



the B.C. teacher

JANUARY-FEBRUARY 1976

VOLUME 55 NUMBER 3

STAN EVANS RETIRES

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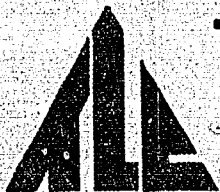
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THE BC TEACHER

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COVER PICTURE

Our picture this month is of Shannon Falls, a beauty spot along the highway from Horseshoe Bay to Squamish. Doug Morrison, who teaches at Howe Sound Secondary School in Squamish, took the photograph.

PHOTO CREDITS

Pp. 81, 82 right, 83—BCTF files; p. 82 left—Department of Extension, UBC; p. 84—Don Ryan Photos; pp. 87, 89—Ron Denman; pp. 93, 95, 96, 99—supplied by author.

Holiday in Europe This Summer

Many Advance Booking Charter flights (A.B.C.'s) are now government approved so we are accepting registrations to such destinations as London, Prestwick, Amsterdam and Frankfurt.

London

VENTRA TRAVEL AND SUNLIGHT are combining to offer special long flights to LONDON via Laker Airways DC10. Superb meals, complimentary beverages, movies, stereo music. The finest in-flight service ensures enjoyable travel to and from Europe.

| Depart Vancouver | Return Vancouver | Duration | Price |
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| July 1 | August 31 | 61 days | \$469.00 |
| July 2 | August 27 | 56 days | \$469.00 |
| July 2 | September 3 | 63 days | \$469.00 |
| July 9 | September 3 | 56 days | \$469.00 |

Other Laker flights to London are also available from 14 days.

Wardair is operating B747 flights to London. Every Thursday for 3, 4, 6, 8 and 10 weeks. Every Sunday for 2, 3, 4, 5 and 6 weeks. Price during July is \$469.00.

Amsterdam

via Wardair B747

3, 4, 6, 8 and 10 weeks at \$489.00 during July.

Frankfurt

via Wardair

3, 4, 5 and 6 weeks at \$499.00 during July.

Prestwick

via Wardair

3, 4, and 5 weeks flights at \$454.00 during July. Flights with Martinair, CP Air and British Caledonian Airlines to London, Amsterdam and Frankfurt are available. Also, flights are available throughout the year at reduced rates.

Booking Conditions for European flights

In order to register space on the flight of your choice, please write to Ventra Travel providing the following information:

- Full names (no initials) of each person travelling
- Full address • Home phone no. • Nationality
- Identification number for each person, i.e. passport, social insurance number or birth certificate number
- Destination and dates desired.

A non-refundable deposit of \$50.00 per person plus \$3.00 missed flight insurance is required along with the booking.

Australia

via Qantas Airways

Please note new dates:

- July 4-Aug. 5 (9 weeks)
- July 11-Aug. 29 (7 weeks)
- July 18-Aug. 22 (5 weeks)

| | |
|-------------------|----------|
| Cost: Adults | \$764.00 |
| Children (2-12) | \$392.00 |
| Infants (under 2) | \$ 78.50 |

TO BOOK: See booking conditions.

New Zealand

via Air New Zealand

Please note new dates:

- July 2-Aug. 27 (8 weeks)
- July 9-Aug. 8 (5 weeks)

| | |
|-------------------|----------|
| Cost: Adults | \$730.00 |
| Children (2-12) | \$365.00 |
| Infants (under 2) | \$ 73.20 |

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The Orient

A four week tour has been arranged to include such interesting stops as Hong Kong, Singapore, Padang, Jakarta, Bali, Kuala Lumpur and Bangkok. For a detailed itinerary of the tour, contact Ventra Travel.

South America

A special tour of South America is presently being arranged for July. Contact Ventra Travel for more information.

Hawaii

Plan your Hawaiian holiday now while space is still available. Depart from Vancouver on March 27 and return April 4 via United Airlines.

Cost: (Flight only) \$285.00 per person
Infants under two free.

Attractive hotel package plans are available — information will be forwarded with confirmation of your flight booking.

TO BOOK: See booking conditions.

Mexico

Spend 7 nights in fantastic Mazatlan on a Funseekers Holiday. Leave Vancouver March 27 and return April 3. Cost includes round trip air fare, transfers in Mexico and seven nights hotel accommodation in one of these deluxe hotels.

| | |
|----------------------|-----------|
| Las Brisas | \$349.00 |
| Posada De Don Pelayo | \$359.00 |
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| El Cid | \$419.00 |
| Hotel Playa Mazatlan | \$469.00* |

*breakfast and dinner daily
Prices based on double occupancy.
Contact Ventra Travel for a detailed brochure.
TO BOOK: See booking conditions.

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Depart Vancouver March 28 via Western Airlines and return April 1st. Stay at the Las Vegas Marina Hotel, enjoy beautifully furnished rooms, colour TV. The Hotel located on the 'Strip' has its own Casino and star-studded entertainment.

Inclusive cost: \$265.00 per person

based on double occupancy TO BOOK: See booking conditions.

Florida

Enjoy 7 days in sunny St. Petersburg Beach.

Funseekers Holidays offers round trip air transportation, via Air Canada, hotel accommodation, daily continental breakfasts, transfers and Walt Disney Tour. Depart Mar. 28 and return Apr. 4.

Cost: Don CeSar Resort Hotel - \$449.00
Hilton Inn - \$459.00

Based on double occupancy. TO BOOK: See booking conditions.

California

Take your family to sunny Southern California this Easter to visit Disneyland with all its adventure and excitement and San Diego, a vacation paradise for everyone.

Accommodation has been arranged at the Royal Inn at Anaheim and in San Diego at the Hanalei, Mission Valley. Tours include round trip air fare, transfers, hotel accommodation, admission and deluxe book of fifteen tickets to Disneyland.

Disneyland Mar. 27 - Mar. 31 (4 nights)

Disneyland Mar. 28 - Apr. 3 (5 nights)

Disneyland/San Diego Mar. 27 - Apr. 4 (8 nights)

San Diego/Disneyland Mar. 28 - Apr. 3 (6 nights)

Prices dependent upon number in party.
Contact Ventra Travel for brochure.
TO BOOK: See booking conditions.

Arizona

Depart Vancouver March 27 for the hot desert sun of Arizona. Spend 7 nights in Scottsdale, the resort area of Phoenix, at the Scottsdale Towers. Included in the tour is round trip airfare from Vancouver, accommodation and transfers.

Inclusive cost: \$268.00 per person

based on double occupancy. TO BOOK: See booking conditions.

Booking Conditions

ELIGIBILITY: HAWAII, AUSTRALIA AND NEW ZEALAND — Each member must be a member of the B.C. Teachers' Federation for a period of not less than 6 months prior to flight departure. Spouses, dependent children and parents domiciled in the same household are also eligible provided the teacher member travels with his or her party.

ALL OTHER DESTINATIONS ARE OPEN TO THE GENERAL PUBLIC.

TO BOOK: All programmes, except European charters (see European flight instructions), require a deposit in the amount of \$50.00 per person. Deposit should be forwarded to: **VENTRA TRAVEL SERVICES LTD.**

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Rates quoted are subject to change. Not included in rates quoted are Canadian and foreign departure taxes.

For further information



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From our readers

Color Me Pleased

Thank you very much for the two complimentary copies of *The B.C. Teacher*.

I liked the art work for 'Log Cabin School.' Seemed just right — even though I was a ravishing blonde in those days!

Lillian Hunter
Lantzville

You Don't Have To Go Far

The article 'Outdoor Education Does More Harm Than Good' by Marilyn J. Taylor (Sept.-Oct. issue) was brought to my attention as chairman of the Ontario Teachers' Federation Outdoor Education Committee. I respond, however, as a teacher and as the Science-Mathematics Head Consultant in charge of outdoor education for the Windsor Separate School Board.

I am not in complete disagreement with Ms. Taylor. I am sensitive to the issues she has brought forth, i.e., respect for nature, destruction, etc. However, this is symptomatic of Western man in general and most certainly not the sole creation of Canadian outdoor education programs, for not all (and I really suspect very few) adhere to the rip-it-out-and-analyze-it approach.

D. T. Suzuki in a book called *The Gospel According to Zen* cites two poems, a haiku and one by Tennyson. For comparison's sake they read:

When I look carefully
I see the nazuna blooming
By the hedge!

Flower in the crannied wall,
I pluck you out of the crannies;—

To be considered for publication, letters should be approximately 300 words long and must be accompanied by the name and address of the correspondent. Pseudonyms will be used if requested. Letters may be edited for clarity and length.

Hold you here, root and all, in my hand
Little flower — but if I could understand
What you are, root and all, and all in all,
I should know what God and man is.

The eastern poet is altogether inactive choosing only to 'carefully' look at it; Tennyson is active and analytical. He does not care for the flower's destiny; his curiosity must be satisfied. The East is silent; the West is eloquent.

The sciences of the West deal with abstractions; the East plunges itself into the source of creativity and drinks from it all the life there is in it.

The 'wisdom' of which Ms. Taylor speaks does not arrive by running away and hiding from the 'disturbances and destruction,' but by experience and awareness and careful selection of activities in the out-of-doors. The question is 'When does one realize his responsibilities to Nature?'

Let's not cry and chastise about what has been; let's continue to get the students into the out-of-doors with proper leadership and guidance so that

experiences realize the kinds of awareness necessary.

I'd like to add that this need not require a trek to the 'far North' or Lapland, but something as simple as a walk through the schoolyard, making not-yet-realized observations and expressions.

Roy G. James
Windsor.

