

September/70 35¢

the mysterious east

an independent atlantic magazine

A
Special Report
on
Boat
Harbour

clean air
precious land
pure water

THE PRIZE

THE TURD

foul air
raped land
filthy water

and
Scott

Maritimes

a Duck for
Eager
Elmer

Start
Your Own
School

The
Education
Machine

ABOUT the mysterious east

Pictures for the month of September on old illustrated calendars traditionally show some Norman-Rockwellian kid trudging listlessly out of a golden summer into the gloomy drudgery that was a foretaste of his adult life.

We no longer encourage that sort of negative attitude toward social institutions. New calendars are likely to show smiling, happy children running toward a new well-lighted clean school building. But the kids aren't taken in: catch one some morning and ask him whether he wants to go to school. Chances are you'll get the straight dope, especially if you wait until October, until the propaganda wears off and reality sets in.

School's a drag and you don't learn anything that matters there, he'll say. And to support him, just look at the statistics: how many kids drop out as soon as they can? How many stay only because society blackmails them by withholding decent jobs until high school graduation? How many have forgotten everything they learned a year ago?

And how many learn for keeps — what almost all institutions of mass education teach implicitly — that acquiescence is the primary virtue, that questioning is a sin and — worse — impolite, that facts are absolute and that education is a passive process in which you are filled up with facts and then rewarded with an acceptable job?

And how many learn xenophobia and ethnocentrism by memorizing — as some children in New Brunswick were forced to do last fall — a poem like this:

*Little Indian, Sioux or Crow,
Little frosty Eskimo,
Little Turk or Japanese,
Oh, don't you wish that you were me?*

*You have seen the scarlet trees,
And the lions overseas,
You have eaten ostrich eggs,
And turned the turtles off their legs.*

INSIDE



Contributing editors: Donald Cameron, Robert Campbell, Russell Hant, John Rousseau.
Staff writers: Ed Levesque, Ralph Littlecock
Layout and design: Janice Oliver
Subscriptions and circulation: Susie Levesque
Quality control: Waldo Shears

THE MYSTERIOUS EAST is published monthly by THE RUBBER DUCK PRESS INC., Magazine Division, P.O. Box 1172, Fredericton, NB. Unless otherwise specified, editorial copy may not be reprinted or used by radio or TV without written permission. THE MYSTERIOUS EAST sells for 35 cents per issue: regular subscriptions are \$5.50 per year. Contributing subscriptions \$10 per year and sustaining subscriptions \$25 per year. Advertising rates available upon request. Mailed under Post Office Permit No. 6, Fredericton. Contents copyright The Rubber Duck Press 1970.

*Such a life is very fine,
But it's not as nice as mine.
You must often as you tread,
Have wearied not to be abroad.*

*You have curious things to eat,
I am fed on proper meat.
You must dwell beyond the foam,
But I am safe and live at home.*

Questions like this seem vitally important to us. In some ways, they are as important as questions about ecology, not only because the kids who are in school now are the ones who will have to face the serious problems of human survival we're now creating, but because the answers to those problems are intimately concerned with the quality of life in the Atlantic Provinces and everywhere else. And what determines our ability to construct and to value such a life is, largely, education.

As *The Mysterians* East keeps insisting, one of the great advantages of life in the Maritimes is that there is great potential for the preservation and development of a genuinely full life here. And it is through education that such a life can be defined, through education that it can be appreciated.

In this, then, our back-to-school issue, we offer a look at some aspects of education in the east and a promise to continue our coverage of this most complicated field in the future. As a start, here are a look at New Brunswick education under Robichaud's Liberals, a report on elected school boards in Nova Scotia, and an interview with one of the genuinely major figures in the current educational revolution, Edgar Z. Friedenberg.

Plus an article on starting your own school, along with the facts on Atlantic Canada's three alternative schools. And a traveler's guide through the wilderness of current books and magazines on the subject.

And lots more: a searing look at Scott-Maritimes' relationship with its ecology and its social context. A new Rubber Duck Award and a defense of an old one.

And a subscription blank on the inside back cover.

— The Editors —

- 3 Education in the Maritimes
- 9 Edgar Z. Friedenberg
- 14 Rubber Duck Award
- 17 How To Start Your Own School
- 20 Special Report on Boat Harbour
- 29 Book Review: Education Bibliography
- 33 Reaction
- 35 Back of the Book

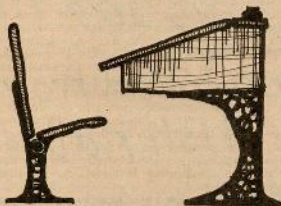
fesed	Soshi	studys	on	betorr
art	art	on	pickers	mobilsand oth
dances	old	Bildings	and	hon
musick	instraments	and	have	
	animals	like	birds	or fish rabber
	isaaks	like	Buterfly	siens
	dr			
Mapor homes or Bildings				
Songas	Langwegs	Spase		

EDUCATION



EDUCATION IN THE ROBICHAUD ERA

richard wilbur



I do not believe that there is a country in the world where, in proportion to the population, there are so few uneducated, and at the same time so few learned individuals. Primary instruction is within the reach of everyone; superior instruction is scarcely to be obtained by any.

de Tocqueville, *Democracy in America*

In developing manpower for economic growth, education need not neglect the development of the individual and the higher aims of society; in strengthening science and technology, it need not weaken the humanities.

"Problems and Strategies of Educational Planning: Lessons from Latin America", UNESCO: International Institute for Educational Planning, 1965, p. 10; cited in Profiles of Education in the Atlantic Provinces, Atlantic Development Board (Ottawa, 1969), p.x.

Regrettably I am obliged to report that the principal problem encountered during the year was the same one I spoke of in my report for 1967/68, that is to say, quality of teacher education. There is simply not available a sufficiently large supply of well-educated, certificated teachers to meet the needs of grades 7 to 12.

W.H. MacKenzie, Superintendent, District 20 in "118 Annual Report of the Minister of Education, Province of New Brunswick, for the School Year Ending June 30, 1969 and Current Information on the 1969-1970 School Year."

PREMIER ROBICHAUD regards his Program of Equal Opportunity as his greatest achievement after a decade in office. To date, the major attention of that program has gone towards revamping New Brunswick's education system. One-room schools have all but disappeared; teachers receive a minimum two-year training program and a province-wide salary scale; school districts have been drastically reduced and fleets of school buses take a now-declining school population to larger centrally-located schools. French-speaking students are being taught completely in their own language; l'universite de Moncton and the adjoining Ecole Normale have been added to the French education facilities, and the new polyvalenté at Shediac, modestly named after the premier, is being heralded as the school of tomorrow.

No one could criticize the Robichaud administration for a lack of interest in education although more are demanding expenditures in place of promises. Few teachers in the poorer counties are unhappy about their regular and higher pay cheques. Property owners in these same areas are no longer burdened with crippling taxes to finance local school operations. Nevertheless, as a product of the old system and a teacher in the new, I have grave reservations about the direction and emphasis implied by some of these changes as well as by the continuation of some old policies.

My most serious concern is with the basic aim of the present system and the changes posed by the large high schools and poly-technical institutes. Our young people are still being prepared for an industrial age at a time when we have already entered into a post-technical society — a society that no longer needs to produce goods as an end in themselves, especially goods divorced from the satisfaction of social needs. This changing society can be seen evolving throughout the western world but the situation has a particular relevance to New Brunswick.

PREMIER ROBICHAUD and his young economic advisors have failed to realize or have chosen to ignore the historic fact that with the notable (some would say deplorable) exception of the pulp and paper mills, industrialization has by-passed this province and the entire Atlantic area. Yet, they keep pouring good public money after bad (the exact sum may never be known) to induce tire factories to establish here when the western world's automotive industry has reached its time of trouble; they praise the presence of marginally-profitable base metal mines which ship their semi-finished ore overseas; they remain silent while foreign-owned fish factories (both afloat and ashore) rapidly deplete our fish stocks and pollute our once magnificent beaches and shoreline. It is this kind of industrial activity to which our education system remains closely bound while at the same time our people, particularly the young, are showing an increasing dislike and even a rejection of factory jobs.

Mr. Wilbur is a well-known Maritime freelance writer and broadcaster now living in Canquet, New Brunswick. His work appears regularly on CBC Radio and in various Canadian newspapers and magazines, including the Financial Post and Canadian Dimension.

This shift in the public's vocational tastes is widespread. A Toronto newspaper survey in June revealed that nearly 40% of this year's output of university graduates had chosen, for one reason or another, not to enter the market place. Some could not find the job they wanted; others rejected the jobs offered; they all went on to graduate school. The writer expressed concern for the continued tax burden resulting from carrying these young people for another year or more. He also wondered whether this expensive education system was truly reflecting the needs of our society or the desires of our young.

HERE IN NEW BRUNSWICK, the new pulp mill at Nackawic, built by New York Interests, was intended to provide jobs for those farmers whose lands had been flooded by the Mactaquac dam. Instead, these people rejected this opportunity and most of the workers had to be imported from Quebec. In the Bathurst area, education officials cannot explain why 82 of the 367 students entering grade twelve either quit or failed their final examinations. Their only comment: "It showed the need for more courses suited to individual requirements" — a need they hope to be met by a new school complex promised for District 4. I think the answer can be found among the statistics relating to the departmental examinations. Here is a partial breakdown of the numbers writing the various subjects in 1969:

English II	3577	Music	52
Secondary Mathematics II	2994	Art	30
Chemistry	3655	Economics	431
Biology	3405	Geography	111

The present curriculum and proposed changes do not relate to the interests of today's students. The age of Sputnik has passed. The great majority are no longer turned on by mathematics, the sciences and the allied subjects, English and French literature and grammar. I include the latter because in the majority of schools, they are taught with the same rigid attention to rules, definitions and formulae that one usually associates with mathematics. The reason for this state of methodology can be traced directly to our teacher-training institutions. They continue to defy all efforts to reform them, and Monsignor Duffy's suggestion that they be incorporated into degree-granting universities will change very little. The emphasis will still be on the aforementioned subjects; the neglected ones will still be art and music and lack of funds will be the familiar excuse for not introducing courses in communications, especially films.

Two recent examples will suffice to show music's place in our school curriculum. The Saint John High School has generally been considered to be the best in the province, partly because of the imaginative leadership taken by its long-time superintendent, Dr. W.H. MacKenzie. Among other things, he hired a number of gifted teachers from the British Isles, sometimes at the expense of staff morale, and one of his most successful applicants was a music teacher, Marc Laroux. His group of Madrigal Singers, his many

polished musicals and concerts added greatly to the cultural life of his students and of the city. Because Mr. Laroux had different accreditations from the majority of New Brunswick teachers (i.e., he was not a graduate of the provincial teachers college), he could never approach the top of the salary scale. No amount of persuasion from Dr. MacKenzie could convince the provincial accreditation committee. Mr. Laroux finally resigned.

The Woodstock school system had an equally gifted music teacher in William Turney. His high school band was constantly in demand, but a dispute with local school board officials over band expenditures and Mr. Turney's salary led to his resignation. He teaches now just across the border in Maine, and at last reports Woodstock was advertising for two music teachers.

I would like to think that these were isolated incidents and that the new polytechnical institutes would herald a new dawn. Alas, when the staff of one school were asked for their views (as sometimes happens) about the space allotment in the new complex already under construction, they had the familiar battle about the relative merits of their subjects. In this particular incident, mathematics was awarded more rooms, at the expense of music.

mathematics must go

NO OTHER SUBJECT SYMBOLIZES THE OLD industrial society and out-moded educational values more than mathematics. For the past fifty years, it has been the bedrock of New Brunswick's education system; there are no signs of it being dislodged in the near future. At the same time, no other subject is hated and feared more by the students, and hence, no other subject has been responsible for as many school drop-outs. Conversely, it has been a boon to a mathematics-inclined but otherwise mediocre student, and it continues to be the main subject enabling ambitious teachers to move up the education ladder. Educational courses in statistics, measurement, and research too often involve the mathematical approach and the end result is the B.Ed. the M. Ed. and hence jobs as principals, departmental administrators and staff members of our teachers' colleges. My own alma mater, MHS, is known officially as Moncton High; to many the 'M' stands for mathematics. Its last three principals, covering a period of forty years, have all been mathematics teachers: William Barker, William Haines and Ernest Bradley. Each in his own way was a memorable teacher; each reflected his mathematics background. All problems have solutions — the correct solution, to be explained but never challenged. In their classrooms, the proverbial pin always could be heard as their captives searched for the right answers to those old problems found in Crawford's *Algebra* or Hall's *Geometry*.

Until very recently, and perhaps even yet, Moncton High has had a policy of hiring mostly its own graduates. Need I add that mathematics is still the most important subject in that influential school. Perhaps too that I should mention that I received excellent marks in math while going through

the Moncton school system, so my criticisms do not reflect any personal aversion or fear of that subject.

I do fear the consequences of continuing this mathematics emphasis into future school systems. Unfortunately, this emphasis can be seen in present plans for subject promotion and time-tabling. A number of schools have been authorized to hire the services of a computer in Toronto. It will deliver complete timetables for each student, teacher, bus-driver and other personnel — everything worked out in multiples of five, even the dates of monthly tests and examinations. The totally-machine structured school system has arrived. Is this what our deputy ministers of education mean in their 1970 report when they refer to "a total learning environment in which teachers and pupils or students interact with the medium and learn through doing things with it"?

I hope I am not alone in vehemently opposing this 1984 concept of mass education. Right now our provincial educational spending has been cut back. If this means that we will not have the \$1400 computer fee for each school, the sooner our government is declared bankrupt, the better.

On the positive side, we have the new Hampton Elementary School, opened officially last December 10. It is truly progressive, incorporating such educational break-throughs as teaching areas, moveable walls, carpeting, and special rooms for kindergarten, music and art. There is even an enclosed courtyard for nature study and other outdoor activities. But the most hopeful sign and the most important is the fact that the principal is J.O. Hooper, an artist. He was one of those recruited by Dr. Mackenzie for the Saint John school system and for several years was art supervisor. This could never have happened in Moncton.

Dr. Mackenzie told the 248 graduates, the largest graduating class in the school's history, that if the environment isn't cleaned up in the 1970's, the eventual outcome will be extinction.

Saint John Telegraph-Journal
26 June, 1970

THE MARITIME REGION STANDS A BETTER CHANCE than most of North America to provide a rich and healthy environment. Instead of a basic education suited to jobs along Central Canada's so-called Golden Horseshoe, the New Brunswick school system should shift its emphasis now, away from the outmoded polytechnical institute concept to community needs here at home. A veritable army is needed to clean up our rivers and coastlines and to show our present industries how they could remain in operation without continuing to poison our water and air. We need a large number of health experts of every description, especially those trained in preventive medicine. Another group could be used to serve the recreation industry and the 100 million potential visitors within a day's journey from our province. Others should be trained in the neglected field of continuing education,

teaching subjects and skills related to human improvement rather than industrial needs. Add to these the skilled artisans, usually overlooked by our college-oriented schools, — artisans to build those decent houses, new hospitals and roads that would help make Equal Opportunity a reality.

Most of our communities have examples of the kind of leader that our schools could be graduating. I met one the other day. She is in her mid-twenties. After dropping out of grade nine, she returned to the classroom as a teacher working under a letter of permit. She taught three years, worked as a waitress for a short time, and after a few discreet inquiries, opened a day nursery. It was an immediate success and soon she added another string to her bow: she began Saturday morning instruction in baton twirling; and now has scores of eager students. Recently she made her week complete by giving slim-and-trim courses two evenings a week at the local high school. All this accomplished by one person with the minimum of formal training but with the initiative and intelligence to see obvious community needs. Every town needs well-run day nurseries and different activities for various age groups. But why leave their creation to chance? Worse still, why make them unlikely to happen by herding our young people into buses and thence to a large building, almost hermetically sealed off from the larger community they would be learning to serve.

an alternative to centralized schools

THE PLACE FOR ACQUIRING THE INITIAL INFORMATION, enthusiasm and basic skills is not a particular building but the general area where the child lives. His first lessons should come from the people, the sights, smells and sounds of the working world; the books should come later, much later. This teacher need not be licensed; her key role would be to act as a compassionate, interested guide. This open air classroom would require many volunteer teaching helpers and thus would end one of the worst features of the present teaching system — a feature the Hampton school obviously is aware of.

No greater burden faces the present classroom teacher than the daily prospect of spending at least six hours enclosed in a room with 30 to 40 youngsters with almost no opportunity to converse with another adult. A community-based curriculum would also bridge the present age gap in another way: it would provide physical movement so often denied to normally active children under the present "stay in your seat" system.

Of course, the foregoing, along with a form of apprenticeship training for high school students, are part of the progressive theories of education we have been reading about for years. But surely the plight of our environment, the rejection of much of our value system by the young, the steadily rising costs of what clearly is a most inefficient and meaningless school system — these reasons make it imperative that we consider a new approach.

... there is a great amount of work that needs doing and has been shamefully neglected; ... there are millions of young people who could do a lot of it and are otherwise not well occupied. Further, it costs about \$1000 a year to keep a youth in high school (and more than \$2000 in reform school); suppose we paid this money directly to the youth as he worked on an educative job.

