therefore, it is probably true to say that the book I am about to review, *Yes, Virginia, There is Right and Wrong*, takes on even greater importance now than it did when it was first published in 1980.

The basic questions raised by the Canadian author of this book, Dr. Kathleen M. Gow, include these:

Where and how may children and youth, living with the kinds of conflicting moral values they encounter within an increasingly pluralistic society, receive a proper moral values education? Where may they learn how to analyse, deal constructively, and discover how to arrive at responsible moral judgments?

One institution that has decided to provide moral values education for our children and youth is the public school. What Dr. Gow provides is a well documented, carefully researched, and hard-headed evaluation of those moral values education programs that operate in our public schools. For the most part, this very able author approaches her task in a forceful but disciplined manner, but there are times when her writing becomes rather shrill. Such highly charged emotional outbursts tend to distract and take away from her otherwise thorough examination of the

underlying philosophies, and her penetrating critique of classroom exercises presented by the authors of Values Clarification, Moral Reasoning and the Reflective Approach to Moral Values Education.

While identifying some of the more dangerous (would you believe, naive?!) presuppositions of moral values education authors and promoters that classroom teachers have received training and are equipped to provide skilled, professional leadership in such areas as group dynamics, group therapy, and moral didactics, Dr. Gow saves her heaviest ammunition for a more basic issue. MVE, she insists, will pit school against home, with our children and youth being caught in the devastating crossfire. Why? "MVE approaches which support the view that there are **no** core moral precepts continue to be promoted as the hallmarks of a tolerant, progressive, pluralistic society instead of being recognized as virtual indoctrination in that particular dogma and ideology."

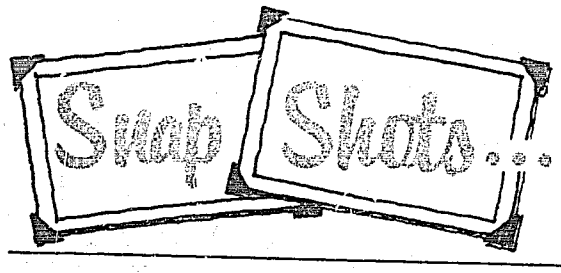
It is the author's contention — and that of others who are equally highly critical of the MVE programs referred to in this book — that such moral values education programs actually constitute the spreading of a religion of secularism. As such, rather than being a "neutral" form of MVE, these programs have a bias in that they prepare those students who believe in no religion to make moral value judgments about those students who do believe.

That is to say, concerned with the moral development needs of students, and equally sensitive to the need not to offend anyone, public schools have latched on to readily available, attractive, neatly packaged, and well promoted MVE programs that are devoid of religious and even moralistic bias. However, what is now being discovered, in sometimes publicly painful terms, by public school boards administrators, principals, and teachers is that they have unwittingly wound up in the unenviable position of supposedly and seemingly advocating a mix of moral relativism and individual utilitarianism. What's that about being damned if you do and damned if you don't?

What is needed? Dr. Gow insists that we need to discover "how all groups concerned can collaborate to develop a more open and accountable system of MVE in our schools." Then she goes on to share this double-edged picture of the present scene: "I picture . . . a vast army of educators and parents who really care about children and the morals and the values they will eventually adopt. But so many of those educators and parents are no longer really communicating."

There's the rub! But if Canadian educators and parents should decide to engage in dialogue regarding moral values education, they couldn't find a better resource book with which to begin than Dr. Kathleen Gow's *Yes, Virginia, There Is Right and Wrong.*

—Warren Bruleigh, Vernon



GEOFF HARGREAVES

FRIENDS IN NEED

It's not until someone actually comes and spends a few days in your home that you fully realize how peculiar other people are.

Year after year, you see your colleagues in and around the school, and, in most cases, you do them the honor of assuming that, apart from those incomparable gifts that make you yourself such a remarkable specimen of humanity, they are people just like you.

Having a colleague stay with you over a long weekend explodes that assumption and you discover that all along, for maybe the best part of a decade, in the chair next to yours in the staffroom, there has been skulking, behind a mask of ordinariness, a creature of unorthodox sympathies, unfortunate personal habits, and downright nuttiness.

Immediately, then, you understand why other people's marriages fall apart, why administrators and students may regard teachers other than you with intense circumspection, and why, despite your own stable sense of purpose and maintenance of decent standards, the philosophically-minded persist in seeing all around us evidence for the decline of the West.

Now, there's nothing decadent about Tim, our biology teacher, unless, of course, a strenuous concern with self-improvement is a subtle token of decline. So, when he split up with his common-law wife Ina, everyone was upset and baffled.

After all, Tim is such a nice guy, always trying his durndest, and every day in every way getting better and better. For two years he spoke up for our school at the local Rep Assemblies, where he proved his value by introducing a no-smoking resolution; and he used to manage the staffroom coffee fund until last spring's Pro. D. Day, when he heard David Suzuki lecturing on how a slug of coffee shoots holes in your DNA.