Only Tangible Result

I suggest that you personally push for greater monies with which to publish *The B.C. Teacher* since it is the *only* tangible result of the \$140 a year we in the Interior pay to the BCTF.

I would also like to say that the teachers with whom I have contact would like to read articles in the magazine that give practical ideas for the classroom rather than esoteric articles on lines such as small group abnormalities in South Vancouver schools.

R. W. Joyce
Kamloops

WE SHALL MISS THESE TEACHERS

In Service

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Stuart Allan Church
Frederick Hancock
Violet (Pearce) Howard
Mary Anne Wallace

Retired

William G. Allen
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Dorothy A. Coffey
James Dulmage
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Frederick Huber
Harry A. Jones
John V. Morton
Britta M. Transfield
Horst Von Wittgenstein

Last Taught In

West Vancouver
Vancouver
Vancouver
Salmon Arm
Surrey

Died

September 12
August 6
October 19
August 29
November 18

Last Taught In

Vancouver
Peace River S.
Burnaby
Victoria
Vernon
Richmond
Vancouver
Trail
Ladysmith
Vancouver City Col.

Died

October 2
November 17
August 23
December 1
December 6/74
August 7
November 7
November 7
October 22
November 16

SCHOOL DISTRICT #40 (NEW WESTMINSTER)

ADMINISTRATIVE OPPORTUNITIES

School District No. 40 (New Westminster) is at this time involved in a process of administrative reorganization which, within the next three years, will see the completion of a long-term plan involving an appointment to every senior administrative position in the district.

This situation has arisen because of a number of retirements from senior administrative positions either in progress or pending at this time.

The district is comprised of eight elementary schools ranging in size from approximately 200 to 600 students and one secondary school with an enrolment of 2400 students. Positions becoming available in September, 1976, will include:

1. Principal — Elementary School.

Applicants should possess a valid B.C. teaching certificate, Professional 5 category or higher, and should be prepared to provide innovative and stimulating leadership in the elementary school setting.

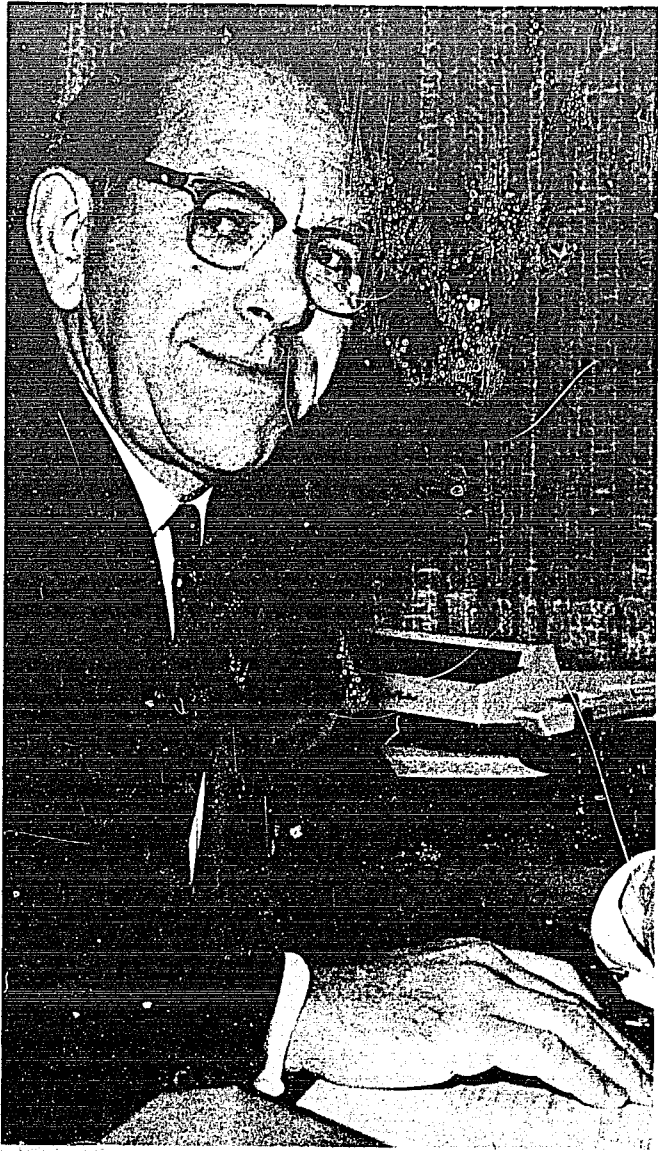
2. Vice-Principal — Secondary School.

The successful applicant will be appointed to the position of administrative vice-principal in charge of senior grades. Prior administrative experience and a graduate degree in Administration are desirable. This position will satisfy an innovative and energetic individual who sees as his/her primary organizational purpose the educational welfare of each student.

Salary: P.A. Master's Max. plus Administrative Allowance.

Applications, together with a resume of pertinent professional and personal data, should be forwarded to: District Superintendent of Schools, School District # 40 (New Westminster), Box 735, New Westminster, B.C. V3L 4Z3.

Closing date for applications will be March 1st, 1976.



For 31 years, Stan Evans has devoted his life to serving teachers. His retirement this June leaves us

The measure of a Man

K. M. AITCHISON

■ Stan Evans is the most genuinely gregarious person I've ever known. He loves other people, and they readily return his affection.

In June of this year Stan will retire, after having served the BCTF as Assistant General Secretary for 31 years. In carrying out his many responsibilities for three decades, Stan has seen the BCTF grow from a small organization into the large, influential one it is today.

Because Stan has made thousands of friends within and without the profession, many of our readers will be interested in Stan's thoughts as he approaches retirement. Here is a conversation I had with him recently.

● *Where were you born and where did you receive your education?*

I was born in Nanaimo and lived in Brechin, a rural area on the north side of Nanaimo.

I attended Brechin school for Grades 1 to 10. To start with, Brechin Elementary School comprised three one-room buildings. When things got crowded we used the community hall; then we used the old Brechin one-room church. A new school was built about 1926 and Brechin became a superior school enrolling Grades 1 to 10 inclusive.

After completing Grade 10 at Brechin, I went to Nanaimo High School for Grades 11 and 12 and then to Harewood, which was a four-room high school, for senior matriculation (Grade 13).

Following that I went to Normal School in Victoria. Because I couldn't get a job — it was 1933 — I went to Victoria College for a year; then I began teaching in 1935.

Subsequently I obtained B.A. and B.Ed. degrees from UBC.

● *What interested you in teaching; what attracted you to it?*

I decided I'd like to be a teacher when I was in Grade 8. Grade 8 was significant at that time because we used to have the old Grade 8 examinations. If you passed those and stayed in school, you obviously had intentions of trying to complete high school, which at first was a three-year program, and later four.

Perhaps it was the people I met as teachers. Also, I was very active in sports over the years and active with young people, and teaching just seemed to appeal to me.

● *You mentioned that you weren't able to get a teaching position in 1934 so you went to Victoria College. Did you get one the following year?*

In 1934 I wrote 52 applications all over the province and I often say people were so darned discourteous they didn't even reply. I pedaled my bicycle all the way from Nanaimo down to Duncan and from Nanaimo up to Qualicum — at that time every second mile or so there was a new school district and a new school board — but again I got no position.

The next year I had three offers. I almost went to Telkwa, just outside of Smithers. I also refused an appointment to Penny in the Prince George District.

These were the Depression days and I was living at home with my mother and sister and it meant a lot financially to be able to help out by paying board at home if possible. It looked as if the enrollment at Brechin Superior School would necessitate a fifth teacher and I was promised a position if that happened. I was really concerned, though, because it was not decided until about the third week of August that another teacher was needed. I ended up going back to teach at the school I had attended as a youngster.

● *What were class sizes in Brechin School in those days?*

I had Grades 5 and 6 for two years, with about 37 pupils. After two years I got Grades 7 and 8 in one room, with about the same number. I got the principalship in my fifth year; I had about 30 Grades 8, 9 and 10 pupils in one room, and no time off for the principal's duties.

● *I take it that split grades were reasonably common in those days?*

Yes. Certainly in small schools like Brechin.

● *What kind of community was the area around Brechin School?*

It was a rural area, even though our school was just about a mile outside the Nanaimo City limits. I delivered the morning newspaper, *The Nanaimo Daily Herald*, for eight years and initially I had 25 customers, and that was almost every house in about a five-mile route. The Brechin School had a school board of five trustees. Two miles further north there was the Departure Bay one-room school. Then there was Northfield, North Wellington, East Wellington, Lantzville and Nanoose, each with its own one- or two-room school and its own school board.

Brechin was originally a mining community, like several other areas around Nanaimo. The Brechin mine was down where the Departure Bay government ferry terminal is now.

● *And how did people regard teachers in those days?*

Quite highly. Of course, my having been born and raised in the community made a great deal of difference. But all our teachers were highly regarded. I recall that some of our associates, socially, were the people at the biological station in Nanaimo and other parents whose children we taught, and they held teachers in high regard.

● *Did that high regard translate into reasonably good salaries?*

No, it did not. When I joined the Brechin staff I became the fifth teacher. The principal, with about 10 years' experience, received \$1,500. The other four of us got \$780.

● *A year?*

Oh yes, not a month! But the interesting thing was that as a beginning teacher, I got the same salary as teachers on that staff with up to five years of experience. There were no salary agreements. Each teacher got what the board offered.

● *Did you teach in Brechin until the time you joined the Federation's staff?*

No. I got the principalship after four years and was principal for two-and-a-half years. My district superintendent (we called them inspectors at that time), Dr. Bill Plenderleith, asked me to go to Duncan High School to replace a chap who's well-known now — Laurie Wallace, Deputy Provincial Secretary. He was the vice-principal of Duncan High School, and taught all the math from Grade 9 to Senior Matric. Laurie went on active service with the Canadian armed forces and left the school about mid-November. I had earned my university degree through the summer school route and had majored in math. So I went to Duncan, but stayed there only a half-year.