Here are four great classes of youth jobs; construction: e.g. improving the scores of thousands of ugly small towns; community service and social work - like the Friends' Service, or working in understaffed hospitals or as school-aides, or janitorial public housing; assisting in the thousands of little theatres, independent broadcasters, the local newspapers, that we need to countervail the mass-media; and rural rehabilitation and conservation. For educational value for a majority of the young, I would match that curriculum against any four-year high school.

Paul Goodman, *Compulsory Mis-Education* (1962).

school centralization: a war of attrition against rural area?

FOR YEARS WE HAVE BEEN HEARING about the steady shift of our population from the rural to the urban areas. By 1990 or some such date 85% of Canadians will be urbanized. There is no denying an obvious trend, but I am convinced that recent government policies for the Atlantic region are aimed at making certain that those population shifts occur. In Newfoundland, families did finally vote to leave the outports but it was anything but a 'free vote'. After the federal and provincial governments began withdrawing medical, nursing and teaching personnel, cutting back on coastal supply runs, reducing the number of post offices, ignoring the cod-fishing industry, then quite predictably, the Outporters left.

I will always remember visiting such an outport during the summer of 1967. It was about seven in the evening as the S.S. Burgeo glided into the dock. In previous stops, children always came tumbling down the rocky paths to be the first to greet us. At this place, there were no children. A silent group of older people stood leaning against a fence rail, just watching. I learned later that 17 older citizens were the only ones left in this once-thriving community. That very evening of our visit, they voted to accept the government's relocation offer. Today, just three years later, many of these same Newfoundlanders are foresaking the slum suburbs allotted to them around St. John's and are returning to their beloved outports.

This same process of rural rape is underway in New Brunswick. Some call it Equal Opportunity, and while the Liberal press in Toronto heralded this locally-inspired? reform program, a closer look revealed the cooperating

hand of Ottawa. Using as its mandate the recommendations of a royal commission on Finance and Municipal Taxation, the Robichaud government began cleaning out county council offices, reducing the number of school districts, boarding up smaller rural schools, bringing in fleets of school buses. At the same time, it prepared white papers and hired outside experts to set the stage for the next steps: reduction in the number of hospitals and welfare offices. Meanwhile, the big Liberals in Ottawa did their part by allocating money through a new department of economic expansion and launching a propaganda campaign with terms like "growth centres" and "designated areas". As I have already stated, no one can deny that changes were needed, but the way in which most were implemented made a mockery of the democratic process. The citizens least able to make their views heard were those in the rural areas. Had they been asked, their first request would have been immediate relief from an intolerable tax burden, and so they welcomed the Robichaud decision to equalize the tax assessment. They said little about the school closings except to grumble about the location of the central complexes. They realize now, however, that communities that give up their children during the daylight hours are doomed to die. The identical process was used for years on Indian reserves: the children were taken from their parents to live ten months of each year in residential schools. The Indian communities have survived because of racial discrimination; our rural people do not have this defence.

A collateral subject on which also I derived great benefit from the study of Tocqueville, was the fundamental question of centralization ... (He attached) the utmost importance to the performance of as much of the collective business of society as can safely be so performed, by the people themselves, without any intervention of the executive government, either to supersede their agency, or to dictate the manner of its exercise. He viewed this practical political activity of the individual citizen, not only as one of the most effectual means of training the social feelings and practical intelligence of the people ... but also as the specific counteractive to some of the characteristic infirmities of democracy, and a necessary protection against its degenerating into the only despotism of which, in the modern world, there is real danger - the absolute rule of the head of the executive over a congregation of isolated individuals, all equals but all slaves.

J. S. Mill, *Autobiography* (1873), p.192-3

In defending its decisions intended to cope with material poverty among non-middle class Canadians, government apologists usually argue that you can't prevent progress; people want to move to the cities; the rural life with its local school system is gone. Therefore, why not provide rural children with bus-rides to middle class urban living. My reply centres around one word: *Alternatives*. Now,

more than ever before, our society needs alternative solutions to meet the ills and predatory nature of 19th century industrialism. Just as Canada is composed of distinctly different regions, so too must we recognize and encourage different living styles within those regions. Strange as it may seem to our lawyer-politicians and their economic mandarins, there are many New Brunswickers whose love of land and locality is greater than their desire to accumulate consumer goods. And as one member observed during the last session of the New Brunswick legislature, it might be better to leave poor families on small uneconomic farms; at least they would have good housing, excellent food, and clear air. And if I am correct in my assumption that old-style industrialization will never come to New Brunswick, a well-housed and healthy rural population would greatly enhance the tourist potential of this province. Thus, an alternative school system geared to rural needs and a rural environment could complement a larger more centralized urban school system.

Near the little community of Glassville, Carleton County, is an old farm purchased a year or so ago by a young American. He in turn has leased it to a Quaker college in New York, which sends students to live and work there for periods of six months. "We are not trying to prove technology is bad," he explained to a visiting journalist, "or that we should go back to the old ways of doing things. But this is giving these young people the chance to get away from technology for a while and I hope they will better understand how to use it and apply it. People are really becoming insensitive to each other and to nature. In an electronic thermostatically controlled world, it is all too easy to let insensitivity dull all the sense of feeling." A viable and distinctly rural school system could do the same thing on a much larger scale by enabling urban students to escape their "thermostatically-controlled world" and visit their rural neighbours as an integral part of their school program.

Probably, it is too much to expect governments to show the way in major educational innovations such as this suggests. What is more likely to happen, and may be occurring already, is a trend back to the days before state-supported education, when individuals hung out their teaching shingles and went on their own reputations. New Brunswick has many old farms, and despite the attempts of teacher-training programs, it also has many good teachers who could follow the lead of the American in Glassville. The "School in the Barn" idea is along these lines, even though the 'barn' is still in Fredericton.

les acadiens - cultural assimilation?

NEXT TO FINDING THE MONEY to finance its school program, the Robichaud's government's touchiest problem in education has been to strike a balance between the English and French. At first glance,

it would seem that francophones and in particular Acadiens have benefitted most: their own Université de Moncton and its adjoining Ecole Normale, decent wages for their teachers, a new school complex at Shediac and others to follow - there is even an elementary school in Fredericton with bilingual instruction. On the other hand, the continuing struggle by French parents and educators for an adequate voice in the administration of Moncton's District 15, dissatisfaction over plans to house both French and English students in a single Bathurst high school - and most critical of all, an Anglo-Saxon oriented school curriculum dominated by old-style mathematics - these point to a continued threat of assimilation.

Of course, all the reasons for this threatened decline of New Brunswick's Acadian culture can not be attributed to recent changes in the provincial school system. In the old days, the church and rural isolation combined to keep intact and strong all things Acadian: their language, their primitive economy, family ties and their own kind of formal schooling. Today, the Church is a rapidly-diminishing influence in Acadian life, especially in education. The process of secularization of the French-speaking schools is almost complete. The few nuns still on teaching staffs are almost indistinguishable, now that secular dress is common. The crucifix remains above the blackboard but catechism is fighting a losing battle to keep any place on a regular timetable. The plain truth is that the curriculum for French and Catholic students in New Brunswick is secular and aimed at secular universities. Little wonder so few are entering the seminaries.

There is little wonder but great regret on my part that music and art figure less and less in French-speaking schools. Acadians love to sing, and their old folk-songs are still heard - at home.

The annual spring music festival is still very much in evidence - for a week or so, and then it is back to the grind and a no-frills curriculum. In one grade three class this past year, the only singing the children did occurred during English lessons: the song "Ten Little Indians." Meanwhile, Quebec's cultural influence is very great, due in no small part to the absence of an Acadian television or radio outlet in the predominantly French counties of Gloucester, Madawaska and Restigouche. Significantly, one of the Acadian teenage idols is singer Donald Lautrec - a product of the Moncton school system and now a big name in Quebec.

Perhaps our Francophone New Brunswickers are getting the education and the music they desire, but one fact makes me doubt this. Living and teaching among them, I hear one passionate wish from my students: to remain in a French-speaking part of New Brunswick. Under the presently-structured school system and curriculum, most of them are destined to work in English-speaking southern New Brunswick, or in Quebec. They will be assimilated or be exiled. Either way, all New Brunswickers are losers. And all because our present education system, when stripped of government slogans, clearly does not provide **ALTERNATIVES.**

WHAT THE SCHOOLS ARE FOR AN INTERVIEW WITH EDGAR Z. FRIEDENBURG



EDGAR Z. FRIEDENBERG IS ONE OF THE LEADING CONTEMPORARY THINKERS in the field of education — and he's coming to the Maritimes to live. This month he takes up a joint appointment in Education and Sociology at Dalhousie University in Halifax. When I spoke with Dalhousie's President, Dr. Henry Hicks, in June, he could hardly contain his elation; he regards the capture of Friedenborg as a major coup for the University — and quite rightly, too.

Born in Louisiana in 1921, Friedenborg was privately educated and entered Centenary College at the age of 13; at 17 he graduated with a B.S., at 18 he had an M.S. in Chemistry from Stanford University. He switched into Education, then served in the Navy. Entering the University of Chicago after the war, he was awarded the Ph. D. in 1946. He has taught at Brooklyn College, the University of Chicago, the University of California at Davis, and most recently at the State University of New York at Buffalo. His books include *The Vanishing Adolescent* (1959), *Coming of Age in America* (1965) and *The Dignity of Youth and Other Atavisms* (1965). His essays and reviews have appeared in a bewildering variety of leading publications — *Commentary*, *The Nation*, *The New York Review of Books*, as well as in such committed shoestring publications as *This Magazine is About Schools*. When I spoke with him, he was teaching in the Summer Session at Harvard University and looking forward with a mixture of apprehension and delight to his new job in Halifax.

MYSTERIOUS EAST: When did you become professionally interested in adolescence?

FRIEDENBERG: Well, that's hard to say, because I'm sure that's why I decided to be a college teacher at all — and teaching in that sense a profession, I mean it's a decision to deal with late adolescents and early young adults — but it was in 1940, I guess, that I changed from chemistry to education as a field of specialization for my doctorate. That was the sort of final commitment.

ME: How do you think you would have phrased your reasons for changing at the time?

FRIEDENBERG: I imagine that would have depended on who I was talking to. As a matter of common prudence I probably

A FRIEDENBURG SAMPLER

Edgar Friedenborg's writing is marked by a rich awareness of the Western cultural tradition, a remarkable ability to see things as though for the first time, and a muscular style which often summons the resources of irony and a dry wit. Some examples, culled from his books and articles:

"Conservatives and liberals alike are still trying to keep sexual passion out of adolescent life: the former by forbidding sex education in the schools, the latter by introducing it but making it clear to the young that their genitals remain the property of medical science; as the telephone remains that of the phone company."

"Abraham Lincoln's familiar observation that God must have loved the common people best because he made so many of them seem less self-evident than it must have when he made it. The demographic changes wrought by the passage of a century are enough to suggest that Mr. Lincoln's comment may have encouraged God to excessive zeal."

"Already, we have become a people at once casual and sly; searchers for angles who discard one another like old Kleenex after use."

"In short, one of our most urgent needs is for more gentlemen. The term is no longer taken seriously; the species is on the verge of extinction. Our grubby, puritan prejudice against the whole idea of a gentleman and our extravagant willingness to excuse defects of craftsmanship in self-made men have blinded us to the fact that gentlemen were not parasites; they had a social function as defenders and exemplars of liberty, properly called civil."

"Salmon, actually, are much nicer than people: more dedicated, more energetic, less easily daunted by the long upstream struggle and less prudish and reticent about their reproductive functions, though inclined to be cold-blooded."

In Milgrim High School, "there are more different kinds of washrooms than there must have been in the Confederate Navy. The common sort, marked just 'Boys' and 'Girls', are generally locked. Then there are some marked 'Teachers, Men' and 'Teachers, Women', unlocked. Near the auditorium are two others 'marked simply 'Men' and 'Women', intended primarily for the public when the auditorium is being used for some function. During the school day a cardboard sign saying 'Adults Only' is added to the legend on

wouldn't have phrased it at all.

ME: How would you phrase it now?

FRIEDENBERG: I'd say that I felt a very strong love for them and wanted to be near them for the rest of my life.

ME: If you'd been doing college chemistry that part at least of it would have been satisfied, wouldn't it?

FRIEDENBERG: I suppose so, but I really couldn't hack the status and opportunity structure, which was rather fancy. I didn't like the other graduate students and none of the opportunists interested me, and I don't think you can become a decent chemist — I don't see how you could, or certainly not a successful one — if you weren't interested in the subject matter. And I wasn't, particularly.

ME: One of your papers is entitled "What the Schools Do." What, in your view, do they do?

FRIEDENBERG: Well, it seems to me that the basic function that they have is really a kind of escrow function. It took me a long time to figure that out. But what I mean by it is that it seems to me that they keep, when they're functioning well, the society from breaking apart by, on the one hand, frightening the higher-status kids who generally get greater access through the schools to the opportunity structure into agreeing to live in such a way that they won't offend what we've come to think of as Middle America or the Silent Majority in this country. If they observe the folkways, then they'll get the opportunities and will gradually, without offending anybody, proceed to the higher-paying and more secure jobs. Correspondingly the school tells the lower-status kids that if they're just content to feel as if they were dominant as a result of seeing that nobody is allowed to dress in ways that they don't like or wear their hair in ways that they don't like, or use language that they don't like, or sing songs with obscene words that they don't like, that they'll get that satisfaction, but in return for that, they mustn't insist on actually being taught how to make it in the more open and swinging world.

ME: You call it an "escrow" function — do you mean that schools are a kind of detention camp?

these washrooms; this is removed at the close of the school day. Girding up my maturity, I used this men's room during my stay at Milgrim. Usually it was empty; but once, as soon as the door clicked behind me, a teacher who had been concealed in the cubicle began jumping up and down to peer over his partition and verify my adulthood.

"He was not a voyeur; he was checking on smoking."

"Free societies depend on their members to learn early and thoroughly that public authority is *not* like that of the family; that it cannot be expected — or trusted — to respond with sensitivity and intimate perception to the needs of individuals but must rely basically, though as humanely as possible, on the impartial application of general formulae. This means that it must be kept functional, specialized, and limited to matters of public policy; the meshes of the law are too coarse to be worn close to the skin."

"The compulsory school attendance law gives school regulations the force of law. The quality and spirit of those regulations becomes, therefore, a matter of crucial concern to civil liberty; the liberties involved may seem trivial, but they are all an adolescent has left of the normal supply."

"Trivial regulation is more damaging to one's sense of one's own dignity, and to the belief, essential to any democracy,

FRIEDENBERG: No, what's kept in escrow isn't the people but the growth potential. It's like a real-estate transaction — that the upper status kids are not allowed to enjoy having deprived the others of their life style until they have delivered their life style, and the lower-status kids are not allowed to enjoy having deprived the others of their life style until they definitely and finally relinquish any complaint about their lack of economic opportunity.

ME: You speak of the school defining youth as a role.

FRIEDENBERG: Yes, certainly. That's not, enough, an education function exactly; that's institutional. Well, it's partly both, because they learn there to look on themselves as "youth", and to expect to be treated as "youth" and so on. But mostly the definition of youth as a role comes from the legal status of the pupil; in other words the fact that you then can become a pupil, you can't move about freely and can't compete for economic opportunity and so on.

ME: This is connected with your own strong interest in civil liberties, isn't it? What civil liberties is a kid entitled to?

FRIEDENBERG: "Entitled to." It's basically a legal question, and in this country — and I think in yours too — very few; not any, hardly. In fact, youth in every country that I know of, but it seems particularly true in the United States, is the most *legally*-deprived, almost the *only* legally-deprived, minority left: the only people, for example, who are exempted from the equal opportunities provisions of the Civil Rights Act. I mean, you can't discriminate against black people or women any more, but you certainly can discriminate against teenagers. The juvenile court system starts with the assumption that it's acting on *behalf* of the respondent, and that therefore what's going on is not a trial, and therefore the respondent is in no jeopardy, though he may be confined for ten years or more. So the rules of evidence that are provided are very much more relaxed, there is not a presumptive right to legal representation and so on. That would be one area.

Compulsory school attendance, of course, act as a legal

that one *does* have inalienable rights, than gross regulation is. The real function of petty regulations . . . is to convince youth that it has no rights at all that anybody is obligated to respect, even trivial ones."

"On educationists: "The quality of teacher-preparation might indeed be improved if we made ourselves — or were made — scarce; as we would be if the teaching profession were upgraded. No responsible adult should hesitate to commit suicide in a good cause."

"Athletic teams, particularly in small, intense sports like basketball, provide situations in which mutual respect among individuals and a high level of empathy are essential gut-and-bone experiences, which is why the claim that athletics builds character retains a certain plausibility despite extensive commercialization and the impact of myriads of brutal but homely philosophers who are called Coach only because they could not conceivably be called First Class."

"Any flunkable subject is to some degree liberalizing, because it teaches students something about their unique qualities. Ultimately, you either know how to do these things, or you learn how, or you realize that you don't know how although some people actually do, and that

bar on people's movements of a sort that nobody else, that hasn't been adjudicated insane or convicted of a crime or something, is subject to. The difference is really just endless. All of this is justified in terms of the needs of kids — but then this is always so; I mean the Union of South Africa justifies its apartheid as being in the interests of all races, and permitting a more realistic grooming of Cape Coloureds and Kaffirs and so on to take their place in the society.