When I told Maggie about Ina's throwing over Tim in favor of an imperious, insensitive, and overpaid Air Canada pilot, she was at a loss to explain it. You see, Tim's a feminist. And you can always count on him to speak up on a sexist issue at a teachers' meeting, humbly proud, as he is, of his self-effacing masculinity.

An added reason for her puzzlement was that, only a few weeks back he'd told her how vigorously he was working on his relationship with Ina. Of course, Tim and Ina weren't actually married in the stuffy, legal sense — because his feminist loyalties wouldn't allow Ina to compromise her independence — but, all the same, on Monday evenings he was taking her to marriage-encounter sessions, and on Saturdays he was driving, by himself, all the way from Mill Bay to Nanaimo to attend a lively series of lectures on sexuality, given by a defrocked priest and an escaped nun.

"Poor Tim," said Maggie. "We must have him over for the long weekend."

It turned out that Tim, who's no quitter, couldn't come till late Saturday afternoon, because he was still going to the lectures in Nanaimo. And when he did arrive, he brought his own dinner in a plastic bag. He's a vegetarian, of course, but, as he explained, waving his steamed-up plastic bag, "I don't trust the lettuce sold in big stores. You can't be sure somebody didn't sneak something horribly chemical onto its defenceless young roots."

We were looking forward to a chat with Tim after dinner, but, as soon as it was over, he vanished into the darkness and the pouring rain for almost an hour, to meet the requirements of his daily jogging program.

Then when he came back — and after an interminable shower — he asked if he could read to the cat. Tim's an advocate of reading 15 minutes a day to children and he'd been getting great results, he said, from reading *The Decline and Fall of the Roman Empire* to Ina's daughter by her first husband, a docile seven-year-old with a hearing impediment. And he wanted to keep his hand in. Our bookcases didn't contain any Gibbon, but I lent him *Moby Dick* and, all in all, I have to admit the cat seemed rather to enjoy it, especially the bit about Queequeg's tattoos.

"Well, how are you, Tim, these days?" asked Maggie, when *Moby Dick* was back in the bookcase.

"I'm glad you asked." He fished into his knacksack and brought out an expensive notebook with handpainted covers. "This is my dream diary. And I'm really not sure how I am these days. I've been having some very contradictory dreams."

He started to describe the confusing messages he was receiving from his night-time self, but then stopped midway, because he'd promised himself that he would listen to the latest musical composition of Harry Adaskin, which was being broadcast on CBU FM. "I think all promises are sacred," he said. "Not least those made to oneself."

Finally we left Tim downstairs, urgently flossing his teeth, and went to bed.

"What a weird guy," said Maggie. "I never realized."

"You never can tell," I said.

"That's true. You never can. Oh, before you turn the light out, would you check the mushrooms?" You see, I have this idea that if you grow mushrooms in trays under your bed, the creative vibrations from them, as they sprout during the night, help you to sleep more soundly.

I peered under the bed. "Everything normal," I said. "Goodnight, dear." ○

Geoff Hargreaves, our regular columnist, teaches at Cowichan Senior Secondary School in Duncan.

We Apologize

In our September-October 1981 issue we listed in the obituaries the name of Mary E. (Bentley) Campbell, a retired teacher who formerly taught in Maple Ridge.

We are happy to report that our listing was an error. Ms. Campbell reports that she is alive and well. We apologize to her for our error.

In our November-December issue one of the names in our obituary column was Arnie K. Camp. That should have been Annie K. Camp, who last taught in Nanaimo. We apologize to her family for the error. ○

ANNOUNCING
A MAGNIFICENT TEACHING AID:
THE ENERGY FAIR

The Energy Fair is coming to Robson Square, March 9th through 13th. Five days of displays, workshops and lectures that tell the energy story as it is today, and as it may be in the future.

It's a wonderful way to learn about the importance of energy in British Columbia. There'll be experts on hand to explain how energy works, and how it affects our economy and environment. Displays from government and industry will demonstrate exciting new concepts in energy research.

Conservation will be an important part of the Energy Fair, which includes ways that communities and individuals can participate. Special displays will show "do-it-yourselfers" insulation techniques, and methods of building self-contained energy systems for the home.

There's a different energy theme each day, well-known speakers every noon hour, and organized and personal tours. For the teacher, the Energy Fair is an exciting opportunity to show students the future of energy use and conservation in British Columbia. There's no charge, so call 689-1831 and ask for Richard Banner to arrange a free tour. But call soon; capacity is limited.

Come to the fair, and bring the class. There's no better way to learn about energy. And we'll do the teaching.

Province of British Columbia
Ministry of Energy, Mines,
and Petroleum Resources
CONSERVATION AND
RENEWABLE ENERGY BRANCH
Hon. Bob McClelland, Minister