In my final year at Brechin I was making \$1,400. I figured out what it would cost me to travel back and forth to Duncan, so I accepted the Duncan job only on the condition that I be paid \$1,650. On top of that I got part of the Senior Matric fees, so my Duncan salary was actually \$1,800.

I mention that because two friends of mine from summer school had previously accepted positions in Duncan High School for \$1,200 and \$1,300. All of us had the same teaching experience —



Amiable editor of *The B.C. Teacher* for 17 years, Stan Evans is pictured above at an evaluation session at a Canadian Educational Press Association meeting held in Banff in 1961. Clock-wise from left are consultant Glenn Hanson; associate editor of the magazine, Barbara Macfarlane; editor Evans and consultant, Ted Peterson. To the right, Stan Evans wears the cap of Director of the Summer Conference held in 1961 as he chats with visitors George Trapp of Saskatchewan (left) and Mac MacLaren of Manitoba.



we had all graduated from Victoria Normal School at the same time yet were paid quite differently. It was a good example of the problems teachers had before we had salary agreements.

●Where did you go after Duncan?

At that time I was engaged to Dorothy, and she was a Nanaimo girl. That summer we married, and honeymooned at Alta Lake. That seemed a long way away at that time! Jack Litch, the principal at Nanaimo High School, phoned me there to persuade me to go to Nanaimo High School. He knew I had majored in math and said he couldn't give me that subject, but knew the math teacher was leaving the following year. So I went there actually to teach social studies.

A year later I got the math. I stayed at Nanaimo High School for three years, mainly as the boys' counsellor and teacher of senior math. Then I came to Vancouver to work for the BCTF.

●Of all of your teaching positions, which gave you the most satisfaction?

Principal of Brechin School. We had a very competent and compatible staff and excellent community support. We divided the students in Grades 4-10 into three houses that competed in such athletics as ping-pong, soccer, softball and volleyball. Whenever we could, one of the teachers played on a team. On the soccer team we had youngsters from Grade 4 right through to Grade 10.

In teaching, the course I enjoyed most was the old Grade 8 science course. And I really liked teaching all the math from Grade 9 to Senior Matric in Duncan. But I

enjoyed every aspect of teaching.

●Our younger teachers will be amazed at the salaries you've been talking about. Did the low salaries make it difficult for a young person to try to get married, buy a home or find accommodation?

Yes, but costs were different, too. You used to get a haircut for 25¢. Three pounds of butter sold for 69¢. You could get a good size roast for 60¢-75¢. Things were relative.

Because of low salaries some people really struggled if they were married. If you wanted an education, you couldn't finance a home as well. That was one advantage of teaching; it offered employment and also an opportunity to get an education.

●How did you first become interested in the BCTF?

Through family circumstances, I learned early to look after my own interests. I have always been very annoyed if somebody were dealt with unfairly, if someone were taken advantage of by somebody else. I suppose these factors led me naturally into association participation.

It wasn't too long before I became involved with the Nanaimo Teachers' Association and became its president. At that time the BCTF Executive Committee was made up of representatives of certain areas, and I was named to the BCTF Executive Committee as president of the Vancouver Island District Teachers' Council.

●In those early days, what kinds of teacher work interested you?

Salaries, obviously, and also the desire

to have teachers do a better job.

●When did salary scales come into force?

About the time I was appointed to the BCTF staff (1945) the government engaged Dr. Max Cameron, Director of the School of Education at UBC, to study the financing of education. He traveled throughout the province and recorded the minimum and maximum elementary and secondary salaries being paid. He proposed that the median starting and maximum salaries in the various categories should constitute the provincial grant scale to school boards.

The government adopted that suggestion, and a pattern of salaries was established. That started us off. The Annual General Meeting of 1946 set salary scales as an objective — \$1,300 to \$2,400 with \$100 increments for elementary teachers, \$1,600 to \$3,000 with \$100 increments for secondary teachers. I remember people standing up on the floor of the convention asking delegates to be realistic, and set an objective we had a hope of getting.

School boards were now receiving grants as suggested by Max Cameron. Those grants were in effect grants on behalf of each teacher employed, and they became the minimum salary scales. Because the grants were based on the particular experience and degree of preparation of each teacher employed, a school board could employ a teacher with, say, a university degree and 10 years of experience at no greater cost, or with very little difference in cost to the school district, than if it employed an elementary teacher with only one or two



In 1959 Stan Evans was busy with public relations and was involved in many educational events. At the left he is shown talking to Dick Reeve, BCSTA, and UBC staff member Sophie Drache at a conference on education at UBC. Above he is shown with Mrs. Evans and President Jim Killeen and Mrs. Killeen, following the ceremony at which he was made an Honorary Member of the Federation in October 1970.

years of experience.

In 1946 we had arbitrations over the province. In getting the salary scales established, I recall, one individual received a salary increase of \$1,400 (from \$1,600 to \$3,000) — a phenomenal increase at that time. To relieve the impact, we decided on a policy of taking a portion of the increase from January to June and the rest the following September.

In each of the next few years Charlie Ovans, the General Secretary, and I traveled extensively, working to establish salary agreements in all areas of the province.

The final chapter of that story was written in October 1950, when the teachers and trustees in the Queen Charlotte Islands signed an agreement. With that signing all teachers in British Columbia were covered by agreements. If space permitted, I could tell a very interesting story surrounding the details of that historic settlement in a meeting at Port Clements.

- *In addition to trying to raise unreasonably low salaries, what were some of your duties during your first years on staff?*

There were only two of us on staff, so we had to cover the field; we both had to be generalists. The title Assistant General Secretary meant just that.

For 17 years I edited *The B.C. Teacher* and I was responsible for public relations. I served on the Teachers' Pensions Board for 10 years. In salaries Charlie Ovans and I did all the preparation of the case and most of the

presentations. We used to sit on arbitration boards as nominees of the local teachers. I would sit on the board, for example, and Charlie would present the teachers' case. Next time our roles would be reversed.

The Federation was organized in 1919 under the Societies Act, and during its early years it was a protective organization. Teachers wanted to be protected against government legislation at that time. They were concerned, too, with the opportunity for further education.

The Federation moved from the protective phase to the economic phase. The first big step in that was the establishment of the teachers' pension plan in 1929, inadequate though it may have been. Then we got legislation providing for compulsory arbitration with the resultant salary scales. We established a salary indemnity fund, on a voluntary basis first. We developed a medical plan. In the 1950s we developed the Credit Union, and the Co-operative.

We got involved in the Co-op because teachers going to rural areas found a lack of accommodation, and therefore stayed for only a short time. That was detrimental educationally. So we formed the Co-op, and teachers who had money lent it to the Co-op, which built accommodation for teachers in various parts of the province.

The third phase (after the protective and economic ones) was professional development. The forerunner of that was the Lesson Aids service, started in the 1930s by Harry Boltwood. Over the years

Lou Greenwood and Dennis Nickerson ran the service as volunteers. Finally, it became too large, and was assigned to the BCTF staff.

In the 1960s we got extensively involved in provincial specialist associations and in-service education projects. The Federation accepted the obligation of trying to keep its members up-to-date and to assist them to do a better job.

So the Federation's emphasis went from a protective to an economic one to a professional development one. Work in all three areas has continued, of course.

- *How would you compare the role of women in teaching during the '30s and '40s with their role now?*

Very few women were principals. Women were not very involved. For example, they didn't take leadership in local associations or the BCTF. If they were active at all, they served as secretary, treasurer or social convener. However, the Federation has had three outstanding women as Presidents: Hilda Cryderman in 1954-55, Mollie Cottingham in 1957-58 and Isobel Cull in 1964-65.

In those days school boards required female teachers to resign if they got married. Our main difficulty in putting a stop to that practice was convincing women to make an issue of it, to stand up to their boards with BCTF help. Finally, a few women did so. A case in Nanaimo about 1948 and a later case in Trail removed this unfair practice.

- *For many years, you've played a major role in the Federation's relationships*



The circle of time for Stan Evans's years at the Federation. Right when he joined the staff in 1945. Lower left in his office at 1300 Robson in 1950 and top left at his desk in the new BCTF building on Burrard in 1957.





In 1969 Stan Evans was in Victoria talking over educational matters with Education Minister Donald Brothers.

with various governments of the day. Have those relationships changed over the years?

Yes. We're living in a time when people assert their rights, and are no longer satisfied with a persuasive role, which was the role emphasis of the BCTF for many years.

I think the BCTF is considered now mainly because of the pressure it can create — it has 29,000 voters as members after all. But we've always been treated courteously by politicians.

●Would you say the Federation today is more effective in influencing governments than it was in earlier years?

No, I really don't think so. There are a great number of pressures on any government. Governments have always found that with authority goes responsibility. Things that are good for people cost money. Somewhere along the line governments have to balance those things they'd like to do and the money they have with which to do them.

The persuasive process was slow, but it did get results. The BCTF was responsible, for example, for having teacher education transferred to the universities, and had a great influence in the selection of Neville Scarfe as the first Dean of Education at UBC.

●You've been remarkably successful in resolving personnel problems for teachers — problems in tenure, transfer, personality conflicts, that sort of thing. From your experience in work of this kind, have you any general advice for teachers?

It's kind of you to say so, Ken. Some people may agree with you about my particular involvement, but others wouldn't.