ME: Now if you see this as *not* being in the interests of the kids —

FRIEDENBERG: — Oh, I'm sure it's not. No.

ME: Right; then in whose interests is it?

FRIEDENBERG: This topic was first discussed in a Canadian journal, one called *Our Generation*, by two American professors named Rountree. The most obvious use is keeping kids off the labour market where they would compete: their unemployment rate as it is, you know — and you only count people who are *bona fide* applicants for the job, which most of them can't be — runs around three to four times that of the young adult group immediately succeeding. So there'd be no place whatever to put them if they were allowed to compete in the job market. The schools cost thirty billion dollars a year in this country — that doesn't include colleges and universities and it doesn't include the cost of textbooks and so forth except where those are provided by the state, and it doesn't include the multiplier effect on the economy of the textbook industry and so on — so that keeping kids in tutelage in a way does on a relatively small scale for our kind of a capitalist economy what war does: that is, it destroys a great deal of the Gross National Product that would otherwise have to be competitively marketed, and of course it permits socialization of the kids in the direction thought to be in the interests of the dominant forces in the society at any one time — though I think that's changing at the present, and that's why we're getting such a hassle about that.

ME: Don't you also argue that education isn't even a very good financial investment for a kid?

neither whining nor truculence will eliminate the difference between you. For adolescents, sex, undoubtedly, has a similar educational potential, though instruction is less formal.

"... mediocre kids learn that the goals of the school... will reaffirm the vision of life that they have already begun to learn to accept. It is rather as if Moses had been working for Armour's rather than God, and had been vouchsafed the power to lead the chosen people to the Promised Land on the understanding that they would not complain about its already having been turned into a pig farm, and would content themselves with the assurance that many of them were being prepared for executive posts, or, at least, positions of leadership in the abattoir."

"What is immeasurably destructive is... the kind of conformity that abandons the experience of the individual in order to usurp a tradition to which he does not belong and to express a view of life foreign to his experience and, on his lips, phony. For an adult this is self-destructive; for an adolescent it is the more pitiful and tragic, because the self that is abandoned is still imminent... A pregnant woman may recover, more or less, from abortion; the foetus never does."

FRIEDENBERG: Yes; well you can't tell that one way or the other, you see, because any institution as total as the school usurps the space. That is, you can find figures showing that people who have been to school earn more money than people who haven't. But you can't get those figures in a situation in which they were competing freely with people who hadn't, or in which people were free not to. People who don't go to school are fugitives, which is a great disadvantage to them.

ME: You've also argued, haven't you, that since people without schooling aren't hired and can't try to do the jobs, what they face in effect is a conspiracy.

FRIEDENBERG: Yes, "conspiracy" implies — under our law, I believe, although we change it all the time — to perform the conspiratorial act, and I think most people who run schools believe in what they're doing, which doesn't help anyone much. But certainly it is quite true that we just don't have any evidence that in order to do most of the things people have to have diplomas for, they need what they're taught in school. And we have a great deal of evidence that employers, if it's a really sticky issue, do not take chances. They either train on the job, or re-test, or both.

ME: You're often considered — in fact, I think you consider yourself — to be conservative, and yet you're a hero to a lot of people who regard themselves, as radical, and I wonder if you've given any thought as to why this should be so. They're usually considered polarities.

FRIEDENBERG: Yeah; well, I think it's evidence of the relative political health of your country that they are still considered polarities; they're not here.

Here I think most radicals now trust conservatives more than they do liberals. Liberals are still trying to make the thing work, instead of trying to get people out of it before they're burned.

Actually, of the two people whose thought seems closest to mine, one is Canadian, as you probably know from the *New York Review*; that's George Grant, whose analysis of the function of the university and the reasons for its difficulties coincides most closely with my thinking, and I don't suppose anybody questions

"For ambitious American youth, test-taking is a very serious business. . . . Nobody has to lash him to the mast to keep him from wandering off course. Except during civil-defense drills, he does not listen to the sirens."

"To me, the most interesting finding in a recent study of medical students is the righteous resentment with which the young medics respond to instruction in medical — to say nothing of social — theory. What they want from medical school is conventional knowledge and practical hints (what they call pearls) and a clear road to the practitioner's license. To get this they are willing to work like dogs; but they resist any suggestion that they work like a higher primate."

"The school does not, of course, plan to haze its more sensitive or cultivated students into submission. For the most part, the process requires no planning at all. It is the natural consequence of assigning the liberal-arts curriculum to teachers and administrators who have shared only minimally in the experiences necessary to understand it, and of requiring students, by virtue of their subordinate position, to accept as authoritative what the school makes of it.

"The point of this, so far as the more cultivated student is concerned, is not to convince him that such teachers are right. It is to demonstrate to him that it does not matter

that he's conservative, I don't know whether he's a hero to anybody. And E. M. Forster; and Dame Rebecca West. I've found very few radical writers who did much for me one way or another, because generally they don't seem to be primarily concerned about how the quality of life that they're talking about feels to individual people — and that's really all I am interested in. When I make a mistake, it's always in overemphasizing what you can do about that.

ME: Is the affinity between you and what I would have regarded as radical people just that you both reject liberalism, or does it go deeper than that?

FRIEDENBERG: I think it goes deeper than that, although I differ from radicals, I guess, in often being closer to despair. If you take the Chicago conspiracy defendants as examples of true radicals, I was really appalled at their confidence in American institutions. I couldn't believe that they realized how they were going to be treated, I think it was, towards the end, perhaps, agony and panic; but I know it's clear from some of the things that they wrote at the time that they really didn't think that they would be brushed as completely as that. I suppose the real difference is that liberalism does seem to me to be meliorist. But it isn't that I don't think one *should* try to make things work if they will, and certainly not that I prefer a revolutionary solution, because I don't think that will work; but it's just that I don't really think things *will* work.

ME: You're profoundly pessimistic.

FRIEDENBERG: Yes, I certainly am.

ME: Is there any way for there to be a happy conclusion to any of these major issues?

FRIEDENBERG: Well, I think what one has to say is that there is never a conclusion. It seems doomed just to go on. We talk in terms now of the possibility of atomic apocalypse, and that I'm sure would make a difference too. But it would probably just wake somebody up on Venus who was having trouble getting off to sleep because of his problems. (LAUGHS)

ME: Let's switch to what might be a less pessimistic vein. What do you think a school *should* be, should do — or is

whether they are or not; that their interpretation goes, no matter how limited or vulgar their treatment of the material may be."

"Canadian social workers, and educators, however, seem to me still to be often endowed with a really terrifying exuberance. I keep wanting to beseech them, in Cromwell's words, to remember in the bowels of Christ that they might be mistaken. But there would have been no occasion and no need. There would have been no Cromwell; a bureaucracy like Canada's would have had Charles I straightened out before he could have convened the Court of Star Chamber."

"What public schools do now expresses their actual position in society; the policies they carry out reflect the compromises their staff have found necessary in order to maintain it. Any major change in the social function of the schools must come from a corresponding change in the relationship of the school to society; and the society, itself, is too contemptuous of human dignity to seek, or perhaps even to tolerate, such a change."

"In our society, a free style and a sense of personal authority which are derived from one's own qualities, rather than from one's position in an administrative hierarchy, are certainly rare privileges, which are most grudgingly vouchs-

there any one thing?

FRIEDENBERG: Well, of course, right along with Ivan Illich, I'm opposed to compelling people to attend *any* school. Then it seems to me that the best schools are those that provide their students most resources and care, but least compulsory structure — although I would approve of their being pretty insistent about intellectual respectability in the analysis of anything, or in understanding it. By that I mean I wouldn't make people study anything, but I would hold up high standards for what they *choose* to study. But I think really that that's kind of old-fashioned too, because as schools get on I doubt very much that they're going to be thought of as places primarily for study.

ME: What do you think they will become?

FRIEDENBERG: They'll still be reservations, but the degree to which they're a more groovy reservation will depend on the social class of the group that dominates them, as to some extent it does now. But the one thing that does seem to me to be optimistic in this country is the way there's getting to be just a little bit more talking back. I mean that the Scranton commission isn't doing anything new, but it's the first thing that's ever been rude to Edward Teller. And there are a number of small-scale experiments that are going on, things like Seed, you know, in Toronto. Seed doesn't even have a building. Seed is a programme run by the York Metropolitan School District. It started as a summer thing, but it's gone on now with a few kids. And the district allocates people to them — to serve as whatever you want to call it: tutors, counsellors, in fact they got the superintendent himself at one time. They can't be irants; I mean that concept wouldn't exist. There isn't any place they have to be. And this kind of freedom is a little bit better.

ME: If the schools are likely to be just more groovy reservation, does that mean they won't be more interested in education than they are now?

FRIEDENBERG: Well in a sense they're very much interested in education now. But education is not going to be thought of so much as mastering a body of subject matter, though that was essentially socialization to begin

fed even to men in the highest positions. When a President begins to show signs of this kind of uncommonness, we usually shoot him, though Mr. Roosevelt's assailant fortunately missed."

"... the society that prefers the kind of man who has never examined the meaning of this life against the context in which he lives is bound to believe it has a youth problem. For its own sake, and the sake of its social future, one can only pray that it really does have."

Erich Fromm "is right in noting that the guilt against which we defend ourselves by repression is today more likely to be the existential guilt of having betrayed our best selves than any fear we may have of our worst. Dr. Jekyll's problem is no longer Mr. Hyde, but the way he feels about himself for going ahead and joining the AMA anyway."

"The social function of science is to protect people from odd-balls by setting up the rules so that subjective feeling is discounted. The scientific method, then, becomes a way of separating ends and means. When we want to win an election, or spy on the Soviet Union, or redevelop a slum, we go about it scientifically — i.e., by defining what we are trying to do as a technical problem. Naturally, we care about the feelings of the people affected; people's emotions are a very

with. This is in a sense the most superficial issue you can deal with. Kids never work towards anything in school except to give them the appropriate class characteristics, and those can be defined in terms of character structure. It's also quite clear that in favouring this freer situation I'm doing something which is in a way very elitist, because this kind of education would be pretty rough on working-class kids. They wouldn't like it, and their parents wouldn't trust it and they'd probably get more snarled up than ever.

ME: How would you describe the meaning of education, then — a meaningful education?

FRIEDENBERG: Oh, I suppose learning to take more account of the meaning of your life in relation to the lives of other people. That's one very broad basic definition; another one, that doesn't sound as if it would conflict with it — in fact it does — is learning to have more control over the consequences of your acts; that is, to predict better. But these two lead off into very different directions.

ME: How so?

FRIEDENBERG: Well, that's where George Grant is clearest; it's because the more of a master and controller you get to be, the less likely you are to find out who you are.

ME: Then to go back a bit: education in this sense is unlikely to occur any more in the future than it has in the past.

FRIEDENBERG: I would say not. I think that probably the current civil war about uptightness is going to pass. I think things are going to be a lot more Marcuse-like. But I don't think it's going to be as bad as Puritanism; I don't know; it'll be awfully tiring, but everybody will have a good time. Flying back from Los Angeles last weekend we had a route that took us over wild, interesting country and had it fair at the same time, over parts of southeastern Utah, southwestern Colorado that you just can't get into. You could make out all the canyon features and so on. One man, sitting in front of me, was a geologist — I could tell from the reptins and things he was reading. Everyone else drew their curtains, put the things in their ears, and sat

important factor. That's why we have psychologists on our team."

"What is needed is something like the original conception of progressive education, which combined an extremely flexible conception of both educational content and instructional technique with a rather rigid adherence to standards of achievement. This is genuine acceptance of the meaning of underprivileged life, and real help in mobilizing the youngster's real strengths to either pull himself out of it or learn to live it more richly, at his choice. Pushed to extremes, this might mean letting the younger brother of the leader of a "retreatist" gang use the backyard marijuana plot as his project in arithmetic and biology, thus utilizing his need for status in the peer group. But what is far more important, it also means giving him an 'A' if — and only if — he solves his problems of cultivation, processing and marketing in such a way as to show high competence in arithmetic and biology — and an 'F' if he lets his marijuana go to pot."

"Though we continually fail one another miserably as sources of love and devotion, our culture nevertheless continues, feebly, to assert that these should exist. Education has done this much for us, anyway; we still have an idea what a hero or a lover would look like if they made them any more."

there watching a screening of *The Walking Stick*. I imagine it'll be like that. But I mean they weren't as bored as they were before they showed movies in flight.

ME: Does your sense of what's coming relate to your decision to move to Canada?

FRIEDENBERG: Yes, it certainly does. I haven't got any real, deep conviction that I'm right; I mean the prospect really is in a way quite scary, because one thing about Canada bothers me a great deal. The fact that it hasn't blown it as much as we have I think leaves most Canadians with a greater sense of respect for legitimacy and the possibilities of legitimacy, which goes back to what I was saying about liberalism — and I just don't know whether I can live like that any more. I don't mean that my life tends to be illegitimate, but that I no longer have any natural presumption in favour of what exists, so far as I can tell. I don't know whether I can be quite so straight. But on the positive side, which clearly outweighs the thing in making me make my decision, is that it seems to me to be a country in which there's still a good deal more access to human feeling. It's true that there are terrible swatches of bureaucracy within it, but it doesn't seem to me that people expect things to be quite as desperate. That's sort of negative too, and there are — and it's really a positive side of it: I think maybe your question comes at a time when I feel so tense about it that I can't really analyze it particularly well. But just about every time I come to Canada it seems to me that people are more responsive, not just to me, but to what's happening to them. As of now I'm scared, because my own identity, whether I like it or not, is that of an American; that's the way I was brought up; and even my rejections will be American in style. I just hope that I'll be more useful, in the sense that less will go to defensiveness and terror, you know. I don't know. I'm not even sure that that answers your question; I could have answered it much more glibly before I was as fully committed.

ME: Why Dalhousie particularly I would think you could have your pick.

FRIEDENBERG: No, I don't think I could have; in fact I'm quite sure I couldn't have, although I'm pleased that it is Dalhousie. But all the time I was in Buffalo I was going over and being looked at by various Canadian universities. Some of them I put off, and some put me off. Dal had I think specific reasons for approaching me, through the fact of George Martell (of Toronto's Point Blank School and *This Magazine is About Schools* — ed.) having been one of Dean Maclean's students, so that there was more personal sense of what they were getting at. But the Maritimes really are the prettiest part of Canada, and in some ways, if the people don't feel I'm trying to speed them up or something I would think I would like it best. And Halifax — you can walk around there at any hour, and there are always people and it's not frightening. I felt frightened at having such a strong emotional response to it; I mean it's mixed, as I say, but for me it's at this point an element of seduction as well. It's — I have read fables about death that affected me the same way. I mean that as a compliment, but I suppose it doesn't sound so.

donald cameron

THE RUBBER DUCK AWARD

EAGER ELMER FLOGS THE FREAKS

By what animal instinct does every head of government unfailingly choose his dullest and most authoritarian supporter to serve as his Attorney-General?

The question was unavoidable in mid-July, when all ten provincial attorneys-general gathered in Halifax for (characteristically) closed-door meetings with Federal Justice Minister John Turner. Nowhere was the general level of intelligence more embarrassingly revealed than in the ministers' comments on drugs, and especially on the LeDain Commission's sensible if unspectacular interim report.

Saskatchewan's D.V. Heald charged the Commission with an "anti-police bias and a pro-drug stance". Heald opposed the Commission's suggestion of a \$100 fine for simple possession of any drug: "we believe," he said, that if this recommendation became a reality only token enforcement would be the end result."

The leading Maritime spokesman for this kind of view is the Attorney-General of Prince Edward Island, Elmer Blanchard, who accused the Commission of accepting evidence which supports favourable attitudes to marijuana while qualifying or negating evidence on the harmful effects. Even more interestingly, Blanchard asked how come McClelland and Stewart are entitled to "flood the country" with pocket editions of the LeDain report, "which many people feel will tend to support the promotion of drug use." Which presumably means that Mr. Blanchard (speaking in a closed session, remember) doesn't think the public mature enough to have ready access to public documents.

That was July 15. On July 16, the attorneys-general discussed drug use at rock festivals and the like, and admitted that there really wasn't anything much they could do about it. "It's the same as drinking at football games," confessed Saskatchewan's Mr. Heald. Ontario's Arthur Wishart commented that mass arrests just aren't possible, and the problems of getting proof good enough to stand up in court are very difficult.

In other words the narcotics laws are already a joke, and whether or not you go to jail for smoking pot depends on irrelevant things — where you smoke it, and when, and with whom, and how the police feel that day — and, for that matter, how the police feel about you personally if it should happen you are already known to them.

But any decent attorney-general can soar above mere facts and logic. Consider, for example, Mr. Blanchard's brief to the LeDain Commission, presented last February, which was even for an attorney-general, a new high in confusion and moral simpleness. "Legislation," Mr. Blanchard says, "in a very basic sense also puts a stamp of approval, or, if you will, gives moral assent to an action in the minds of the general public." The English is appalling (what kinds of actions take place in the minds of the general public?), and the attitudes are worse.

According to George Orwell, a free society is marked by its conviction that all things not expressly forbidden are permitted; in a totalitarian society things are assumed to be illegal unless expressly permitted. By this standard Mr. Blanchard is of a totalitarian frame of mind. The Criminal Code doesn't forbid you to drink your own urine: that doesn't

mean John Turner and company recommend it. Logically Mr. Blanchard ought to insist on extensive research into the effects of urine-drinking; and to forbid it until we can prove that urine is harmless.

Again, Mr. Blanchard's brief confides that "One senior Canadian legal official with whom we are in contact" (it sounds like James Bond) "said that we were facing a very powerful LOBBY representing a small minority, who are making themselves felt in government and legal circles." The heavy-breathing emphases are Mr. Blanchard's. Aside from the question of how this unnamed mandarin knows what proportion of Canadians favour liberalizing the drug laws, the striking thing here is the sense of conspiracy. Who is behind it all? The Mafia? The Communists? Are they planning to put rat poison in our water, too?

Mr. Blanchard strongly condemned "any move by this Commission to recommend, or any move by the Federal Ministers of Health or Justice, to legalize or liberalize the use of marijuana at this time, as a betrayal of the trust which the people of Canada have placed in you, and a betrayal of social medical principles under which other drugs such as the cyclamates are abruptly removed from the market when only preliminary research has indicated possible human dangers with their use." (The italics are again Mr. Blanchard's). Well, in the first place cyclamates aren't drugs, and in the second place people didn't know they were consuming them, which is a bit different from marijuana. Mr. Blanchard also points out thalidomide — a drug given by doctors' prescription, not for private pleasure, which again is a different situation so far as individual choice goes.

Even if we accept Mr. Blanchard's own terms for the argument — and we don't — his "evidence" is largely comical. For instance, he quotes Dr. F. W. Lundell of McGill University as listing thirteen "harmful effects" of marijuana. These include perception distortion (which is what you take the stuff for); "some bendings", whatever that means; reversal of social values (in other words, marijuana smokers tend to think our culture a pretty shabby thing, in common with many other people and for very good reasons); disinterest in food (which can also be caused by tobacco or hot weather); lack of judgment (which means much the same thing as "reversal of social values"); lack of motivation (ditto); irritability and increases in home and school problems (ditto); puppy love is another common cause of this one); potential IQ decreases (and presumably potential IQ increases); "One study showed 25% of marijuana users went on to harder drugs (and 75% didn't); more important, what harder drugs? alcohol? hashish? neither would constitute any real escalation"; "Another study showed 16 of 20 narcotics users started on marijuana." This last one is a special delight: if all twenty started on mothers' milk, that would presumably show that breast-feeding causes narcotics addiction. As Reginald Whitaker, in *Drugs and the Law: The Canadian Scene* puts it, statistics show that all these pregnant women watch television: therefore television causes pregnancy.

That leaves three "harmful effects": memory loss, which can result from Martinis or old age; "organic brain syn-



THIS MAGAZINE is about SCHOOLS

drome", a phrase which apparently means the same kind of thing as "irreversible brain damage" - if indeed it means anything at all. Like many others on the list, "irreversible brain damage" as a consequence of marijuana is by no means established; one can cite all kinds of studies which find no evidence of any such thing.

But even if it were established, that would not be basis enough for banning marijuana. Smoking is much more likely to cause cancer than marijuana is to cause brain damage; we know overeating, sudden exercise, and car travel can have fatal results. That does not mean we make it a criminal offence to drive, exercise or smoke. Most accidents occur in the home: in protecting people from themselves, should the government ban homes?

And it is still clear that nothing damages marijuana users nearly as much as a prison sentence.

Mr. Blanchard quotes at great length from a 1967 judgment by Chief Justice G. Joseph Tauro of the Massachusetts Superior Court - another amusing document. Tauro says marijuana can cause psychological dependence in the user, who "can come to depend upon marijuana as a crutch and its usage become habitual." Similar dangers, of course, lurk in tobacco and sex. But sex is by no means innocuous to Judge Tauro: he tells us that marijuana "contributes to hard narcotics addiction, crimes other than those related to the violation of the marijuana laws, and sexual promiscuity." Is sexual promiscuity a crime? No, but Tauro and Blanchard evidently think it's just as bad. And Tauro points out that another danger of marijuana is that users must "consort with hardened members of the criminal element." Which is certainly true, and a very good reason for getting marijuana off the black market and under legal control.

But the nub of Tauro's judgment - and Blanchard's brief - is the outraged comment that there is no evidence "that the user of marijuana becomes, through its use, a better student, a better worker, more dedicated to the public interest, or more efficient or productive in any undertaking. On the contrary, there is convincing evidence that the converse is true." Should one be a good student in a stultifying educational system, a good worker at a meaningless and tedious job, a better citizen of a rather inhumane society? Does one not have the right to refuse those roles, even wrongly to refuse them.

Not according to Elmer Blanchard, who thinks the law ought to dictate private styles of life as well as codes of public behaviour. For a Canadian attorney-general, the law is not just an arbitrator for conflicts between citizens; it dictates what kind of private person a citizen can be. John Turner, a gouty old crocheter at 43, is the perfection of the type. We could give him the Rubber Duck Award, but it is Elmer Blanchard whose brief says that it is time for the "responsible public to be heard with conviction" - not, one hopes, a pun. The Rubber Duck Award is our way of ensuring that Mr. Blanchard hears from that part of the public which edits *The Mysterious East*.

The morning of the Second Conditional, and I stride into the classroom. With a few strokes of the chalk I paint the Present-Unreal on the blackboard. "You see," I say, "the Present *Real* situation is that John *doesn't* study hard, but the Present-UNREAL situation is that IF John *studied* hard, he *would* pass his examinations, and the formula is IF (s) SIMPLE PAST, (S) *would* (COULD,MIGHT) Past Participle and when we use the verb TO BE after the (Subject) plus (IF) we have the first use of the Subjunctive in English which is I WERE HE SHE IT WERE WE WERE YOU WERE THEY WERE for example IF I were a millionaire I would promptly lose all my money It's really very simple."

Many readers wonder why Jim and Huck continue in a nightmarish descent into the South. The point is that they cannot leave the Mississippi. Life on a raft was the only life that gave them any measure of freedom.

"You can't do that now," I said to myself. "They've been promised a film." So I joined the discussion underway in the common room, and, primed by the day's irritations, stepped right into the first trap.

"One of the questions people ask about a place like this is how will kids fit into society when they leave? Won't they be misfit?"

I heard myself mouthing the same old reassuring stuff, like at the beginning of the year.

"Isn't this just a 'hippy haven'?" he asked. And again I bit.

But I felt sick and outraged and humiliated.

Recently a teacher was assaulted in a Manhattan junior high school because he refused to address several of his pupils by the names they considered their own. He insisted the boys answer to their 'legal' names: that is, the names listed in his roll book. They laughed and when he waved the roll book at them, they grabbed it and tore it up.

THIS MAGAZINE is as good as ever. Fresh, human, thoughtful. Better than Media and Methods. It's a long way ahead of all the other magazines about education. Which means it ought to keep leading.

THIS MAGAZINE IS ABOUT SCHOOLS

56 Esplanade St. East, Suite 301
Toronto 215, Ontario

Name 1 year \$ 3.50
Address
City Prov. or State ...
Occupation

HOW TO START YOUR OWN SCHOOL

ASK ANYONE CONNECTED WITH AN ALTERNATIVE SCHOOL what you can do to help the educational situation, and one thing he will include on his list (besides giving financial, spiritual, and physical help to his school) will be "start your own school." One's first impulse, of course, is to laugh; starting institutions like schools is for saints and missionaries, willing to dedicate their lives to others. But if you continue the conversation you will find (1) that the person you're talking to is neither a saint nor a missionary and (2) starting such an institution is merely a matter of taking one step at a time and keeping at it.

Here, derived from the experience of Atlantic Canada's three alternative schools — The St. John's Cooperative School in St. John's; the Atlantic Cooperative Community School in Halifax; and The School in the Barn in Fredericton — is a scenario for starting your own school.

★Read as much as you can on the subject and give the books to friends (for a list of useful and sometimes exciting books, see the review elsewhere in this issue.)

★Discuss the school with as wide a range of friends as possible. Try, as well as talking about the need for the school generally, to evolve some specific indications of the kind of school which would attract support and participation in your community. This means being very specific

about assumptions regarding things like children, curriculum, aims. One of the effects of a specific discussion here is that everyone involved will have some idea of what all are aiming at before it occurs and will not have committed himself to something he doesn't believe in. The School in the Barn used a very specific position paper to make sure that everyone involved agreed on basic assumptions.

The St. John's Co-Operative School almost failed because it had to work out aims and structure AFTER it was in operation.

Some questions that might prove to be important in this connection are:

1. How important is a stated and defined curriculum? How is everyone going to feel if a child gets to be 12 or 13 and hasn't learned multiplication.
2. Do we believe that children should be encouraged to act in complete freedom, or will we place limits on the situation — and what kind, and when?
3. Are we primarily a demonstration school (to show the existing establishment what can be done) or a social action school (to stir up change in the community) or purely development, concerned with one child at a time and not concerned with the consequences?
4. What sort of physical setup — classrooms, equipment, numbers of students and teachers — would be acceptable?

It is important, at this early stage, to be as ruthlessly specific as possible. One of the major causes for failures among such schools is the conflict that results later from vagueness at this point ("I had no idea there would be no report cards").

Assuming that enough people can be found still interested to justify going ahead — enough is six or eight at this stage, especially if they have kids — begin discussing how to make it economically viable. And don't rely on foundation grants; they run for a few years — if you can get them at all — and then give out, leaving you totally unprepared to go it alone. In some communities, especially if someone connected with the school has the extortory talent of a community charity drive fund raiser — you can count on support from a fairly large proportion of the community — especially service clubs and businesses — but this, too, is uncommon and dangerous. (Those funds can dry up too).

★How, then, make it economically viable? You have to start projecting the school pretty concretely at this point; find out how much you're likely to have to pay for premises (you can often get them for free for really small schools by holding them in someone's home; for slightly larger schools you can often get a break on the rent from an institution like a church. Unitarians seem especially interested in helping out and establishing alternative education).

Find out how much you're going to have to pay a teacher — or teachers. Sometimes these, too, can be had free. Very few free schools have been started by a group that didn't include at least one teacher — look around for one with ideas and dedication who seems frustrated by his day-to-day situation. Or look in the "People Seeking Places" columns of the *New Schools Exchange Newsletter*. Or contact the Teacher Drop-Out Center in Amherst, Massachusetts. And stay in touch with people establishing schools near you; they usually get lots of applications for jobs. Many teachers are very eager to teach in such circumstances and will take substantial cuts in pay in order to work there.

Be careful here, though; some very strange people are likely to volunteer their services.

★OK, Now you know how much it's going to cost for space and for personnel (and don't forget volunteer teach-

ing help; one of the most rewarding things about starting such a school is volunteering yourself and involving other parents and the community in volunteering to educate children.) Now estimate how much you're going to need for supplies — furniture, toys, writing stuff, books. And here don't forget the possibility of encouraging merchants in your area to donate such items (offering them tax-deductible status — more about that later — good publicity and a clear social conscience. And, here as elsewhere, stress that your school is directed at kids who — for probably unavoidable reasons — don't get a fair shake in the regular school system). Remember, also, that you're not establishing a homogeneous classroom, so you only need one copy (if that's) of each text you might use. And an awful lot of what is indisputably junk can be converted into educational material simply by placing it in a classroom full of kids. Now you have a figure representing expenditures on supplies; double it.

Now find out how many children your school can count on having, at this point, there probably won't be very many. Few people are willing to commit their kids to an institution of whose existence they're not even sure. Don't let this worry you, how many of them can afford to pay, and how much. Usually, especially if you've been ingenious about space, personnel, and supplies, you'll find out that you can extort enough from parents who are really desperate to have their kids in such a school to support the school at their subsistence level. And as soon as your mathematics have reached this point, you are ready to start looking for a site, hiring, and buying (or procuring in some other way) supplies.

BUT BEFORE YOU DO, CHECK THE LEGAL SITUATION. In most of Atlantic Canada there is no provision for what you're doing and so people view you with suspicion (but not the hostility you would probably encounter in more polarized areas of North America). The most desirable thing you can do at this point is to interest a lawyer in the school, because things can get complicated enough to need one and expensive enough to need a generous one. Things to check include:

1. Zoning regulations on your site. Schools are usually more welcome than taverns or pawnshops, but there still may be problems with having one in your basement or coachhouse or garage. You can usually check this with the city.

2. The desirability of incorporating. This is usually not difficult (to do it in New Brunswick contact The School in the Barn or the Rubber Duck Press who will give you advice) and is usually desirable, both from the point of view of bank accounts and financial management and liability. Your lawyer friend can help you there.

3. The attitude of the educational establishment. This can hurt; in most cases they have ultimate responsibility and can close you down if you don't seem to them to be meeting their standards. This is true even where — as seems to be the case throughout Atlantic Canada — the departments of education don't have a procedure for handling alternative schools. The best way to handle this at the present time seems to be to describe what you are doing and the advantages it proposes to the participants and to the school system as a whole and go directly to the provincial minister of education with your proposal and ask his support and permission.

Universal experience in the mysterious east has been that provincial departments are more than eager to give you permission and are genuinely interested in your project — as long as you don't seem to be a threat to them. In most cases their lever on you is that they can determine that the children going to your school are merely playing hooky

ST. JOHN'S COOPERATIVE

THE ST. JOHN'S COOPERATIVE SCHOOL is the result of discussions which began in August of 1969 among a group composed of concerned parents, educators and university people. At the school's beginning, it was quite self-consciously a free school, with great emphasis on lack of structure and opposition to coercion of any kind.

It evolved over the course of a year of operation, however, toward increased structure and eventually the "free" dropped from the name and the actual running of the school moved into the hands of the parents, thus producing a genuinely cooperative school.

Like many other alternative schools — and all of those in Atlantic Canada — the St. John's Cooperative School is hesitant to label itself or its educational beliefs and methods. "We find that by avoiding any categorization we are able to run our school in any manner that we find is beneficial to the children and parents," says Mrs. Paul Kelly, one of the school's founders.

This month, the school will begin its second full year of operations in a private home in St. John's, with fifteen students between the ages of five and nine and a volunteer staff of parents and friends.

To find out more about the school, write Mrs. Paul Kelly on Portugal Cove Road in St. John's.

THE SCHOOL IN THE BARN

THE SCHOOL IN THE BARN was begun last winter by a group of parents, and began operations in January in rented quarters in the Unitarian House in Fredericton with six students and one fulltime teacher, plus a number of volunteer helpers.

This month, The School in the Barn begins its first full year of operation in an especially redesigned and reconstructed barn at 140 Aberdeen Street in Fredericton, with fifteen students and a doubled staff.

The school has received the support of the provincial department of education in that it has been accepted as "efficient instruction" — equivalent to the public schools. It has received donations of equipment from various local firms, and as a result has been able to offer two half-scholarships. The tuition of one student is being paid by the welfare department.

The school is interested in attracting a wide variety — in terms of age, class and culture — of students, and because of its low student-teacher ratio is able to give individual attention to students with special problems or talents. Students range in age from five to eleven years.

Committed to the value of individual attention to each student, the school believes in voluntary learning without coercion, community involvement — through parents, volunteer teachers and classroom visitors — and attempts to get the classroom out into the community as much as possible through trips and excursions.

For information about the school write to 140 Aberdeen Street, Fredericton.



ATLANTIC COOPERATIVE COMMUNITY SCHOOL

THE NAME IS STILL TENTATIVE, because, it is suggested, the students might well want to change it, but under whatever name the Atlantic Cooperative Community School will be beginning operations in Halifax this fall.

Begun as a home-school in the home of Mrs. Peggy Hope-Simpson, the school has attracted a nucleus of volunteer teachers, all of whom are anxious to share their enthusiasm and their ideas about how their subject ought to be taught.

Like the other two Atlantic alternative schools, spokesmen are careful to point out that it is not, in the usual sense, a "free school," but that a reasonable amount of structure is envisaged. It will differ from the public schools primarily in that much of the structure will arise from the students themselves and from consultation with the teachers, and, as a cooperative venture, the school will involve close liaison between the community it serves and the school itself.

The school will be located in the Unitarian Church building, which already houses a nursery school, and will employ the services of three fulltime people — called resource coordinators rather than teachers — and, as usual, a number of volunteer instructors. The school will have a student body of 25 to 30 students between the ages of about 11 and 16.

For further information, contact Mrs. Peggy Hope-Simpson through the Unitarian Church.

from the "real" schools and send the truant officer round; they don't if they judge that your school is the equivalent of public education. Most have no standing methods for judging this; be cooperative in helping them work out a method. Remember, it's to their financial advantage to have your school exist: they get funds according to how many children are in their constituency and if you pull your kids out and pay to educate them yourself, that saves them one unit of finance — something over threehundred dollars a year at least.

4. Insurance. Check with your lawyer; it's usually desirable to buy insurance so that if a kid breaks his leg the school can't be bankrupted — this is especially important as the school grows and people outside the original group get involved.

5. Tax-exempt status. As a nonprofit corporation you are probably eligible to have yourself so declared by the government, so that businesses or individuals who make donations can deduct it from their income tax. Again, see your lawyer about this one.

Now you're ready to get underway. Do this as quickly as possible; it's much easier to sell a going concern than it is an idea. Even if you have only three or four students, get it going. And start working on publicity. Call the local paper; take pictures yourself. Invite concerned members of the community to observe. Ask people to volunteer. Put up a sign. Speak to service clubs and church groups.