The first thing to realize is that there are two sides to every story. I've learned not to make statements, but to ask questions to get the whole story. Once we are reasonably certain of the basic facts, we must look for a solution that is fair to all concerned and try to influence a process that will be as sensitive as possible to the personal feelings of all people involved.

Many problems are the result of a lack of consultation in personnel practices. People don't have to be instructed about good practices, but they certainly need to be reminded periodically. We all know what is right, but we say we just don't have time to do what is right. I'm sure that if teachers, trustees and superintendents will sit down and discuss relationship problems, they'll be able to devise procedures that will work fairly and prevent problems from arising.

●Do you get some satisfaction from being able to correct injustices?

Yes, but that is certainly not a motivational factor for my involvement. I suppose I start from a sense of annoyance and disappointment when I become aware of the injustice.

●As a general rule, is the process the problem — the right process hasn't been followed?

Yes, there's no question about that. Usually it is not what is done, but how it is done that is the core of the problem.

●What has been the major success of the BCTF?

I couldn't pinpoint any one item in isolation, but generally the influence of the Federation for the good of education.

●Do you recall any major failures or disappointments?

Disappointment stems from false expectations, and we have failed to recognize on occasion that we can't write the law and can't dictate solutions. We've failed to recognize that the process of persuasion is a bit slow. Certainly there have been failures and disappointments that at the time seemed vital to the welfare of teachers and education generally, but in the longer

perspective proved to be annoying interruptions in a pattern of continuous progress.

●What aspect of your work has been the most satisfying to you personally?

Meeting and working with people — the personal relationships and friendships I've developed. And not only within the Federation. I really appreciate, for example, the relationships I have with many trustees, district personnel and some of the weekly editors.

●The BCTF helped found the CTF in 1919 and has always been an enthusiastic supporter of the CTF. Do you think CTF has worked effectively on behalf of Canada's teachers?

I think very effectively, recognizing that there's a limited area in which CTF can work. A few examples come readily to mind: copyright, the Canada Pension Plan, work on behalf of teachers who have gone from various parts of Canada to work overseas, education finance, co-ordinator of considerable factual material of assistance to provincial teacher associations in their own priority programs.

●As you prepare to leave the profession, do you have any suggestions for teachers?

My main wish for teachers is that they become enthusiastic about what they are doing. Be ever conscious of the human element in relationships with students, parents and colleagues.

●What do you see in the future for the BCTF as an organization?

I don't think the organization is going to change too much. The emphasis will change from time to time, but there must always be a watchdog for teacher rights, for educational rights. It would be wrong if the Federation ever sacrificed principle for expediency.

The strength of the Federation will continue to rest with an active involvement by the membership, promoted by a desire to serve education rather than any political motive, combined with a dedicated headquarters staff whose role and service are recognized and appreciated by the membership.

The BCTF will grow, and the membership services will always be significant. They will become more complex. I hope the Federation will have greater authority. For example, it should have a greater say in the preparation of teachers and a larger role in certification.

Continued on page 101

Examining Exams

One of the most controversial issues in education today is the evaluation of student performance. A particularly controversial aspect of that issue is examinations.

Should there be examinations at all? If there are to be any, what kind, for what purposes?

A public opinion survey of the adults of our province, completed last month, shows strong support for examinations. Nine out of every ten residents want teachers to administer in-class tests periodically. Six out of every 10 want province-wide exams. Men and older people generally place more importance on province-wide examinations than do women or younger people.

Most people believe that students should receive specific grades of some kind. Fifty-five percent think elementary pupils should receive grades; 77%, that secondary students should receive them.

Here are three articles on exams. The first presents the case against formal exams; the second argues that formal examinations are important tools for fostering learning as well as evaluating learning outcomes; the third presents the case for standardized tests.

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Let's abolish exams

Exams should be replaced with continuous assessment of students' work.

GRAHAM OWENS

■Examinations, as Desmond Morris has said, are a modern version of primitive tribal initiation ceremonies, complete with ritual, isolation from parents and external sources of help, mental trauma, and final ceremonial initiation into the secrets of the tribe.

The weaknesses of formal examinations have been acknowledged since the beginning of the century — to go back no farther.

It is important to recognize what they are *for*. Clearly, they are institutions designed for the *selection* of certain people for more and more 'advanced' levels of education, higher qualifications, better-paid jobs.

Because the reality of this situation is that most people don't get advanced education, higher qualifications and better-paid jobs, examinations become instruments for the *exclusion* and *rejection* of the majority.

EXAMINATIONS REALLY DISQUALIFY

Instead of indulging in 'double think,' we should recognize that examinations are for disqualifying, rather than qualifying, people. In a hierarchical society, what else could we expect? And not only do examinations serve to select people for a stratified society; more damagingly, they help to prepare the ground psychologically and 'socialize' people for that society.

Again, examinations are bureaucratic means of social control, suited to mass societies dedicated to propaganda, operant conditioning, brainwashing,

orders transmitted from the top down, and all the other trappings of an authoritarian society that uses schools as a means of socialization. They make no sense in any society that claims to be 'free.'

If the education system is beginning to recognize that learning is more important than teaching, that individuals (fortunately) learn more outside school than inside, that learning derives more from personal inquiry and creativity and from social interaction among members of small, self-chosen groups than it does from the teacher, and that the classroom can no longer be divorced from living, working and playing — if these things are indeed coming about, traditional examinations have no place here.

If the pupil's needs, interests and stages of development are recognized as of paramount importance, if education is to be *personalized*, if the claim that the individual is at the center of education is to be anything more than lip service, to ignore the *de-personalizing* effects of the mass regimentation of individuals — the assembly line rows of desks, the monolithic insistence on everyone doing everything at the same time for the same length of time, the teacher as high priest out front — is to perpetuate a gross anomaly.

A FOSSILIZED SYSTEM

Anyone who advocates child-centered education and supports examinations is either ignorant or a hypocrite. If we are really serious about encouraging children to develop autonomy, a sense of identity and the ability to identify with

others, rather than allowing the institution to make decisions for them; if we believe in encouraging every child to become a creative thinker and innovator, both for the sake of maximizing his potential and to help him cope with and influence the rapid changes in our thinking that will be necessary in the next few decades — we cannot afford to perpetuate a fossilized system designed for *institutional* and *bureaucratic* purposes.

If we feel that this has little to do with education, it might be useful to differentiate assessment from evaluation, which is concerned with diagnoses of strengths and weaknesses in the *interests of individual development*.

Ironically, society at the same time encourages individual competition, whose inevitable results are a ruthless striving for marks and grades, a mindless search for ways of pleasing the teacher rather than being excited by personal discovery, a destruction of interpersonal relationships, and a nauseous blackmail.

Students learn a great deal from each other, certainly more than they do from teachers who are out of touch with them; co-operation is an immensely important means of learning; the vast majority of our ideas come from people around us.

Yet we deliberately and criminally indoctrinate students into shielding their work from their peers, discouraging them from sharing a thought or an experience in case someone else might benefit, and so isolate them from each other at a highly formative stage of their development.

The writer is professor of education at La Trobe University, Bundoora, Victoria, Australia. He has contributed to the magazine previously.

They come to feel — with some justification, as the evidence shows — that the worse the others do, the better grades they will get. In other words, they are conditioned into developing a vested interest in the failure of others. What a delightful premise for an educational system.

MANY VESTED INTERESTS

Students are not alone in their vested interest. Teachers, examiners, examination boards, textbook writers, programmers, curriculum planners, publishers of textbooks, curriculum materials and past examination papers, school systems and employers have Big Business interests in this highly profitable, multi-billion dollar industry.

The result of this competition in terms of student health have been documented medically and psychologically over and over again. The more ruthless the competition, the greater the incidence of stress, physical and mental breakdown, neurosis and



suicide. On the social level, the greater the competition, the more likelihood of violence.

The claim that people will not work unless they are motivated by examinations is not borne out by the evidence. In any case, motivating other people is precisely the kind of mechanistic behaviorism that plays into the hands of the authoritarians.

OTHER DESTRUCTIVE EFFECTS

Examinations have other destructive effects on students. They encourage inane rote-learning, the production of passive minds, the imbibing of irrelevant facts from teacher and textbook, committing them to heart through constant repetition to regurgitate them all at the required time. Individuals who happen to have an off-day are penalized perhaps for life on the strength of one three-hour paper.

Such brainwashing ultimately creates a climate in which parents, students,

Anyone who advocates child-centered education and supports exams is either ignorant or a hypocrite.

teachers and employers come to equate education with success in examinations. Students come to accept the myths of validity, reliability and national standards.

On the question of reliability, the overwhelming evidence is that an examiner gives widely differing marks for the same piece of work on different occasions, and a different examiner gives different marks. There is rarely such a thing as 'objectivity' or 'consistency' in examinations; when it is approached, as in some programmed tests, it is because nothing of significance is being tested. The most important work cannot be measured.

NO ABSOLUTE STANDARDS

In any case, it is absurd to pretend that the examiner has a fixed, absolute standard in mind from year to year, or that, because a certain percentage 'passed' last year, the percentage should be the same this year. Pass/Fail and grade divisions are, of course, themselves highly arbitrary. As for validity, examinations usually test what they are designed to test only when the material is not worth testing.

Not only do examinations have detrimental effects on students' relations with each other and with staff; they also distort the curriculum with their backwash effects. The main purpose of syllabuses is to standardize learning to make evaluation seem more rational than it is.

Examinations thus dictate an emphasis on those things that are easily examinable; they replace learning for its own sake with learning for exam purposes; they impose standard course books, often across a whole nation, for the production of standard minds; most tragically, they encourage the use of back papers (with all the misuse of time, resources, money and effort involved) to get students through the hoops.

If the education system were to abolish formal examinations, employers would no doubt set up their own examining operations. But at least schools and universities could then spend the time, effort and money freed for purposes of education. Moreover, failure in such

examinations would not be so total as failure in education examinations; the damaging psychological effects of failure would be modified.

But the ultimate aim must be the complete abolition of these megaliths.

IT'S TIME TO MOVE ON

Of course, examinations are an improvement on corruption, nepotism, the old boy network and other surviving relics of the past. But it's high time we moved on to modes of evaluation more in line with the best of modern educational theory and practice, more in keeping with attempts to create a genuine democracy.

One alternative to 'terminal examinations' (the phrase is significant) is a system of continuous or in-course assessment based on the work students do throughout their course. This can give the teacher more opportunity to devise his/her own syllabus; provide the student with greater freedom of choice; and de-freeze the curriculum.

On the other hand, the system may be as open to abuse as examinations. Inconsistency in marking standards can be as prevalent as in examinations. Doubts about validity and reliability may still be present. Grades and pass/fail lines are equally arbitrary. There is likely to be more oral work, which is even more liable to subjectivity than written examinations.

Questions and techniques may be the same as for examinations. The activity may be just as structured and teacher-directed. It may rely on work done in a set space of time. It may use the same set of course books, texts and exercises for everyone. And the teacher may attempt to live with the contradiction of operating it while allowing mass exposition to dominate his/her teaching.

A TWO-SIDED INSTRUMENT

Continuous assessment is either a means of promoting individualization or an instrument of even tighter social selection and control than examinations. In some ways, indeed, continuous assessment may be even worse than examinations. It may encourage even greater obsession with grades, as if a

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Let's use exams — wisely

Formal examinations improve
the quality of education.

GYAN NATH

■ Many educational writers have so successfully derided and denigrated the concept of examinations that to mention the subject is almost taboo. In this article, however, I want to argue that an examination is an important tool for fostering learning and for evaluating the learning outcomes.

The arguments against traditional examinations are well known: they promote rote learning; create mental stress and frustration; take fun out of learning; place unnecessary stress on memorization of irrelevant facts; perpetuate stratification; unjustifiably distribute rewards and punishments; inhibit learning; perpetuate bureaucracy; and, finally, they measure nothing.

Examinations are seen as the greatest threat in the way of humanizing schools and their curricula.

It's argued that examinations enhance bureaucratization of educational institutions and educational process. There are now virtually no formal examinations in British Columbia. Yet bureaucratic control over schools has

not lessened. In fact, it has tightened.

INCREASED PRESSURES

The pressure on both teachers and students has increased. Letter grades are still demanded, supposedly based on continuous and on-going evaluation. Administrators insist that teachers have sufficient evidence to justify their letter

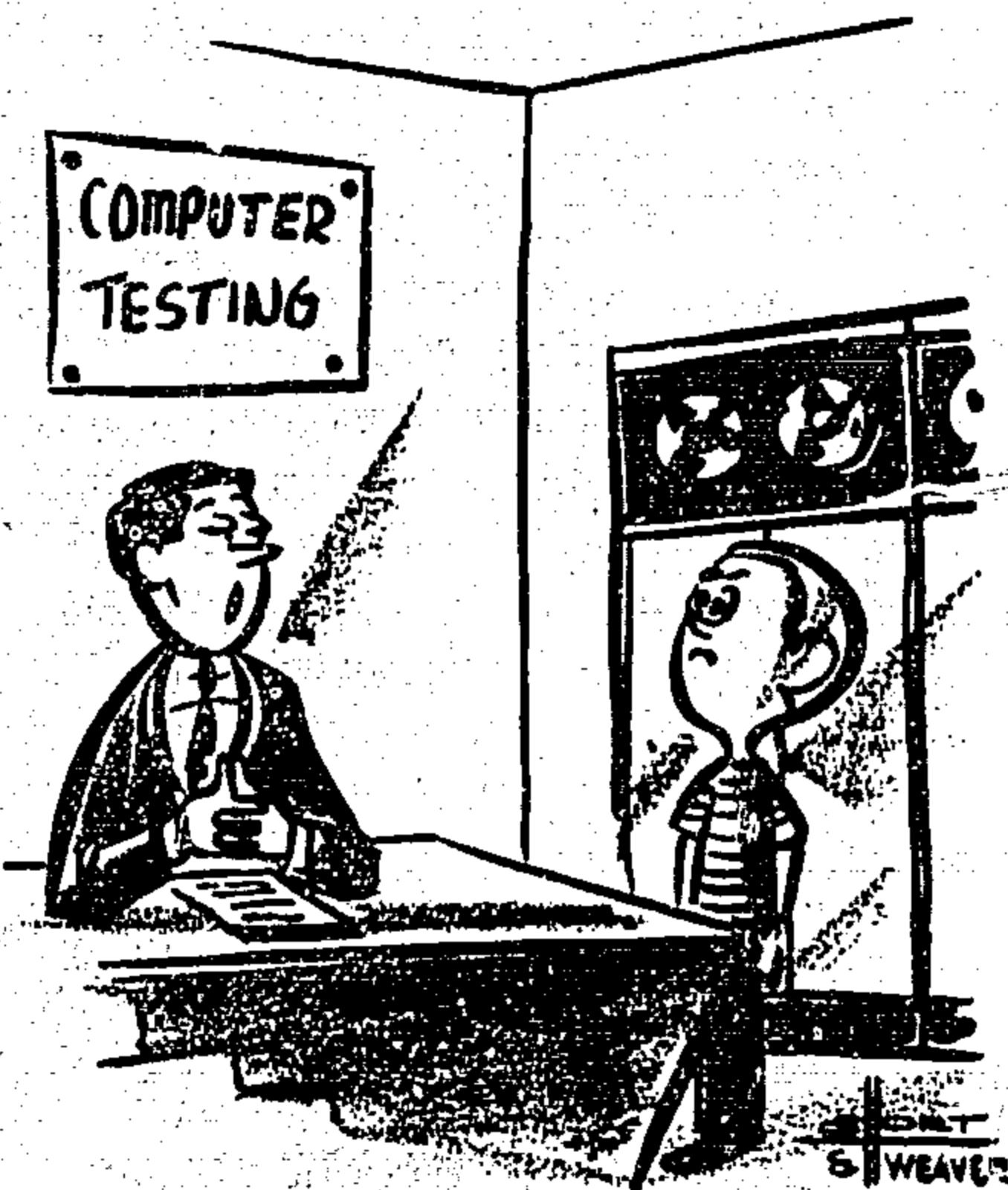
grades. Teachers have conveniently learned to adjudicate by providing marks based on a variety of means — weekly tests, assignments and projects, for example.

Perhaps the removal of examinations has contributed to the emergence of these three trends:

First, promotion from grade to grade is virtually automatic. This has resulted in greatly increasing the school's holding powers.

Second, to meet the needs of children with varying abilities, aptitudes, interests and motivations, the bureaucratic organization of schools has become more complex, with vastly increased demands for ancillary services of non-teaching professionals like consultants, co-ordinators, psychologists and special counsellors.

Third, society is becoming more critical of the educational services its schools are providing in relation to the cost. Schools are criticized for anything and everything, but especially for failing to teach students the basic 'Three Rs' — reading, writing and arithmetic. Now that schools have power to grant high school graduation certificates without formal



'Think of it this way . . . with your marks,
if you were a car, you'd be recalled.'

The writer teaches at Killarney Secondary School in Vancouver. He has written for the magazine previously.

examinations from Grade 1 to 12, the criticism is going to become more intense and vociferous.

EXAMS MEASURE OUTCOMES

I do not advocate the return of 'traditional examinations' and their attendant dysfunctional educational consequences. Formal examinations should be an integral part of the on-going evaluation process that attempts to measure educational outcomes. Formal examinations can enhance learning if the objectives are clear to both the learner and the teacher.

What is an examination? What is an evaluation? To examine means to inspect or scrutinize with care; to investigate critically; to assay or analyze a problem. To evaluate means to accurately find or determine the worth of something.

To a believer in the on-going process of evaluation, therefore, the term examination should not produce trauma, because whatever the variables — the test, the projects and the assignments — the subject, the learner, is being *examined to evaluate* his/her performance in relation to intended educational outcomes.

If the educational objectives and the intended educational outcomes are clear to both the learner and the teacher, the value of an examination as an educational tool to enhance the learning experience becomes clear. The evaluation of the examination not only charts the limits of the learning experience that has taken place, but also helps in mapping out the strategies for future educational progress.

If examination as an educational tool is misused, as the former traditional examinations were, in grading pupils' attainments in competition with each other, or on a curve or on a scale, the fault lies with the user, not with the concept.

An important element of the evaluation process has to do with the mastery of concepts a learner has achieved over a period of time. Has the learner internalized the concepts presented in the last five months? Has he/she formulated arguments, opinions and judgments? Can he/she express them in a coherent, logical sequence in a formal environment in a given space and time?

EXAMS IN REGULAR PROGRAMS

To deal with these important questions, I suggest that a subjective type of teacher-prepared formal examination, given at least twice a year and extending from an hour and a half to three hours, be incorporated as part of



regular school programs.

The formal examination so perceived sets the constraints of time. It motivates the learner to review, to think and to organize the learned experiences. In an examination setting the learner attempts to address questions, within given time limits, drawing from his/her repertoire of learned experiences.

Is not the development of human potential, within the confines of interests, abilities and aptitudes, based on these learned experiences? Are not the decisions we make as adults based on these learned experiences? Do not real life situations, despite some beautiful moments, produce stresses and strains? Why should schooling be free of stress? Positive stress, in fact, helps to bring out the best from within us.