ONCE ACTUALLY IN OPERATION, there are a number of courses you can take to increase your financial stability. Until the government releases tax money to alternative schools, this remains, unfortunately, a high priority. One thing you can do is attract students who can afford to pay; but remember that students who can't afford it are often not only those who need it most and can profit most from it, but have the most to offer your classroom situation, in terms of diversity and excitement. There are a number of ways of attracting such students; one is to offer scholarships yourself. Remember, it really doesn't cost you much more to have eight children than seven; so as soon as you're financially viable you can give a scholarship. (Be cynical about whether people can pay or not, though; don't give scholarships to people who simply don't want to give up their second car or colour television.) Another way is to try to get the welfare department to pay a tuition or two; usually you have to make a presentation showing the way in which the specific child in question would benefit from your program. Call all the social workers you know. Call Indian Affairs, too; they have expressed interest in sending children to such schools. And go and talk to service clubs, this time suggesting that they underwrite a scholarship for a needy child.

Use your community. Wherever you have located your school, there are likely to be kids; encourage them to come into the school. Hold events there during the summer, like film shows, workshops. Keep the school itself visibly moving in the neighbourhood; there's no place for social studies to be meaningful like a city block.

And as soon as your school becomes so established that its survival is the most important criterion in every decision; when the rules become more important than the kids; when everyone doesn't know everyone else and when your teacher's most rewarding moment is when he picks up his paycheck; when kids, when sick, WANT to stay home from school — and as soon as ANYONE bolts down a desk or talks to more than six kids at a time

Pull out and start over.



SPECIAL REPORT

THE DEATH OF 1 BOAT HARBOUR

BOAT HARBOUR, ONCE A THRIVING TIDAL LAGOON, HAS BEEN KILLED. THE NOVA SCOTIA GOVERNMENT ADMITS TO DELIBERATELY POLLUTING BOAT HARBOUR, BUT THE POLLUTION ITSELF COMES FROM SCOTT MARITIMES PULP LIMITED. INDIANS ON NEARBY RESERVES, COTTAGE OWNERS, FISHERMEN, TOURISTS, AND AREA RESIDENTS ALL CLAIM THAT THEY ARE SUFFERING FROM THE DEATH OF BOAT HARBOUR. SCOTT, THE NOVA SCOTIA GOVERNMENT AND THE LOCAL MEDIA HAVE EITHER IGNORED OR REFUTED THE CHARGES. IN THIS SPECIAL REPORT, THE MYSTERIOUS EAST TRIES TO UNRAVEL THE MANY MYSTERIES THAT SURROUND THE DEATH OF BOAT HARBOUR, BUT IN THAT PROCESS, MUCH MORE COMES TO THE SURFACE THAT IS REVEALING ABOUT THE RELATIONSHIP OF GOVERNMENT, INDUSTRY, AND THE PEOPLE WHO SUPPORT BOTH. IF YOU LIVE IN THE MYSTERIOUS EAST, THIS REPORT CONCERNS YOU.

roy mackenzie new glasgow studios

BURIED AMONG THE ROLLING HILLS about seven miles from New Glasgow is a little tidal lagoon called Boat Harbour. Not long ago the salty waves would splash over the edge into the estuary and mingle with the fresh waters that poured into the harbour from a number of streams that ran down from the hills. The complex ecology of tidal estuaries make them among the most productive and unique of biological environments, and Boat Harbour was a sanctuary for waterfowl, a place of blue waters, sandy beach, and clean salty air cut by the tang of pine and spruce. No wonder it proved such an attraction for those people who built cottages on near-by Lighthouse Beach, once one of Nova Scotia's better beaches. But as Chief Raymond Francis of near-by Pictou Landing Indian Reserve sadly phrases it, "Boat Harbour is all gone now; there will never be another Boat Harbour."

What happened? Since the fall of 1967, Boat Harbour has been a holding lagoon for the effluent from the Scott Maritimes pulp mill at Abercrombie Point. Every day, a 25 million-gallon torrent of polluted water pours into Boat Harbour. The effect has been to kill virtually all waterfowl in the lagoon, as well as do extensive damage to the near-by land.

Who is the culprit? There is no simple answer. Although Scott actually produces the effluent, the Nova Scotia government has very kindly said that it will look after its disposal. In the process, the government fully admits to *deliberately* polluting Boat Harbour with legislative backing from the Nova Scotia Water Act.

the effluent leaves scott as a brownish, toxic chemical

Back in 1965, the Nova Scotia government joyfully announced that Scott Maritimes, a subsidiary of Scott International, an American firm, would construct the most modern of mills at Abercrombie Point. About 330 men would be employed in the mill itself, as well as many hundred more indirectly. The mill would pour over a million dollars a month into the chronically depressed provincial economy. It would particularly relieve the depression of Pictou County. *Manna* was falling from the sky.

The Scott operation itself uses a Bleached Kraft Pulping process in which the wastes from the bleach plant are not recovered and are emitted as effluent. To produce 550 tons of pulp a day Scott requires about 25 million gallons of water. When it leaves the plant, the water is actually a dilute chemical toxic and brownish. This effluent is pumped through a pipe on the floor of the East River. (See diagram.) After crossing the river, the pipe goes underground for a few hundred yards before it discharges into an open rocky ditch which carries the effluent (while theoretically aerating it) into the entrance of Boat Harbour.

Boat Harbour has been artificially divided into two lagoons. The first, the oxidation lagoon, covers about forty acres. Water is retained in this pond for about four days while a large portion of the solids and suspended solids settle to the bottom. It then flows over a spill-dam into Lagoon No. 2, about 350 acres, which constitutes by far the largest section of Boat Harbour. In theory, this lagoon is supposed to hold the water for 40 days and nights before

it spills over another dam into the Northumberland Strait. By that time, all wastes are supposed to be completely digested.

The plant has had three chief effects: the destruction of Boat Harbour itself; the destruction of near-by beaches and waters from the effluent that pours out of Boat Harbour; and foul odors from the Scott smokestacks.

to the indians, it's just another kick in the teeth

Perhaps no group of people have suffered more from these effects than the 235 residents of the near-by Indian Reserves. To them, it is just another kick in the teeth. For hundreds of years, the Indian communities have lived in or around the Boat Harbour area relying on fishing and hunting. But there is precious little fishing or hunting left.

The most pervasive problem is the foul odor. Since the reserve happens to be in the direction of the prevailing winds, the Indians are forced to live twenty-four hours a day with the unpleasant odor of hydrogen sulphide — otherwise known as rotten egg gas. Chief Francis, a very quiet careful talker, said that there has been a substantial increase in bronchitis, particularly among the many young children. "This is something we never had before."

Another problem has been the increase in insects. On some occasions, it is almost impossible to stand outdoors in the reserve area, not only because of the mosquitoes, but because of a new kind of gnat. For the area's drivers, the gnats have become a safety hazard, necessitating the wind-shields sometimes be cleaned every few miles.

A third problem has been the discoloration of the Indian houses, as a result of a chemical reaction between the hydrogen sulphide and the lead base of the paint. The church, just recently painted, now stands as a darkly tarnished memorial to the odor that made it that way.

Chief Francis talked slowly and nostalgically about the way Boat Harbour was, and the way it is now. "I took a walk over to Boat Harbour last night. The water is way the hell in the woods now. It will eventually destroy the trees, the wildlife — everything in the area . . . I have walked around the area different times, and you hardly see the tracks of deer anymore. I don't think that the animals will go near that area anymore — I don't think so."

"i feel that \$60,000 worth of effluent poured into boat harbour the first day."

Back in 1965, while Scott's plans were still in the negotiating stage, the Indians indicated at a public meeting, that they were not going to go along with the destruction of Boat Harbour. A flurry of activity between the N.S. government and the Dept. of Indian Affairs in Ottawa resulted in a meeting in Saint John in 1966.

One of the two Indian delegates was Louis Francis, then chief of the reserve, who recalls that "They showed us the lagoons that they had at a pulp mill in Saint John. There was no discoloration, no odor, no nothing — and they promised us the same thing down here. They said the kids will be able to swim in it, there will be boating — everything will be better than it was then."

Fishing rights would be lost, however, and the Indians were offered compensation. Francis says there was a fair amount of partying during the negotiations and a fair amount of liquor being served. "We got them as far as \$60,000. They said that if we didn't agree that they would expropriate anyway . . . If they gave me another chance to sell Boat Harbour over again, I wouldn't let them have it for six million dollars."

The \$60,000 is kept in a fund in Ottawa. Each year, about \$3,000, the annual interest on the money, is turned over to the Reserve.

No Indians are employed at Scott, nor were any ever offered any jobs. Chief Francis pointed out that one of the people from the Reserve who had pulp mill experience in

Quebec had applied for a job. "I don't know why he didn't get the job," muses the Chief. "If he got the job, he was going to come back home to live permanently. We felt that if he didn't get the job, nobody else around here has a chance."

Asked where he was going from here, Francis replied: "Well, I'm stumped now. I guess we're beaten . . . It's frustrating at times; its discouraging to feel that your title means nothing to the people in power; to feel that you are a nobody. They don't listen to us small men."

"some of the smelt look inside like they came from a coal mine"

George Reid is a part time fisherman; in the off season, he is a well-driller. He was the first president of the Northumberland Strait Pollution Control Committee. He has been particularly concerned about the decline in lobster fishing in the area just at the outlet of Boat Harbour.

In 1968, just in the general area, 8000 lbs of lobster were caught. In 1969, the catch diminished to 6000 lbs. In 1970, it was less than 3000 lbs. Mr. Reid readily admits that there has been a general decline in the lobster fishing everywhere, but he doubts that it parallels the drastic drop near Boat Harbour.

Reid's statistics have been backed up by Maritime Packers Division of National Sea Products, who report that in the general area of Boat Harbour, "our lobster production decreased 26.7% during the 1968 lobster season, and 42.2% during the 1969 season."

The affected area is about eight miles long and one half mile wide. Says Reid, "Where we used to fish 5000 traps, the effluent from Boat Harbour has made bare." Twenty five fishermen, most of them part time, have lost 30-33% of their fishing income. There has been virtually no compensation. Said Reid sharply, "We've gotten nothing but a bad name for fighting for our rights."

The fishermen were early in expressing their concern. But back in November 1966, about a year before Scott started production. Hon. H. J. Robichaud, then federal fisheries minister, told Lloyd MacKay, then secretary of the local pollution group, that nothing could be done to protect lobster fishing until "contamination was a fact."

The Department of Fisheries has consistently stated that their findings show that the effluent from Boat Harbour is not toxic enough to affect the lobster larvae. The fishermen reply that everyone is all the time listening to the experts, but they are the ones that are fishing and they are the ones that are taking the losses, because whether the water is toxic or not, something has driven the lobster away. And that something started at the same time as the effluent started pouring from the Scott mill.

Dr. Gordon Ogden III, a Dalhousie biologist, has done extensive research in the area. He says that the statement that the effluent pouring into Boat Harbour is not toxic, is essentially true, but misleading. "A sheet of opaque glass put over the lawn," he explained, "is not toxic, but it will kill the grass. The effluent from Boat Harbour is as effective as a sheet of black plastic with respect to light penetration." At 400 yards offshore, the water transparency limits light to three inches penetration from the surface, which effectively stops algae growth. And algae are the direct or indirect basis for foodstuffs which supply other species, including lobster and smelt.

Ogden also observes that the biochemical oxygen demand of the effluent as it enters the Northumberland Strait is equivalent to a population of 60,000 people. With this demand, the surrounding area "cannot continue to support an ecosystem." And its source, Boat Harbour, "can only

worsen with time."

Another problem which the fishermen have encountered is the phenomenon of "black smelt." "When you open them up, some of the smelt look inside like they came from a coal mine!" says George Reid. "When you haul the smelts through the water, they smell so damn bad that you have to throw them overboard." (Though, smelting is not a major part of the local fishing industry, the "black" smelt phenomenon has resulted in the loss of hundreds of pounds as well as that little asset to the fishermen.)

Because of these losses, a number of the fishermen have been forced on welfare. They have not been offered any subsidies for their losses, nor are they sure that such assistance would be welcomed. Said one fisherman, "We want our environment cleaned up rather than subsidies for a dirty environment." Reid feels that "if nothing changes, fishing will be a thing of the past in this particular area."

"they offered us \$10 an acre for land that is worth \$500"

Henry Ferguson, a Pictou town councillor, is the man that most people credit for stirring up concern over the Boat Harbour situation. He called a meeting in October, 1965 to discuss the situation, and another in 1966. Scott, though invited, did not send representatives to either meeting. The *Pictou Advocate* (Nov. 24, 1966) noted that "The residents feel that they are being frustrated by all officials concerned."

One of the biggest frustrations for Henry Ferguson is the fact that 25 of his best shoreline acres have been expropriated by the government at \$10 an acre. "Incidentally," said Ferguson, "in my case, the \$10 per acre has not been paid even though the expropriated land has now been used nearly three years, and I am still paying taxes on it."

Ferguson is presently writing a history of Pictou County. He was reminiscent about the times when Boat Harbour "was just a regular home for swimmers, because the beach would be cold but the same waters were warm in Boat Harbour." By his calculations, with the way that land was being bought up around Pictou Harbour for cottages, and assuming that Boat Harbour was not destroyed, he "could have gotten \$500 an acre, and by some lots, you could have made more."

Some 200 acres of land were expropriated around the harbour and the shore front. No one received more than ten dollars an acre. When disputes arose, the matter was taken before the Supreme Court of Nova Scotia. They concluded all the settlements by offering the same thing — \$10 an acre. "Of course," said Ferguson, "that was all

— the judge was told what you could tell from the outset. It was just a . . . just a . . ."

When asked what he would do from here, Mr. Ferguson replied: "What can you do? Except not vote for the government, I guess."

"i have been called by a member of the cabinet 'nothing but a goddamn political opportunist'"

Much of the battle that has been fought in the area has been fought by the Northumberland Strait Pollution Control Committee. Although it did not assume that name until a little over a year ago, the committee has been active since the fall of 1965. This past March, Mr. Ferguson MacKay, a young, athletic school teacher, assumed the presidency.

THE RUST REPORT - WAS IT IMPARTIAL?

Your company will conduct a thorough study of all matters relating to the discharge and disposal of effluent from Scott Maritimes Ltd. pulp mill at Abercrombie Point, County of Pictou, and make such a report and recommendation as it deems necessary.

That one solitary sentence was the complete terms of reference for the Montreal consulting firm of Rust and Associates. In return, Rust submitted their own one-liner: "Rust has concluded that there is an aesthetic problem at Boat Harbour." That has to be the understatement of the year.

The Rust Report was commissioned by the government of Nova Scotia essentially to respond to criticisms that were being launched against Scott Maritimes and the Water Resources Commission. The report made two major recommendations. First, that equipment be installed to reduce the level of lost solids from the woodyard. Secondly, that mosquito larvae should be stranded and killed by raising and lowering the lagoons. There was no mention of color reduction schemes; the report denied any effect on lobster larvae, and made no mention of any plan to recover Boat Harbour.

The estimated \$4,000,000 required to implement the recommendations seemed excessive to Mr. E. L. L. Rowe,

chairman of the Water Commission. He said that if he had the money to implement the Rust recommendations "my personal view is that I would spend it elsewhere in the province." For this statement, even the *Halifax Herald* took Rowe to task in a very hard-hitting editorial.

In the Report, Rust mentions that "At the time of the visits, the facility was frozen (they are referring to a five-week strike), so no assessment of the odor situation could be made. Rust did not obtain samples of the Boat Harbour contents for analytical tests."

In fact, Rust did practically no original research. Most technical data is simply a repetition of data supplied in other reports.

Rust did do more than look over old reports; it gathered its data from a series of visits. It visited the N.S. Water Resources Commission three times, Scott Maritimes twice, and the Fisheries Research Board twice. The public was consulted only once.

At this one-day public hearing, Rust heard 30 submissions. Sitting at the front desk were C. C. Wells and T. C. Kennedy, both of Rust, as well as Mr. E. L. L. Rowe, an employee of that government which commissioned the supposedly non-partisan report.

The committee feels that it has made a real impact in bringing to the attention of the public the problem of Scott's pollution. According to MacKay, it was difficult to get news coverage a few years ago. "Now any releases that I have made, the *New Glasgow News* has published, although we haven't gotten much editorial support."

But there have been frustrations. MacKay said that they have turned to government with no results; that MLA's have either ignored them (such as Mr. Tom MacQueen) or have called them such derogatory names as "calamity howlers" (Hon. Harvey Veniot, Minister of Agriculture). On the Hon. D. R. MacLeod, MacKay states bluntly that "The demands of the position (as minister responsible for the water authority) have certainly outstripped his qualifications."

Dr. J. B. MacDonald, who is the secretary of the Committee said that "The Nova Scotia government and its agencies have obscured the real issue of this pollution problem by blinding the people into believing that those who are attempting to do anything about it are political opponents of the government." He continued, "I have been called by one member of the cabinet nothing but a goddam political opportunist."

MacDonald, an extraordinarily busy man, indicated that his first involvement was primarily selfish. "It was drawn to my attention that the effluent from Boat Harbour was to be dumped adjacent to my summer residence." He indicated that there are ten cottages in the immediate area which have been affected. "None of them were notified at any time, and none of them received any compensation."

In order to substantiate the many changes that were made, the Northumberland pollution group commissioned a report from Delaney and Associates, a Montreal-based consulting firm. (See article - Is There an Alternative?) The Delaney report acknowledged, with ample pictorial evidence, that there was substantial damage to the harbour and the surrounding beaches. It also proposed a solution to the problem. "Until we had Delaney," said Fergus MacKay, "we were powerless."

Whatever hopes were raised with Delaney, however, were diluted with another engineering report - the Rust Report. This report was commissioned by the Nova Scotia govern-

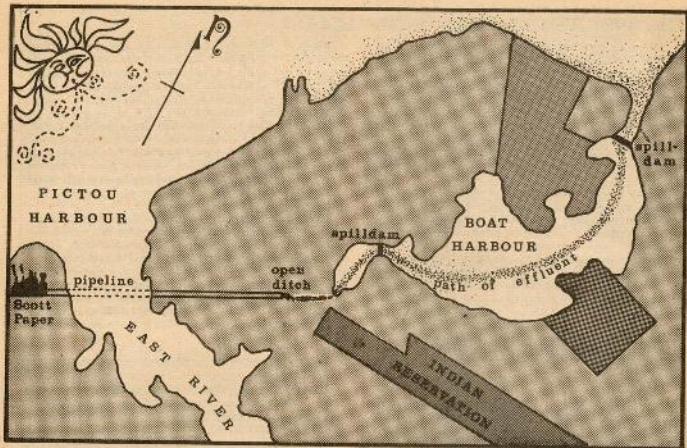
ment to look into the whole thing (See Box.) Its proposals were a weak and timid response to the magnitude of the problem as seen from the eyes of the Pollution Control Committee. Said MacKay, "Although Rust said very little that was new, it is a step in the right direction. It is the first step in a very long walk."

"regrettably, one must be hurt to become an active & sustained anti-pollution fighter"

How do those in power or position respond to the efforts of this pollution group? Well, Mr. Malcolm Pincio, production manager at Scott considers the group to be very sincere and well-meaning. He feels, however, that they have erred in many ways. "There's no pollution on the beaches around Boat Harbour - I don't care what anybody says," snapped Pincio. "This Scott mill is the best mill of its kind in the country."

D. R. MacLeod, the water minister, cut a more conservative road. "We have no quarrel with anybody. I don't mean to laugh the matter off, but there seems to be an impression around that we are on one side, and that the people that are against pollution are on the other." Mr. E. L. L. Rowe goes one step less. "I don't even have any feelings on whether they're sincere or not." He continued, "I think that I would be less than honest if I said that they didn't annoy me at times."

Dr. MacDonald sees the question of pollution from a different perspective. With a low voice and a low-keyed tone, MacDonald spoke about the difficulties in making a permanent impression on people's minds. It is no use, he observed, to be against pollution the day the foul wind happens to blow in your direction. "Regrettably," he continued, "one must be hurt to become an active and sustained anti-pollution fighter. This is not as it should be. Intelligent people should not see their environment, their homes, their country being destroyed and sit back placidly and take it."



2 SCOTT & THE NOVA SCOTIA GOVERNMENT

If one thing would likely prove politically disastrous nowadays, surely it would be to say that your government has deliberately polluted a body of water. Yet this is exactly what the Nova Scotia government has admitted. They even admit they are polluting in the service of private industry, and not the people of the province.

What did the Nova Scotia government hope to gain by undertaking the destruction of Boat Harbour. Several facts about the relationship of Scott to the Provincial government should shed some light on the subject.

1. Legally, one cannot sue the Province without permission from the government. Therefore, agreeing to take care of Scott's effluent, the government is in effect giving Scott protection from angry citizens who might take legal action. Scott personnel are consistently reluctant even to mention Boat Harbour since "that is in the area of the Water Resources Commission."

2. In 1966, \$200,000 of government money, which was earmarked for domestic pollution abatement was turned over to Scott Maritimes to assist in buying pollution control equipment. This, of course, was never made public. Such equipment was bought, but most of it was never installed, in fact, in March of this year, a work order was issued to remove the idle equipment from the plant.

3. The N. S. government undertook, in terms of the agreement, to provide water for Scott. To do so, the government constructed a 2900' dam across the Middle and West Rivers. If something should go wrong with the water supply,

The Nova Scotia Water Act (1967) almost sounds as though it is against pollution. It included a definition of pollution that could be reprinted in an environmental glossary. Yet when both Mr. E. L. L. Rowe and Mr. D. R. MacLeod said that Boat Harbour was "deliberately" or "intentionally" polluted, they did so with the full backing of the Water Act.

The tricky part is section 16. It reads, under the heading of *Pollution*,

Unless approved by the Minister and the Minister of Public Health, no municipality or person shall discharge or deposit any material of any kind into or in any well, lake, river, pond, spring, stream, reservoir or other water or water course on any shore or bank thereof or into or in any place that may cause pollution or impair the quality of the water for beneficial use. (our emphasis)

So pollution can be approved — as it was in the case of Boat Harbour.

The *Mysterious East* asked both Mr. MacLeod and Mr. Rowe what criteria are used in deciding when pollution should be approved? Their answers:

MACLEOD: *I think it's the minister's judgement, and there is no answer to it. It'll be my responsibility, and I will assume all responsibilities through the government.*

ROWE: *Well, I don't think that there is any given set of criteria that I can give you. There is no concrete answer for that. Each case is determined on its own merits.*

That's clear enough, isn't it.

either by shortage or chemical foul-up, then the government must make compensation to Scott for the resulting loss.

4. Similarly, the government took the unusual step of caring for the effluent from Scott. The people of the province have not only paid for the spill-dams on the harbour, but also for the pipeline to carry the effluent from the plant to the first lagoon. For the actual pumping equipment itself, Scott had special tax relief. Even Mr. Pineo, Scott's Production Manager, said, "This is the only Scott mill that I'm aware of where they don't look after their own effluent."

5. The Province also promises within the agreement "That it will . . . introduce such legislation, whether by way of amendment to the Lands and Forest Act or otherwise, as made be reasonably required by the Company."

6. Scott Maritimes pays no provincial taxes other than the hospital tax. Each year, however, they pay either \$105,000 or 60 cents per ton of pulp produced in that year, whichever is greater, to the province, which, in turn, hands the money over to the County of Pictou. The only other monies the Province receives from Scott is stumpage payment of \$2.00 a cord, softwood, and 50 cents a cord, hardwood. In return, Scott has the lease of 230,000 acres of Crown land.

A feeling that Scott pays "user charges" for water and effluent treatment has been current in the Pictou area. But consider the following excerpts of *Mysterious East* interviews with the Hon. D. R. MacLeod and Mr. E. L. L. Rowe.

MACLEOD: . . . As far as the water and the effluent goes, there is an agreement with Scott to pay so much for 1000 gallons of water supplied and then for the effluent disposal, they pay so much for 1000 gallons.

M. E.: Do you have the figures on how much they pay?

MACLEOD: Well, I have the figures in my office in Halifax, but I haven't got them here, and I'd have to take to say right off the top of my head.

M. E.: Could I get a copy of those later . . . presumably it's public information?

MACLEOD: Ahhh, well . . . if it would serve any purpose - yes, I'll certainly consider it - releasing that. As a matter of fact, you could get a copy of it from Scott.

. (later in the interview)

MACLEOD: The only money we (the Province) get out of it is from the water and the effluent disposal - so many cents per thousand gallons in each case.

M. E.: How many cents roughly, do you think? What is a reasonable figure?

MACLEOD: Well, this is right off the top of my head, and that's why I don't want to be quoted, but I think it is around 17 or 18 cents for the water, and I think it's around 12 or 10 cents for the effluent, and -

- that's per thousand gallons?

MACLEOD: - and I think if my memory is right that they in each case have to pay a minimum of \$100,000 each year.

Well, someone had better check their memory or their facts, because Mr. E. L. L. Rowe (MacLeod has said many times: "E. L. L. Rowe is my teacher"), chairman of the Water Resources Commission, said in his interview with the *Mysterious East* that Scott has not only not paid any user charges, but they have not even signed the agreement!

M. E.: What are the discharge costs - I mean, how many cents does Scott have to pay per 1000

gallons?

ROWE: The final agreement has not been signed yet with Scott for either water charges or effluent charges. It is still being negotiated not on the cost so much - and I can't reveal that until the agreement is signed -

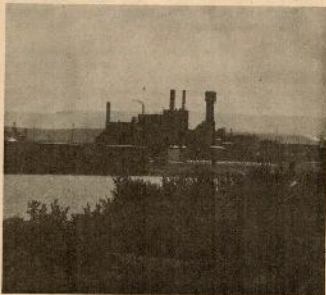
M. E.: (Surprised) Surely Scott must be paying something!

ROWE: What is happening right now is that there have been certain charges incurred by Scott and certain charges incurred by us and we both keep an account of these, and there will be a reckoning of these accounts at the time of the signing of the agreement.

According to Rowe, even once the water and effluent charges come into effect, there will be no additional revenue for the province. The charges "would be a break-even proposition as much as possible for the province."

Confused? Don't be. The people we talked to at Scott weren't sure whether they were paying effluent charges or not. They promised to let us know when they find out.

The question Nova Scotians must ask themselves is, "Why should my money subsidize American private industry?"



3 DON'T ROCK THE BOAT - ROWE IT

Much of the criticism that has been launched in the Boat Harbour debate has either been by or about Mr. E. L. L. Rowe, the business-like chairman of the Nova Scotia Water Resources Commission. Rowe takes it all in stride by quoting former president Truman, "If you can't stand the heat, then don't work in the kitchen."

Rowe did his basic education in chemistry at the University of New Brunswick. For fifteen years, he has worked in the chemical field in industry, as a former employee of Alcan, Dupont, and Columbia Carbon of Canada. His critics have accused him of being a friend of industry, of supporting industrialization over pollution control. He replies, "I really don't think that is right though that is a matter of

opinion I prefer if at all possible to get people with industrial experience, I find that they are more mature and have a healthy respect for the expenditures of money"

Rowe's respect for people has not quite measured up to his respect for money. To the people affected by Boat Harbour, he has consistently given the impression that he is not really concerned about their problems. Everything has a ready answer. When the furor arose about the possibility of mercury problems from the facilities at Canso Chemical, Rowe's response was: "Canso has gone too far with the development of its plant to eliminate the mercury process." At a citizens' meeting in 1966, Rowe said, "We can't have our cake and eat it too. Industrial progress which is so greatly needed in Nova Scotia necessarily means that there will be some transgression on fish, game and wildlife."

There certainly was — and a fair bit of transgression on people as well. At one meeting on December 12, 1968, Rowe answered the many concerns of the area residents this way:

Concerning the rashes of swimmers: "This is caused from the bacteria from the East River; the waste from Boat Harbour would have no effect."

Concerning paint discoloration: "Sulphides would cause them to turn dark — stop using lead-based paint."

Concerning pulp fibres on the beaches: "I visited the area and could find no trace of these fibres."

Concerning a distinct odor: "Long before Scott paper moved in the area or even thought about it, the Boat Harbour area had been giving off a distinct odor of its own."

Concerning the lower catches of fishermen: "With the effluent treated the way it is, larvae are not affected and are able to live in the waters."

Concerning the discharge pipe from Boat Harbour: "The design of the pipeline is my own, and I am willing to put my name to it. If it doesn't work, I only hope I won't be fired."

Concerning mosquitoes and flies: "This is something it might be possible to do something about."

Toward the end of the meeting, he said, "Frankly, I'm a little puzzled as to why there is such a hue and cry about Boat Harbour." Puzzled he may be, but also a little bit worried. Shortly after the Northumberland Strait Pollution Control Committee commissioned Delaney and Associates to do a study of the situation at Boat Harbour, Rowe called up Delaney and told him to keep out of the argument — that the Northumberland Committee was just a politically biased group and should be no concern of his.

Rowe's favorite public relations technique is to project his experience as the truth. For example, in his interview with the *Mysterious East*, he indicated that any time he has been to Boat Harbour, "I have yet to be bitten by an insect." Mr. Rowe must have some quality about him which repels insects, because that is certainly not the common experience of the residents. Even the Rust Report acknowledges the severe insect problem. Similarly, Rowe made the public statement that there was no odor from Boat Harbour. After being taken to task on that question by the *Mysterious East*, Rowe confessed that the question of odors was subjective — what he should have said was that he didn't find the odor from Boat Harbour offensive. Most people who live with it do.

Despite the many contradictions that have met the public eye, and despite the mystery still surrounding the Rust Report, Rowe bluntly states, "we like to do as much as possible about keeping the public informed. We are not trying to hide anything."

When asked about his critics, Rowe stoically accepted that this was part of public life. But he confessed, "I'm interested in getting on with the job — I'm not interested in

fighting any particular battle, or even taking a great deal of time to work out a defense against their criticisms."

4 IS THERE AN ALTERNATIVE?

the situation

FEW PEOPLE IN THE BOAT HARBOUR DEBATE have suggested that the Scott operation should cease. Most recognize that a pulp operation requires great quantities of water and will emit great quantities of effluent. All that is being asked is that Scott control its effluent so that waterways adjacent to its manufacturing plant may adequately serve other recognized public uses — which is nothing more than responsible stewardship for our resources and our environment.

The Delaney report was commissioned by the Northumberland Strait Pollution Control Committee not only to investigate the existing situation, but to propose alternatives.

In the report, Delaney ascertained that the formerly superb beaches from Boat Harbour east to Miramichi have deteriorated; that swimmers emerge covered with a sticky brown film, that the water leaves a foul taste; that there are tons of pulp fibres and other suspended solids lying all over the near-by beaches, that fishing of solids, he noted that a total of 280 tons of solids per day enter Boat Harbour; and after this "treatment", 185 tons of this goes on to the sea; this represents about 34% less than entered the harbour. Of the total suspended solids (the others are dissolved), about 96% are gone — very high indeed — but this still permits about four tons of pulp fibres and wood chips to be washed out to sea every day.

The report also noted that Lagoon No. 2 — 90% of Boat Harbour — contains no dissolved oxygen, is septic and highly odorous.

A more frightening aspect was revealed by Mrs. D. C. MacLellan of the Marine Studies Centre at McGill. She concluded that the plankton and other microscopic aquatic life were being subjected to harmful environmental influences, and that the unusually high percentage of dead or dying plankton in the vicinity of the outlet of Boat Harbour affects the food cycle which, in turn, affects the diet of commercial fish.

The dark brownish color of the water is caused by the presence of lignins and tannins — wood tissue substances that have the effect of dyes. Delaney concludes that only 45% of these substances are removed during the passage through Boat Harbour. It is to this extensive water discoloration that Dr. Gordon Ogdén attributes the decline of lobster and smelt.

the solution

IN ORDER TO CONSTRUCT AN ALTERNATIVE, Delaney first did an examination of a similar mill in Ontario, and compared it with the Scott operation. Delaney's findings showed that although the Scott facility retained a higher percentage of suspended solids (96%), these solids accumulated layer by layer in the bottom of Boat Harbour. Delaney estimated that the first lagoon is well over two thirds full. Kraft Mill X (as it was termed) recovered their solids and burned them with the bark. Also, Mill X was able to remove twice as many solids (sus-

pended and dissolved) and 3.1 times as many lignins as Scott, thus indicating a superiority of removal equipment. Most important, concludes Delaney, the effluent from Mill X is poured into a rapid receiving stream which dilutes the effluent whereas the facility that Scott uses (courtesy of the province) actually results in a concentration.

Delaney reveals that Boat Harbour is exceeding its capacity to handle effluent; therefore aeration (which in more normal circumstances would be desirable) could be disastrous. He predicts that forced aeration might churn up a foam ten feet thick which would blow across the countryside, as well as wood chips which would break the aerators. This unfortunate experience has occurred at other mills.

The solution, Delaney suggests, occurs before the effluent ever leaves the plant. By adding lime (1500 parts per million) to the general mill and alkaline bleaching wastes, lignins, tannins, and biological oxygen demand can be reduced from 70-90% according to lab tests. Only the chemical oxygen demand is less at 57%. This means, of course, that not all the color is eliminated. But over 70% of the color causing factors would be removed before the effluent ever leaves the plant.

The cost for "massive lime treatment" (outside initial capital outlay) was calculated by Delaney to be about \$1.65 per ton of pulp produced; such costs are ultimately passed on to the consumer. (The government-sponsored Rust report felt that lime would have to be added at 2500 parts per million, and though there were no evidence of figures to back it up, they predictably felt that the costs would be prohibitive.)

As a last step, Delaney's proposal envisages recovery of Boat Harbour. Presuming that the lime treatment were installed, Lagoon No. 1 could be cut off, equipped with aeration and other treatment facilities, and used as a central treatment reservoir for all local towns and industries, as well as Scott. The overflow into the much larger Lagoon No. 2 would be of such a quality as to induce plant and water life in the harbour. The overflow would then be channelled into the turbulent junction of the East, Middle and West Rivers as it pours into the Northumberland Strait. This would be as nature intended.

the criticisms

MALCOLM PINEO, SCOTT'S PRODUCTION MANAGER, indicated that pulp plants always had difficulty controlling the brown color of the effluent, and the odor. When asked to comment on the Delaney report, Pineo replied: "Delaney did the industry a great disservice when he put that report out. It is not a technical report, and it is unsound in many, many places. It would be so uneconomical that it would drive us out of business." While agreeing that the lime treatment did, in fact, work in the lab tests, Pineo added, "We're perfectly honest, factual and willing people here."