POINTS CLARIFIED

Some points require clarification.

First, the formal examination, like other learning activities, should be prepared by the teacher who has organized the learning experiences. Therefore, in this concept of examination there is no place for departmental or system-wide examinations. In fact, external examinations of whatever nature are suspect because they can serve only the function of traditional examinations, which we are glad to be rid of.

Second, formal examinations should stress solution of problems. Therefore they should be subjective rather than objective.

Third, so long as letter grades are with us, evaluations based on formal examinations carry only a part — perhaps a third, but certainly not more than half — of the total evaluation program.

Fourth, students not likely to benefit from such examinations should be exempt, without penalty.

Fifth, the process of examination should be directly related to educational objectives set by the teacher.

Sixth, suitable time should be made available for such examinations as part of regular school programs.

And, last, it should be noted that the argument presented here is a rationale, rather than a prescription, for formal examinations. Such examinations can, therefore, be introduced at any grade level, with varying lengths, but always governed by educational objectives.

As an educational tool, then, the concept of examination does not interfere with the variety of learning resources and strategies a teacher may employ in enhancing the learning of a learner. It is consistent with the philosophy of humanizing the schools and child-centered education. It prepares the child to cope with the modern challenges that are changing the very nature of this society. It helps the child to become a discriminating human being, capable of rational thought and expression.

In short, it improves the quality of education.

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R. J. L

■ Teaching is an activity; learning is an achievement. When learning takes place, there is growth; that is measurable. The easy way to measure growth is to use the standardized tests that are available to schools.

Some parents are concerned, right now, about what is happening in the schools with regard to achievement; teachers are concerned that parents do not understand what is happening. Obviously, communication has broken down.

Parents retreat to the ground they know best; the conditions with which they are familiar. They attack the present system from the security of their nostalgia. Teachers feel threatened and insecure, and seem to be always on the defensive.

As any strategist will tell you, the best form of defense is attack. Attacking parents' unfounded fears and mitigating their frustrations can be accomplished with the intelligent and circumspect use of standardized tests.

Standardized tests, taking into consideration general curriculum requirements, can be both effective and efficacious tools. Such tests are constructed with specific objectives in mind. The objectives of a test and the objectives of the school should be in harmony.

By taking an inventory of teaching objectives before administering a test, a person is in a better position to use the

instrument as an effective measuring tool.

The emphasis is on growth, not on acquisition of facts. The latter is better covered by a teacher-made testing program. It is important, therefore, to stress not only the objectives, but also the differences between raw scores, grade placement, and actual growth.

Misinterpretations and misunderstandings can occur, as the following example shows:

A parent was frustrated and angry because he discovered his child, a Grade 5 pupil, was reading at a Grade 3 level — a grade placement from a recent standardized test.

What he did not understand was that the test showed that the child had accomplished 12 months' growth in a six-month period — the period between the two tests. To him the magic number of Grade 3 was all-important. He should have been elated, not angry.

More importantly, the test results showed that obviously the input from the home, and the input from the teacher and classroom, were having a most desirable effect.

TESTS HAVE CONTENT VALIDITY

Standardized tests have a content validity based on a sampling of a 'universe of content.' Thus the knowledge contained in standardized tests is the knowledge to be reasonably expected of a child at a specific age-grade level.

'Reasonably expected' is a key

phrase. It takes into account all the differences to be found in a 'universe of content.' It takes in regional, geographical, racial, social and economic differences. The test allows for differing abilities to use language. Its measurement is flexible, but consistent.

With such built-in factors in conjunction with the school's status, the nature of its population, the academic

But Not E

The Summer 1975 issue of *The National Elementary Principal* blasts standardized tests as commercial tools with 'the broadest potential for bureaucratic callousness, psychological trauma and economic control.' The publication's editorial reports that the three major U.S. test publishers and one scoring firm grossed \$105 million in 1974, and adds that that startling figure masks 'the enormous impact of the tests on the lives of children and parents and, in an age of accountability, on the careers of educators.'

The editorial states that the purpose of society is not to sort people but to educate them. Yet, standardized testing, by its very nature, 'must continue to skew our

The writer teaches at Ucluelet Elementary School.

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objectives, and an accounting of all the known factors affecting the school inside and out, a confident interpretation of any individual's growth can be made.

If other observations of the pupils' knowledge, understanding or skills closely agree with the scores of the standardized test, you have concurrent validity. This is indeed harmony and strength. A comparison can be made

Everybody Is!

entire educational enterprise with its machine imposed limits.

In one of the issue's articles, S.L. Washburn writes: 'Human beings are much too complicated to be evaluated by pencil-and-paper tests, which can be quickly administered to groups. People are more important than tests.'

Testing, says the editorial, is necessary, but we need 'many more kinds of tests that meet our current educational and social needs. Developing those tests is a current challenge to the teaching profession, one we should be eager to accept.'

The editorial's last sentence sums up the whole question: 'Testing must be returned to the education profession itself.'

between the objectives of the school and the objectives of the test. At least you will know where you are going; you have a firm grasp on the evaluation of basic content.

SOUND PREDICTIONS POSSIBLE

A confident assessment of the concurrent validity of the test will enable the test-giver to make sound predictions. Tests, we must agree, are not to label, but to measure. The standardized test measures using criteria that have been normalized from a sample with similar characteristics of language, age and environment.

Taking into account all the known variables, we can be assured that the measurement is consistent most of the time. From such a measurement of growth, one can make diagnoses and a current evaluation of the individual's intellectual and academic 'health.'

Such measurement also highlights the transgressions of the students, the omissions of the teachers, and the failings of the parents.

The use of standardized tests need not restrict any teacher in a strait jacket of a 'test-oriented' curriculum. On the contrary, their use would enable the teacher to plan the enrichment of any class program.

Their use would enable a teacher to inculcate and foster the ideals of intellectual independence by simply and effectively providing goals and objectives for students to attain. The students' grasp of the essentials would

lead them to academic individualism. Such tests would provide the measurable core of any program.

Engineering programs to meet teacher styles and pupil needs would be reinforced by the assurance that the necessary and consequent measurement of growth would be by a standardized measurement, flexible enough to allow for individual differences.

Parents often cannot articulate their expectations of schools. Teachers often communicate in a jargon that to parents is almost a foreign language.

The function of education is to regenerate the culture. Schools are expected to supply evidence of this regeneration. The best evidence a parent can be given is the evidence of growth.

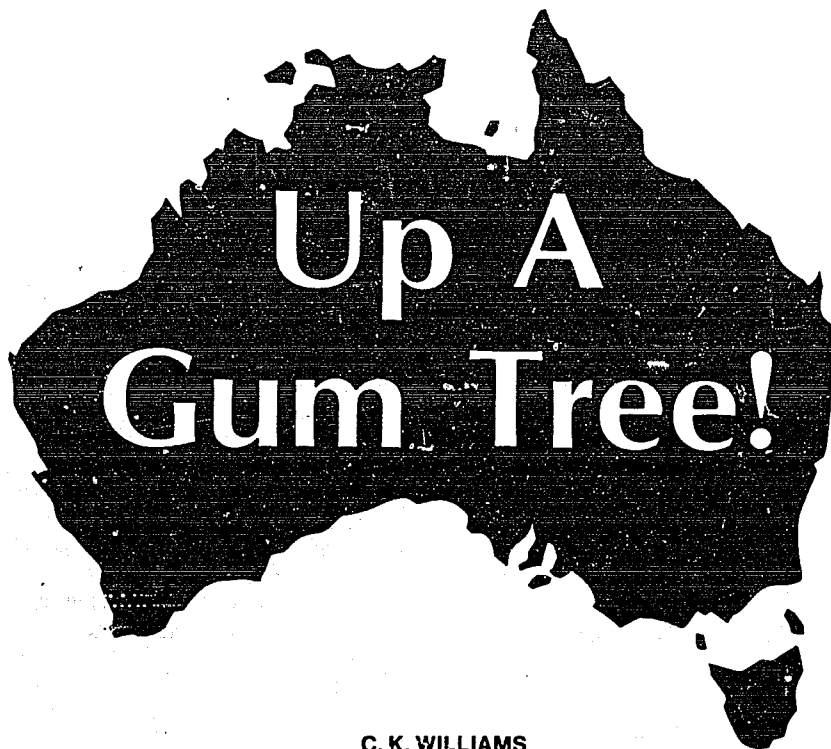
TESTS MEASURE GROWTH

Standardized tests measure just that. They also measure the quantity and quality of home and community education. Parents should be made aware of that also. Standardized evaluation is not the only way; it will never replace competent teacher evaluation, but used together the results can be most effective. They are tangible, understandable and comparable.

Last but not least, the standardized test enables the school to indicate the parental and societal responsibility, and school responsibility that are necessary and desirable elements in the total responsibility for educating the child.

The Canada Connection

The third of a five-part series on Delbrook Secondary School's 1974-75 project
Travel Beat: Canada. This month our travelers are in Australia.



C. K. WILLIAMS

■The Tiki Gods were merely teasing us when they provided us with power failures and unseasonable rains during the six weeks of our adventure through Polynesia. Their wrath was to be truly vented upon our arrival in Australia.

It had been a long-cherished dream — to 'sell' our country abroad, to enlighten students of the Pacific Rim countries by using the student-to-student approach to augment our 1,000 pictures of Canada.

All had gone reasonably well, really, except for one important thing. The exchange rate for the Canadian or U.S. dollar throughout the South Pacific had been unexpectedly low, and already had

cut deeply into our planned project.