To D. R. MacLeod, the minister under the water authority, Mr. Delaney is just another expert. Said MacLeod, "I'll make assumptions, but I'll be guided by my technical experts." He indicated that if Delaney had the right idea, it would be implemented. "But," he continued, "I want to emphasize that a great many of the experts disagree about the problem and how it should be resolved."

Mr. E. L. L. Rowe, chairman of the Water Resources Commission was less cautious. "I'm not saying that the Rust report is perfect but it is certainly a great improvement over such a report as the Delaney report would represent." When questioned about the fact that Rust did no original biological research, Rowe simply stated that this was justified because previous research was conducted

by competent authorities.

The Rust Report itself criticized Delaney for breaking with standard practice. After calling into doubt Mr. Delaney's color reducing proposals (no laboratory data was offered in support of these doubts), Rust said "Generally speaking, it is not accepted practice to mix lime and bark for disposal by burning in a boiler." It suggests that the province should wait for the results of lime treatment research being conducted in the United States. "These results would likely be available within two years. The knowledge gained by these programs could then be applied by the province if it so desired."

While these criticisms are being launched, 25,000,000 gallons of polluted water continues to gush into Boat Harbour every day. "The question arises," says Delaney in his interim report, "Is it permissible to pollute a little bit this year, then a little more each coming year, or should the law be forceful enough to prevent any pollution whatsoever to our heritage and that of future generations?"



WOULD YOU BELIEVE...

"Scott Paper Company believes in high standards of excellency in conducting its corporate affairs as a responsible industrial citizen of each of its plant locations. We share deep concern with the public for conservation of our environment and natural resources. We are committed as a company to respond positively to the ecological and social problems and the opportunity which faces our contemporary society. Specifically, Scott recognizes and accepts its corporate responsibility to protect the environment by:

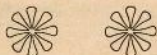
1. controlling its effluent so that waterways adjacent to its manufacturing plants may adequately serve other recognized public uses and,
2. controlling its emissions to the atmosphere to avoid harm to public health and property as well as any unreasonable interference with the rights, privileges and enjoyment of others.

Our objective, in concert with other industries, municipalities and private citizens is to continue to earn the respect of the public for responsible stewardship for our resources and our environment."

— reprinted from *Scott World*. This statement was issued at the end of the first quarter, 1970.

the mysterious
east
the independent
voice of
eastern canada
announces its

FALL BOOK SUPPLEMENT



contributors
include

George Bowering
Robert Fulford
Robin Mathews
Eric Nicol
Desmond Pacey
Melville Watkins

Ernest Buckler
Margaret Laurence
John Newlove
Alden Nowlan
David Walker
George Woodcock

guest essay by
nat hentoff



the mysterious
east
box 1172
fredericton, n.b.

amex

v2/2

I want Amex regularly.
Enclosed please find

\$1 for three introductory issues (this rate must be used only once)

\$3 for nine issues

\$5 for sixteen issues

I cannot send any money now

Use the extra money enclosed to cover the legal requirement on unpaid subscriptions

NAME(print).....

street.....

city.....zone..

province.....date...

signature.....

the american
expatriate
in canada



Amex

The American Expatriate in Canada is published by Amex-Canada Enterprises, a registered partnership in the City of Toronto. Mailing address: P.O. Box 187, Station D, Toronto 165, Ontario, Canada.

AT ONCE THE WORST AND BEST THING about public education — and particularly about public education in North America in the middle of the twentieth century — is the amount of writing and talking it engenders. And over the last few years, books and articles on education — public and private, orthodox and radical, elementary and advanced, theory and practice — have proliferated to the point where the layman has little choice but to abandon this field along with literature and sociology, to the experts who have time to plow through the compost in search of reclaimable material and the occasional lost gem.

This is too bad. Education is far too important a matter to be left to the experts, especially when their usual incompetence is so abundantly demonstrated, both in the literature and in schools. And as the public schools drift ever farther from the communities they purport to serve, as situations like that which caused the explosion in Digby, Nova Scotia last year become more common, the experts begin to believe that it is for them — not students, not parents, not the communities — that the schools exist. And they have been encouraged to feel this way by the abdication of power of teachers, parents, and students.

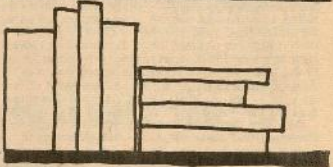
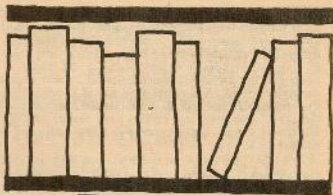
It is doubly unfortunate that the glut of educational writing has tended to alienate parents, since much of that writing is expressly aimed at correcting this situation, at involving the community in the education of its children, at making the school responsive to the needs of the children and their society.

And the writing is having some effect. The educational establishment is beginning to take the new ideas seriously, as is shown by the Plowden Report in England and the revolution in the infant schools there (See Joseph Featherstone's articles), and by the Hall-Dennis report in Ontario. One of the best, and most independent, of the new educational theorists, Herbert Kohl, is writing a regular column for that most respectable of educational publications, *Grade Teacher*. School systems are sponsoring workshops and even in some cases experimental classrooms based on the new ideas.

Perhaps even more important than this, however, are the alternative schools springing up across North America by the hundreds. United, usually by nothing more than their commitment to the value and integrity of the individual child, these schools represent the spearhead of a movement which is likely to revolutionize public education.

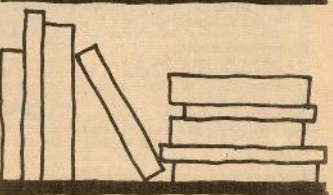
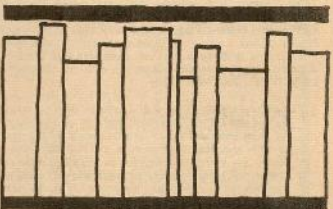
What are these new ideas? Where did they come from? and isn't it simply another fad, like progressive education and hundreds of lesser ones? The only way to answer such questions fully is to read a few of the publications in this field; *The Mysterious East* herewith offers you a thumbnail sketch of some answers and a detailed map of the terrain in which fuller answers lie.

A NUMBER OF FACTORS combined to produce this revolution in educational thinking. One important one was Sputnik, which went up in the fall of 1957 and set the American educational establishment on its ear. Out of the spate of reexaminations and revolutionary attempts to teach kids more, earlier, which followed that revelation of Soviet educational advance, arose an intense interest in increasing the efficiency of schools. James B. Conant wrote his studies of the inefficiency of educational practice, Rudolf Flesch wrote *Why Johnny Can't Read*, and a national — and international — bout of educational speculation was under



SCHOOL BOOKS

russell hunt



way.

At the same time, and partly in reaction to the increased level of mere manipulation involved in Conant's schemes, writers like Paul Goodman and Edgar Z. Friedenberg began looking, without ethnic preconceptions, at the plight of children in our society and describing what the schools and society as a whole demands of children and how it affects their behaviour. And popular books like Bel Kaufman's *Up the Down Staircase* and perhaps even movies like *The Blackboard Jungle* began creating a wider audience for educational writing.

And then both the civil rights revolution and the increased concern for the plight of the urban poor began producing the books which form the real backbone of the alternative school movement — all the books studying the failings of the schools, not only in the ghettos, but among the middle-class. John Holt (*How Children Fail*, 1964) Herbert Kohl (*36 Children*, 1967), Jonathan Kozol (*Death at an Early Age*, 1967), James Herndon (*The Way it Spozed to Be*, 1968), all wrote in concrete, gripping ways of the dehumanization effects of the schools' treatment of their students, of the students' bright, inquiring minds going dead and uninterested.

And then, arising out of the work of Piaget and Montessori and especially A. S. Neill (*Summerhill: A Radical Approach to Child Rearing*, 1960), many of these writers, and others, began putting their ideas into practice, in independent schools and elsewhere. And through these sources and the reports of John Holt (*How Children Learn*, 1967), Herbert Kohl (*Teaching the 'Unteachable'*, 1967), George Dennison (*The Lives of Children*, 1969) and others, there began to evolve a common body of belief and practice about education and the treatment of children; a complex of persuasive literature that led many people not only to be dissatisfied with public education as it is, but to attempt to change it, often by beginning their own, alternative form of education.

THE SCHOOLS WHICH ARE ARISING from this background embrace the most wildly divergent social and psychological ideas, deriving them mostly from Tolstoy, Piaget, Montessori, Neill, Carl Rogers, Paul Goodman, Edgar Z. Friedenberg, and others, and there is no central orthodoxy. But one basic idea which will be disputed by few people connected with an alternative school is this (from John Holt):

Nobody starts off stupid. You only have to watch babies and infants, and think seriously about what all of them learn and do, to see that except for the most grossly retarded, they show a style of life, and a desire and ability to learn that in an older person we might call genius. Hardly an adult in a thousand, or ten thousand, could in any three years of his life learn as much, grow as much in his understanding of the world around him, as every infant learns and grows in his first three years. But what happens, as we get older, to this extraordinary capacity of learning and intellectual growth?

What happens is that it is destroyed, and more than by any other thing, by the process that we misuse education — a process that goes on in most homes and schools.

Beyond, then, a fundamental belief that it is possible to preserve this energy and a commitment to the idea that the preservation is best accomplished by treating every child as a unique, precious individual, there is almost no way of predicting what one of these schools will believe or do. Some are committed to serving as an example for the public

school systems; others see themselves as a genuine alternative which will in time replace the system of public education we now know; others do it for no other reason than that they like teaching kids and can't do it their way in the public schools; others to save their own children's enthusiasm for learning and knowing; still others because they see the complete development of children as a long-term tool for social change. Some charge tuition, some don't. Some how to a curriculum, some don't.

But all of them are committed to the belief in the value of individual human beings; all of them believe that education which ignores a child's real needs in order to minister to the needs of society as a whole fails.

BELOW IS A LIST OF THE BOOKS and articles you can look at if you're interested in finding out more about these schools and the theories on which they are based. Something that should be made clear is that the best books on education are usually the most concrete books, books which deal with some specific experience. When the author does this well — as James Herndon or John Holt, especially, does — the books become compelling in a way that very little literature does. You can't put them down.

The list is not meant to be complete, though I think that no book of really wide current influence has been left out. The comments represent my opinion; where there is no comment, I have not yet been able to read the book and only know of its existence secondarily. If you are only able to read one book, make it either *The Way it Spozed to Be* or *How Children Fail*; if you have an interest in theoretical underpinnings, *Growing Up Absurd* or *Coming of Age in America*. All four are excellent, readable, and moving.

This Magazine is About Schools

Out of Toronto, this is far and away the best periodical publication in the educational field, though it tends to become preoccupied with political-activist and social concerns. Something that makes it particularly appropriate to *The Mysterious East* is that not only is it Canadian, but the two primary forces behind the magazine — Robert Davis and George Martell — are both Haligonians, born and bred. Why is it that upper Canada siphons off the talent the way it does — and what can we do to attract such people back here?

In the meantime, you can subscribe to *This Magazine* at P. O. Box 876, Terminal 'A', Toronto. \$3.50 a year; \$9.50 for three; \$15 for five. Published quarterly.

New Schools Exchange Newsletter

Arising out of a California conference on alternative education, the *Newsletter* is now an eight-page, offset-printed compendium of applications for jobs in alternative schools, advertisements of positions, letters on educational and related subjects, statements of present programs and philosophy by alternative schools, and photos. An annual directory of alternative schools is published. Anybody who is even slightly interested in such schools simply has to subscribe. You can get it for a year for \$10. To quote: "Subscription fees cover the Newsletter, the containing directory of schools, and periodic positions papers . . . and whatever else we can help you with, related to experimental education. Free subscriptions will be made available to those in need." Write: 2840 Hidden Valley Lane, Santa Barbara, California 93103, U. S. A.

Sylvia Ashton-Warner, Teacher. New York, Simon and Schuster, 1963.

An autobiographical account of her discoveries while teaching Maori children; it has turned a number of people on to the kind of teaching the alternative schools are interested in.

Jerome S. Bruner, *The Process of Education*. Cambridge, Mass., Harvard University Press, 1961

Part of the attempt to improve education after Sputnik, and

Part of the attempt to improve education after Sputnik, and mainly concerned with scientific subjects and their teaching; quite abstract, but has some interesting consequences for teaching generally. Bruce writes well and the book does spring loose some good ideas.

Robert Coles, Children of Crisis: A Study of Courage and Fear. Boston, Little, Brown; 1967

Not directly concerned with formal education, but illuminating in its presentation of the way kids' minds work - especially kids who are in the process of being maimed by their society.

Dennison, George, The Lives of Children: The Story of the First Street School. New York, Random House, 1969.

The First Street School was an alternative education project, set up in New York's inner city. Dennison recounts the progress made by the kids at the school and the death of the school for financial reasons and in spite of convincing you it's possible to succeed - both with the kids and with the school. Perhaps the major thing the book demonstrates is that it's possible to create this sort of an institution on the amount of money already being spent on public education - that is, it's not necessarily a financially extravagant proposition.

Joseph Featherstone, articles on the British Infant Schools - appeared originally in *The New Republic* and are available as a pamphlet from Pitman Publishing Co. 6 East 43rd Street, New York 10017, U.S.A. Enclose 50 cents.

Encouraging both because Featherstone describes the methods in use and their results well, and because it is being instituted on a wide scale - partially as a result of the Plowden report (see below).

Friedenberg, Edgar Z, Coming of Age in America: Growth and Acquiescence. New York, Random House, 1965. Available in paperback as a Vintage Book. Also *The Dignity of Youth and other Atavisms*, Beacon Press, 1965.

One of the most original thinkers around, Friedenberg is able to apply anthropological techniques of observation to the institutions of his own culture as though he'd never seen them before and had no pre-existing beliefs about them. His case against public education is presented by pointing out what it is that the schools - and our society as a whole - actually *do* rather than what they claim to do, or what we want them to do. And he is a most delightful writer, as the article on him elsewhere in this issue shows.

Caleb Gattegno, What We Owe Children: The Subordination of Teaching to Learning. Outerbridge and Dienstfrey, 1970.

Gattegno's basic point is one that needs to be made - though, I think, it is intuitively known to most good teachers: it is that what children learn ought to be learned in the same way that we learned to sit up, to walk, to talk; by building on the most basic skills and desires in the person and by internalizing the knowledge in some way that transcends "remembering." He argues also that such things, usually, are not taught, but are learned, and that a teacher can really do no more than facilitate such learning.

The problem is that a lot of what he says is not particularly well written, and some amounts to repetition of the obvious. And his not-so-concrete suggestions for the teaching of specific subjects have the ring of traditional educational re-appearing.

Many people seem to have a lot of respect for Gattegno's thought. I'm not one of them, but many of them are more perceptive than I.

Paul Goodman, Growing Up Absurd: Problems of Youth in the Organized System. New York, Random House, 1960. Also *Compulsory Miseducation, and The Community of Scholars*, New York, Vintage Book, 1964. And a number of articles appearing in various periodicals, including an important one on the "minischool" in *The New York Review of Books*.

MINERVA BOOKS Ltd.

5425 Spring Garden Road Halifax NS

has all books
reviewed in the mysterious
east

subscribe 

"The Hall-Dennis report has captured a surprising amount of popular attention and provoked lively and continuing debate on the nature and objectives of schooling." *Brian Crittenden.*

Means and Ends in Education

Brian Crittenden, editor

A critical analysis of the Hall-Dennis report by such educationists as Carl Bereiter, Douglas Myers, Andrew Effrat, and G. L. McDiarmid. \$3.00

Re-thinking Education

Proceedings of a conference on The Practical Implications of the Hall-Dennis Report. Contributors include Hon. W. G. Davis, R. W. B. Jackson, and W. R. Wees. \$1.75

Order from
Publications Sales

OISE

The Ontario Institute
for Studies in Education
252 Bloor Street West
Toronto, Canada

NAME _____

ADDRESS _____

Goodman is an anarchist — and probably the most creative thinker around these days. He thinks we should concentrate our energies on letting people be, and should work out creative solutions to the fundamental problems of our society — including education, which he is not hesitant about saying should be abolished. Reading Goodman clears your mind out and everyone should do it whether you care about alternative education or not.

Hall-Dennis (*Living and Learning*, The Report of the Provincial Committee on Aims and Objectives of Education in the Schools of Ontario, by Mr. Justice E. M. Hall, L. A. Dennis, and others.)

I don't recommend reading this, though I have been told there is a short version that's a bit more manageable. I do recommend getting a copy if you can, though, so you can browse through it and admire the pictures and think about the budget that went into it. The most spectacular thing about it is the charts on pages 78-9, which are, as far as I can see, quite useless but strikingly beautiful. The thing about Hall-Dennis is that its heart is in the right place, but its feet are in the establishment. You can get great quotes out of it, and, like the Bible, it makes pretty good ammunition in propaganda. But finally it can't make up its mind whether it believes its statement that the parents have a prior right to choose the kind of education their children shall receive or its statement that "the small school and the local school board have out-lived their day." And you can't have it both ways.

Nat Hentoff, *Our Children Are Dying*, Viking Press, James Herndon, *The Way it Spozed to Be*, Simon and Schuster, 1968.

Probably the most consistently interesting and provocative of the auto-biographical accounts of teaching experiences. Herndon gets you inside the kids and dramatizes what Friedenberg explains in the abstract.

John Holt, *How Children Fail*, New York, Pitman, 1964; *How Children Learn*, New York, Pitman, 1967; *The Underachieving School*, New York, Pitman, 1969.

Holt is the dean of the new educational writers and in some ways still the best. *How Children Fail* remains the best description of the process as it occurs in the schools; *How Children Learn* is the most useful exposition of the new ways of teaching and looking at kids.

Kohl, Herbert, *Thirty-Six Children*, New American Library 1967, *Teaching the 'Unteachable'*, New York Review Publications, 1967; *The Open Classroom*, New York Review Publications, 1969.

Probably the most useful of Kohl's books is *The Open Classroom*, a sort of teacher's manual for the new kind of teaching and an immensely clear, practical and stimulating one. It is aimed at the high school level but much of what he says can be quickly translated to any other level. *Teaching the 'Unteachable'* suggests some ways in which students usually labelled inarticulate and uncommunicative can be opened up, as does Kohl's first book, *36 Children*. It's been said that Kohl is the best teacher around; he's not the best writer. *36 Children*, especially, is sometimes stiff and awkward. But he's certainly worth reading.

Jonathan Kozol, *Death at an Early Age: The Destruction of the Hearts and Minds of Negro Children in the Boston Public Schools*, Boston, Houghton-Mifflin, 1967.

One of the first expositions of the scandalous treatment of ghetto kids by the schools, and still one of the most effective, partly because Kozol gives off an air of such incredible honesty. You believe in the people he's talking about; they never become stick figures in a morality play. You even care about the villains of his piece. And thus you understand something of how the system he's talking about got that way.

A. S. Neill, *Summerhill: A Radical Approach to Child Rearing*, New York, Hart Publishing, 1960

Neill knew it before anyone else did, and said it all ten years ago. This remains THE classic book in the field; and Neill's position is still the most radical and the most thoroughly honest there is. Besides being a great teacher, Neill is a writer who'll loosen your head up as profoundly as Goodman or Friedenberg.

Lady Plowden and others, *Children and their Primary Schools*, A Report of the Central Advisory Council for Educators, Volume I: the Report, London, Her Majesty's Stationery Office, 1967.

This is the most radical and comprehensive program ever proposed for a large public school system, and can function very much like Hall-Dennis in that it makes marvelous support in your school's propaganda. It is also useful as a source of fundamental ideas. Like Hall-Dennis, it is mammoth and not bedside reading; and, again, I've heard a shorter version is available.

Neil Postman and Charles Weingartner, *Teaching as a Subversive Activity*, New York, Delacorte, 1969.

One of the most entertaining books around in this field; occasionally a little forced, but usually right on. It's directed more at the conventional teachers in a conventional school than at alternative education, but much of what they have to say about what has to be taught and what can be learned and what the schools really do is immensely valuable. You can buy gift copies of this for friends who are teachers.

Carl R. Rogers, *Freedom to Learn: A View of What Education Might Become*, Columbus, Ohio, Merrill, 1969.

I've heard enthusiastic reports about how this applies to alternative schools but haven't read it yet.

Ronald and Beatrice Gross, editors, *Radical School Reform*, Simon and Schuster, 1970.

An anthology of essays and magazine articles by some of the most important voices in the field; I've been told it's the best thing available, and probably the best short guide to the whole complex of ideas and issues, but I haven't seen it yet.

The Summerhill Society Bulletin

The Summerhill Society is an organization originally begun to start a Summerhill-style school in New York; they have become a clearing-house for information and ideas somewhat similar to the *New Schools Exchange*. They conduct public forums, run an annual workshop, and publish the *Bulletin* bimonthly. Recent issues have contained a bibliography for the free school movement (much fuller than this one) and a long review of Dennison's book. You can join the society by writing 339 Lafayette Street, New York, New York, 10012, U. S. A. Student memberships are \$2.50; individual memberships are \$10.00. Single copies of the *Bulletin* are fifty cents each.

Nat Hentoff, *Our Children Are Dying*, Viking Press, Compass Book.

An account of an experiment within the public school system, P. S. 119 in Harlem, and of the principal of the school. I haven't yet read it, but Hentoff is one of the better writers around.


Maria Montessori, *The Montessori Method*, Schocken Books, New York, 1964.

One of the classic sources of ideas important in the alternative school movement. The method often sounds like a straitjacket, but in practice it can be very flexible and effective; the book should be read carefully, and preferably after you've clarified some of your own ideas on the subject of education.

Lev Nikolaeich Tolstoy, *Tolstoy on Education*, Chicago, University of Chicago Press, 1967.

Tolstoy is a major influence on an awful lot of free school thinking; this book contains, among other things, a description of the school he established and a statement of his basic theories of education.

reaction



unpopular

Dear Sirs:

Your Rubber Duck Award to Mr. E. S. Fellows in the July issue of *The Mysterious East* is a shabby piece of character assassination. The Chairman of the New Brunswick Water Authority is a natural target for criticism because feelings run high on the subject of water pollution, regardless of the circumstances. But your article is a mixture of half truths and statements taken out of context from which the worst possible interpretations have been drawn.

Anyone well acquainted with Mr. Fellows' work knows he is an unusually scrupulous, conscientious and intelligent citizen who deserves well of his Province. In fairness, I hope you will print this rebuttal.

First, Mr. Fellows was made Executive Secretary of the Water Authority in 1958 at the insistence of Dr. Bates himself, who had a high respect for his ability. He deserves credit for much of the thought that went into the Water Acts that you commend so highly.

Second, he did not wish to succeed Dr. Bates and agreed to only under considerable pressure from the government. He was not appointed at the behest of Fraser Companies, Limited. The government wanted him because of his brains and his past experience not only with the N.B. Water Authority, but with the Eastern Rocky Slopes Conservation Board.

Third, the Chairman of the N.B. Water Authority is not a civil servant. The position is a policy-making one whose incumbent is appointed by the cabinet and is subject to arbitrary dismissal. It does not preclude accepting outside consulting work as long as no direct conflict of interest is involved, and the government was fully aware of Mr. Fellows' role as a consulting forester when it appointed him. Incidentally, Dr. Bates was a consultant to the pulp industry before and during his tenure of office.)

Fourth, no conflict of interest has been involved in Mr. Fellows' position with the N.B. Forest Products Association. Its directors assigned him that he would not be asked to represent the NBFFPA should such a conflict arise. (Incidentally, he would have resigned years ago but for the lack of a suitable successor.) The Association itself is composed of very diverse pulp and sawmilling interests that disagree strongly among themselves. On urgent matters, companies such as Fraser's prefer to represent themselves.

Fifth, Mr. Fellows very definitely is not a tool of the pulp and paper industry as your article implies. He has long been known in the forestry world for the independence of his views. Most of his professional work has been either outside New Brunswick or Canada. He has handled only two major consulting jobs in the Province. As a member of the N. B. Forest Development Commission, he was responsible for recommendations on management of forest lands that were highly unpopular with the industry. He did much to

bring the Rothersey Paper Company to Saint John, an activity that did little to endear him with the Irving interests.

In my opinion, the Water Authority has done more during the last three years under Mr. Fellows' direction than it did in the previous ten years of its existence. Part of this is owing to increasing public awareness of pollution, but part is also owing to Mr. Fellows' quiet effective way of working.

The pollution of generations cannot be undone in one or two years. Of the long-established industries contributing to it, the Water Authority has been concentrating first on the major offender, the pulp and paper mills. A tool of that industry might have been expected to point at the numerous fish plants which do their share of polluting our water and air.

Fraser Companies obviously cannot be allowed to continue polluting the St. John River. But regardless of The Mysterious East's scepticism, the Company is being forced to act. From 1966 to '68 however, Fraser Companies were losing money and in danger of bankruptcy. The government was then, understandably, reluctant to force heavy expenditures on a firm that is the economic mainstay of northern New Brunswick.

Space does not permit further comment on your article, although I believe it would be easy to confute nearly every point raised. Mr. Fellows does not know I have written this letter and has given me none of the information in it.

Yours truly,

I. C. M. Place
Regional Director, Maritimes
Department of Fisheries and Forestry
Canadian Forestry Service

reply

Mr. Place's comments about character assassination reflect a very common misconception about the nature of politics and the nature of journalism, — one shared, we might add, by the Chairman of the New Brunswick Conservation Council, Mr. Kenneth Langmaid, who made much the same point recently in his letter to the Saint John Chapter of the Council.

Character has nothing to do with the case *The Mysterious East* has made for Mr. Fellows' resignation. We have no particular interest in Mr. Fellows' character and would have no hesitation in accepting Mr. Place's verdict on it.

Nor is it necessary to argue that Mr. Fellows has been less honest about his dual membership, or less than scrupulous in staying away from open use of the power the dual position could create.

The case is merely this: Fellows has not vigorously prosecuted the duties of his office. His public position has consistently been one of sympathetic understanding of the economic and public-relations problems of the pulp and paper industry and of a good deal less sympathy for what he calls the "hysterical" public.

And this seems to us understandable in a man with a long history of intimate involvement with the pulp and paper industry. You'd have to be a superman not to be more aware of the interests of people with whom you're closely associated than of people you don't know.

In fact, it occurred to us that Mr. Fellows — and his minister, Mr. Duffie, who also has a long history of association with the same industry — might simply not have thought of the dual membership as a conflict. Believing in

the good will and sincerity of his friends at Consolidated Bathurst and Rothesay, he might well have seen no conflict between their interests and those of the average citizen who wants to go salmon fishing or swim in the rivers. It's quite possible to sincerely believe that what's good for Rothesay or Saint Anne-Nackawic is good for New Brunswick.

But we think that a man who believes that doesn't belong in the sensitive office of Chairman of the Water Authority. We think their interests and ours conflict at a number of vital points and we want a Water Authority chairman who'll take our interests seriously and not accuse us of hysteria.

By the way, it seems curious to us that both Mr. Place, and Mr. Duffie concede implicitly that the simultaneous holding of both positions WAS a conflict of interest; both argue that he resigned from the FPA as soon as he could.

And both concede that it took him several years to find a replacement. We trust it won't take that long to replace him on the Water Authority.

Sirs:

After careful reading of the last two issues of the Mysterious East I have come to the conclusion that you are prejudiced. It seems to me that one could have given at least fifty rubber duck awards away — on the basis of your last issue alone. However, you only gave one. Admittedly Mr. Colpitts is a highly deserving candidate but is he that much more deserving than, say, the whole Nova Scotia government, Mr. Jamerson, Mr. Spevack, etc., etc.?

I realize that total fairness will require one hell of a lot of rubber ducks, but this in itself has a good deal of potential. One could start a chemical company to manufacture synthetic rubber which one could then mould into rubber ducks. Surely the governments of either Nova Scotia or New Brunswick would jump at the opportunity to finance such an industry. Then after losing a suitable amount of money, say ten or twenty million, one could sell the company to the government and leave.

Yours very truly,

I Unger
Department of Chemistry
The University of New
Brunswick

Just got done reading the most recent issue of *Mysterious East* ... christ, I enjoyed that! I've been to that goddam rat hole in Coverdale. One of those Indian girls "Carol" mentions is the daughter of my secretary, who was only allowed fifteen minutes with her, not allowed to speak Indian and could only talk to her in the presence of one of those moronic matrons.

The jail here in Fredericton can only be described in Indian, by many of our blood-brothers who have put in "hard time" there for its down-grading to humanity, as "white man's sense of justice."

Being poor is an Indian who has been screwed of his land, of his hunting and fishing, by a government who is telling him that he should be glad and be a Canadian citizen "like everybody else."

Being poor is an Indian who has been made to sign

treaties with the white man and go to a court to seek white man's justice with white men for judges, defenders, and interpreters of law. White man speaks with forked tongue.

My review of Harold Cardinal's book got good circulation in Indian Affairs Branch in Ottawa. One guy (an Indian) who works there made sure all key staff got an idea "what I was like". I went to see the Assistant Deputy Minister one day and he said, "Andy, you know those nameless faceless bastards you refer to all the time ... some of these guys are Indians ... some are white guys ... but one of these bastards is gonna punch you right in the goddam puss one of these days." I told him that I'd gladly take that opportunity when it comes. I've got scars all over my goddam body from those kinds of guys, a few more wouldn't hurt ... at any rate, if I can get just one punch in myself, I always enjoy the exchange.

I'll never change ... the day I shut up is the day I die. By then I hope there'll be a hundred guys like me. There are scars among the Indian people that no one can see; but they're there ... and they'll let no one forget. Sure they window-dress Indian Affairs in Ottawa and here in New Brunswick with a few Indians, but that's a part of the system; let the Indians do the dirty work. Let Indians fight with Indians; it's the old game of divide and conquer — old as the hills.

John Sacobie still hasn't got his cheque from Workmen's Compensation, and he wouldn't. The whole goddam system screws the Indian — and that's what it's like when you're poor.

Andrew Nicholas
Union of New Brunswick Indians



atlantic symphony orchestra
orchestre symphonique de l'atlantique
klaro m. mizerit
musical director

Subscription Campaign
now under way

Back of the Book

WHATEVER DOES 'MUNICIPALITY' MEAN?

A gigantic obstacle in writing about local government in Nova Scotia is trying to figure out what the words mean. Nova Scotia is divided into 18 counties. Twelve of these are municipalities, while the remaining six are divided into two municipalities each (totalling 24). For municipal (?) purposes, cities and towns are separated from these municipalities. There are the following units of local government in Nova Scotia (I think I've included all):

- municipalities
- rural municipalities
- counties
- cities
- towns
- villages
- electoral districts
- school board sections
- administrative sections
- wards (in cities)

Each one of these has governing powers of some sort. Many have the right to control the following functions, and municipalities have all of them:

- levy, collect, and appropriate tax monies
- control voting
- pay bills
- borrow money
- pass by-laws
- appoint members of the school boards, except in towns.

The Education Act defines "municipality" as an area under a municipal council.

The Municipal Affairs Act says that a "municipality" means "city, town, village, service commission or municipality (?) of a county or district."

The *Oxford Universal Dictionary* (3rd ed.) states that in 1790 a municipality was a "town, city or district possessed of privileges of local self government or its governing body." In 1960 the definition was limited to an incorporated city or town.

Webster's Third New International Dictionary defines a "municipal district" as a chiefly rural unit of local government in Canada and some parts of Australia. On the other hand, it states that a "municipality" is a "primarily urban political unit having corporative status and self-governing powers."

The chief laws governing local units in Nova Scotia include:

- County Incorporation Act (present Municipal Act)
- Towns' Incorporation Act
- Municipal Affairs Act
- Municipal Act
- Education Act
- Public Health Act
- Village Service Act
- Community Planning Act

In writing about local units of Nova Scotia government, it is impossible not to become entangled with the words "municipal" and "municipality". They can refer to municipalities, parts of municipalities, municipalities which are parts of counties, or as the Municipal Affairs Act so generously expresses it: "a city, town, village, service commission or municipality of a county or district."

Forgive me if I gibber about what a local unit of government in Nova Scotia is. In almost every case I can use the word "municipal." But what in the world does it mean?

— Ann Macdonald

NOW DETACH THIS FORM
AND ADD \$5.50
FOR THE NEXT «TWELVE» ISSUES OF the mysterious
east

NAME

ADDRESS

SEND TO POST OFFICE BOX 1172 FREDERICTON NB

OCTOBER 14TH SURVIVAL*DAY

What On Earth Is It?

Survival Day, October 14th, 1970, will be a nation wide moratorium on pollution. More than a simple assertion of how things ought to be, it will address itself to very specific environmental problems both nationally and in local communities.

This summer, from Newfoundland to British Columbia, environmental groups and concerned individuals will be documenting local pollution problems, actions (or the lack of them) taken by their local governments and industries in the pollution control field, as well as composing outlines for national pollution controls. Further, each group will be drawing up proposals for the solution of their specific, home-town problems.

On October 14th, as demonstrations and rallies mark Survival Day across the country, these very detailed national and local proposals, assembled in a single report, will be brought to Ottawa.

If you believe that at present affluence yields effluents, progress yields pollution and the GNP yields exploitation of land, air and sea. You are concerned about our flagrant misuse of the environment. If so, participate in Survival Day.

For more information, contact:

Mr. Michael Collins Biology Department
Memorial University
St. John's, Newfoundland

Mr. Chesley Yetman . . National Film Board Representative
Customs Building
Saint John
New Brunswick

Mr. Hugh McKervill Citizenship Branch
1222 Main Street
Moncton
New Brunswick

Mr. Ian MacQuarrie Biology Department
University of Prince Edward Island
Charlottetown
Prince Edward Island

Mrs. Allison Parsons ECO
P. O. Box 3211
Halifax South Postal Station
Halifax
Nova Scotia

National Office Survival Day Office
99 North Oval
Hamilton 15
Ontario