The Australian exchange rate was just as bad. U.S. \$1.46 bought \$1.00 Aust. Thus, a \$5,000 U.S. note bought only \$3,300 Aust. With this exchange rate, we now knew that we most certainly should have to charge for our services in the schools if we were to remain solvent for the next eight months.

Much as I deplored having to charge for the sharing or exchanging of educational material, I knew we had something worth 'selling.' All of our official blessings from the Canadian Department of External Affairs, High Commission offices and Department of Education were verbal, not financial. We

were operating strictly on our own private funds.

WE SET OUR ITINERARY

In Brisbane we set up our itinerary for the first portion of our proposed three-month coverage of Australia. We chose a cross-section of schools from the list we had received before leaving home. We composed a three-page brochure explaining the nature of our project, our price ranges and options, plus the date we should be in specific areas in case the schools wished to use our services.

We highly recommended our option of doing any number of classroom sessions in any one school, provided the school

arranged for the 90-minute evening performance for adults, using all of our multi-media equipment. We hoped the school's Student Council would set the admission price and sell tickets; 60% of the profits would go to the school. We even provided posters for the schools to use.

Our next step, although it should have been our first move, was to obtain permission from the State Department of Education to carry out our project. Brisbane was the center of educational policy for the State of Queensland.

Immediately, a committee of four social studies specialists was formed to evaluate our program. The 'intrepid three' did their duty. Reaction was positive. The committee members thought there was much educational value in the material. They reported their findings to the Director of Secondary Education, who, in turn, submitted his report to the Minister.

NO COMMERCIALISM ALLOWED

It was that move that brought the walls down. Mr. Minister dutifully pointed out the ruling involving commercialism in the schools. On that point he was adamant. The young Director dejectedly apologized, reporting that the Minister could not give permission to do the program in Queensland schools as long as there was a charge involved, no

matter what the price. If we wanted to do the program free of charge, there was no problem. To make things worse, the Director was also reminded that this was standard practice in most Australian states.

Needless to say, the 'intrepid three' stood in shocked bewilderment. It was then that a fiendish thought crossed my mind — a thought soon shared with the Director of Secondary Education.

'Suppose we approached each school on our selected list separately, leaving the decision to the individual principal?' I pleaded.

His reply soon deflated any hopes that might have been building up.

'As you will find out, we have a very centralized educational system here. Before most principals will agree to allowing anything involving payment of funds, they will check with this department to make sure permission has been granted. Otherwise their school will not be reimbursed by this department for the amount paid out. A few of the larger secondary schools have funds of their own, but don't count on that.'

He was most apologetic. As we left, he winked and added, 'Best of luck.' Could this be interpreted as a seed of hope? We were soon to find out.

As if all this weren't enough, we suffered a third crippling blow. After having given several sample showings of

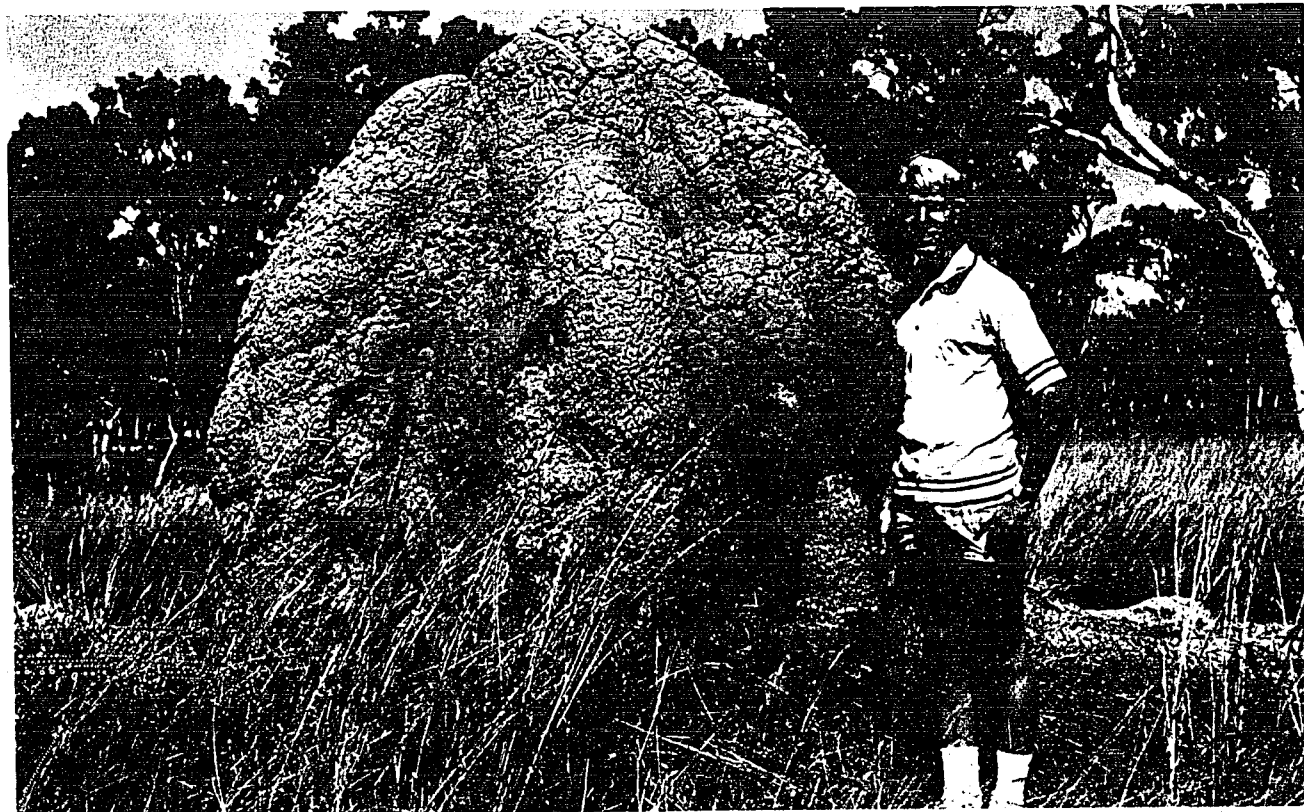
our Canadian production in Brisbane, as well as the showings in the South Seas, we began to notice strange reactions from our projection equipment. Despite the fact that both carousel projectors and the dissolve unit had been completely serviced before we left Vancouver, now, seven weeks later, the projectors were running extremely hot, and the dissolve unit was refusing to dissolve completely.

TROUBLE-SHOOTING

A visit to the Kodak plant in Brisbane revealed the problem to be one of cycles. Although our Hammond transformer regulated the voltage correctly, there was a 10-cycle difference between North America and Australia. Our equipment was geared for 60 cycles; their power generated at 50 cycles — just enough difference to slow the fans, thus causing the overheating of various motors in the projectors and, at the same time, causing our dissolve problems.

Prognosis?

'Keep using your Canadian equipment for any length of time and you will burn out all the motors . . . and there's no way we can replace them here,' advised our friendly Kodak technician. Rental of European-style Kodak equipment would be the only solution. The cost quoted was close to \$200 Canadian for a six-week period.



One has to be choosy about finding a picnic spot in Eastern Queensland as Rodney Bruce illustrates in the above picture in which he is dwarfed by a giant anthill.

Our original plans called for 12 weeks in Australia; then we should have to go through the same rental problems in New Zealand, in the Orient and in the U.K. Our own equipment was now useless and surplus, despite all the assurances back home that the transformer would do the trick. Our budget suffered another convulsive attack at the very thought.

TRANSPORTATION PROBLEMS

A fourth and final blow to our plans occurred while we were investigating our transportation requirements. I relate all these negative events merely to illustrate that the best laid plans can go immeasurably sour once one gets abroad.

We had planned to purchase a good used car on a guaranteed buy-back agreement, as one can do in Europe and the U.K. After visiting at least four used car lots, we found to our astonishment that not one dealer guaranteed to be in business in three months' time, let alone become involved in a buy-back deal. The bottom had fallen out of the car market, both new and used.

Speaking of 'falling out,' a good reliable vehicle is a *must* for Outback travel. The obvious vehicle for such a trip was the Jeep or the Land Rover, but, believe it or not, both offered too little

space for all our fragile equipment and baggage that could not even be carried on the roof, for fear of dust penetration. The only alternative lay in a rented sedan or station wagon with unlimited mileage.

This would be the more expensive plan, but at the same time the most reliable and safest for driving in such remote areas. Even had we decided to purchase a good used car, there was nothing worth-while under \$4,000 Aust. The old budget just about wheezed its last.

The 'intrepid three' now faced a crisis brought on by these four severe blows. We still had the rest of the Pacific Rim to cover, plus a trans-Asian crossing to England and home.

This called for a 'summit conference' of the highest order. I now knew that a large sacrifice had to be made somewhere, somehow. Little did I realize how heartbreaking it would be.

If the three of us continued as we were, our newly-projected budget would not see us past Australia and New Zealand. In that event, we'd all be home by Christmas, with the project uncompleted. Two lads would have unfinished school years and two sets of parents would be extremely unhappy about the whole situation. In no way did I want that.

There were several alternatives, but

the thought of reducing my staff of ambassadors was a final resort.

For Rodney Bruce McCarrell, school had already been in session three weeks. There was always the January semester if plans went wrong. For John Lee, who had previously applied for several scholarships at UBC, there was still time to register and complete his year.

After much soul-searching and discussion we ended up doing something I had promised myself I should never do — use one student instead of two, for each was to have been company for the other. How could I ask Rodney Bruce to carry on without the company of someone his own age?

FIRST BUDGET CUT

Yet, within 48 hours, using cables, telephone calls and letters, we had started the process of enrolling John at UBC, with the unfailing help of his parents.

Rodney Bruce rose to the occasion, as was his custom, and agreed to carry on as chief ambassador. Permission for him to do so was soon relayed by mail from the McCarrell homestead in North Vancouver. I was truly grateful for the faith and trust given me.

We bade a farewell to John, who had been such a good sport and a fine ambassador, knowing we should miss

TEACHERS

The Government of Yukon Territory seeks applications from qualified teachers for the 1976-1977 school year.

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

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

The current salary schedule which concludes on August 31, 1976 is:

| | Class II | Class III | Class IV | Class V | Class VI |
|---------|----------|-----------|----------|----------|----------|
| Minimum | \$10,619 | \$12,323 | \$14,683 | \$15,863 | \$16,780 |
| Maximum | \$15,719 | \$18,353 | \$22,283 | \$23,723 | \$24,910 |

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

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

Apply to: Mr. J. N. Besier
Chief Recruitment Officer
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Government of the Yukon Territory
P.O. Box 2703
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his quick wit, his mass of camera equipment, and his zeal for detailed, faithful recording of events. (On the positive side, John did go on to complete a highly successful year at UBC, as we knew he would, following his seven weeks in the South Pacific.)

REDUCED TEAM CARRIES ON

So it was from Brisbane the 'intrepid two,' with pared budget, set out on a safari that was to take them nearly 12,000 miles around Australia, complete with rented equipment, tent, and far too much baggage.

A rented Ford Cortina, dubbed 'the orange bomb,' was to be our main mode of transportation.

With seat belts fastened and Rodney Bruce acting as chief map reader and navigator, we headed north toward Townsville and Cairns, before turning westward into 'the Centre' — the great Outback. Yes, we had decided to gamble, to approach each school separately. After all, we now had a schedule to keep.

By North American standards, Queensland highways are narrow, as are most roads on the Australian continent. Most are blacktopped, or, as the Aussies call it, bitumen (with emphasis on the first syllable — 'bitchewmen'), with concrete sections across 'floodways.'

Any driver new to Australia must immediately get the impression that the Aussies construct their highways purposely to isolate themselves in times of heavy rains (the wets), which occur in copious amounts from December to March in coastal Queensland.

That impression is absolutely correct. Every few kilometres (all highway distances are now metric), the highway dips to accommodate a run-off creek. The dip is preceded by a FLOODWAY AHEAD warning and there is a white post at the deepest point in the dip to indicate — in metres — the depth of the run-off.

I found that very considerate. It's always nice to know, if one's vehicle is going to submerge to the floorboards, whether one should 'up periscope' on the way through, or just chicken out completely. Fortunately for us, the creeks were dry. In fact, they are dry most of the year.

STRANGE ROADS, NEW RULES

The 'logical Aussie thinking' therefore suggests that it is financially impractical to spend millions of dollars on unnecessary bridges. Living with the risk of being temporarily isolated is much cheaper. This philosophy was reflected in all parts of the country, which has a population of only 13 million people and



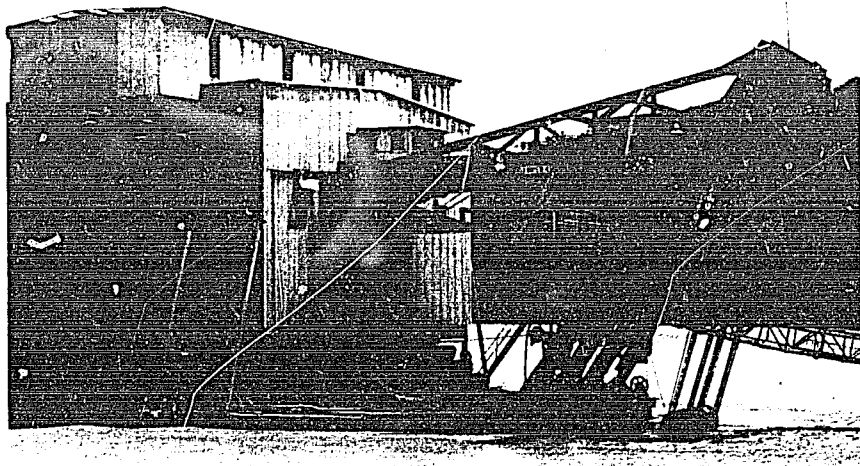
Queensland highways can be narrow . . . a little stingy with the bitumen!



A Queensland woman explains to Rodney Bruce the process of selecting the best cane stalks for 'slipping' — in preparation for planting the new crop.

Nothing daunts the intrepid people Down Under. When a road is 'closed' because of flooding, it simply means 'drive carefully.'





A tin-dredging operation in Queensland.

181 million sheep.

We soon learned not to expect the same standard of consideration as on North American roads. There is little, if any, warning given of irregularities in road surfaces — only for the most cavernous yawnings.

In most areas the road generally follows the contour of the land, without any effort at bulldozing a mound of earth out of the way. No doubt another cost-cutting policy!

The immediate effect, however, is one of a roller-coaster highway — more dips and crests. One soon learns to keep to his own side of the road on those crests — THE LEFT.

Three driving rules were firmly implanted in us at the outset of our car-hiring. First, there is a compulsory seat belt ruling in both Australia and New Zealand. For one who seldom uses his own at home, wearing a seat belt took some adjustment and self-discipline. But at the end of four months' driving Down Under, seat belt-wearing could have been listed as 'doing what comes naturally.'

The second rule was unbelievable. There is a stiff fine for drivers or passengers who hang an elbow or arm out the open window of a vehicle. I queried this rule particularly and was informed that serious injuries have resulted from such action, and law enforcement officials have become very strict about the ruling. Frankly, I failed to see that the threat of mangled elbows would be any greater in Australia than in Canada. Tennis elbow would be another matter!

The third rule involved those pesky roundabouts the Aussies have inherited from the Mother Country. All traffic entering from the right has the right-of-way, including traffic barreling out of a side street onto a main thoroughfare. This took a little getting used to.

There were moments, I'm afraid, when

Aussie drivers were given to spouting uncomplimentary oaths, waving fists or screaming 'bloody sot' to the driver of that orange Cortina.

Aussie drivers tend to be somewhat vocal; their own driving habits can be summed up in two words — extremely aggressive — and are second only to those of Japanese taxi drivers. In reality, it takes only a few days for one to settle in to the few differences in driving habits, and to remembering the old Aboriginal adage 'With seat belt fastened, keep to the left, but eyes to the right.'

It was spring Down Under as the Bruce Highway led us northward through gently rolling countryside, the Great Dividing Range off to the left. The vegetation had changed little, even from Sydney in New South Wales. Always the gum tree — the eucalyptus or, in Aboriginal, the coolibah tree — often with lazing, grazing cattle clustered under the withering leaves, seeking shade from the warm September sun.

In spite of the KANGAROO WARNING signs, we saw nary a live specimen by day. Increasing numbers of wallaby carcasses lay by the roadside, no doubt victims of night drivers. As we were to discover later in the Outback, the wild kangaroo tends to be a nocturnal animal. The best place to see these national symbols, as well as the cuddly koalas, is in the better-known sanctuaries; Lone Pine in Brisbane, for example.

FAMILIAR PLACE NAMES

As my chief navigator checked his road maps, he found many a place name familiar to Canadians — Halifax, Dartmouth, Truro, Edmonton, White Rock, and Mica, Cache and Telegraph Creeks, to mention but a few. Undoubtedly, many were borrowed from the same source ours were — the Old Country. Others were bestowed under pioneer conditions similar to ours.

Weekends saw us take advantage of

Queensland's beautiful sunny, sandy beaches. Torquay Beach, for instance, where we pitched our trusty tent right on the edge of the sand, within full blast of those warm Pacific winds and within sound of the crashing surf.

No lad of 17 is going to let a setting like that go unused. So each morning of our weekend stay on the beach Rodney Bruce greeted the awakening day in his newly-acquired Aussie terminology: 'Good morning! You right, mate (pronounced *mite*)? Ready for your exercises and a jog down the beach?'

I faintly remember my having suggested in an unguarded moment that this would be a great beach for those who enjoy jogging. This old schoolmaster hadn't run for so much as a Hydro bus for years.

However, there was no way my aging pride was going to let the generation gap make its obvious appearance sooner than necessary. I have always found, when traveling with young people, that they have a magic way either of making you feel wonderfully young again or of creating an instant stretcher case of you.

THE YAPPIE HUNTERS

So down the cool moist sand we padded. Every so often, as the pulse rate soared past 120, I was conveniently able to spy a most interesting shell specimen to examine. You'd be surprised how soon I developed the greatest interest in sea shells. At low tide the yappie hunters, with their long brass sand pumps, engaged busily in searching for bait in the form of the small, squiggling, worm-like yuppies or nippers embedded deep in the wet sand.

The cane industry truly took over the red-soiled countryside just south of the city of MacKay. We spent days in this region, talking with cane farmers, their wives, their hired help, the cane cutters, learning about and filming every aspect of the sugar industry.

In the mining field, we checked out and filmed the open pit copper mines and tin dredging, and even found a sight familiar to Canadian eyes — the always-present coal trains heading for the nearest super-port along the northern Queensland coast. The final destination of that coal? You guessed it — Japan!

Now well within the tropics, we enthusiastically enjoyed mouthwatering Queensland fruit, especially bananas, passion fruit and fabulous, freshly-crushed pineapple juice.

OUR WELCOME IS WARM

In all our coverage of the east coast, we had been fulfilling our secondary objectives. Now, more importantly, how



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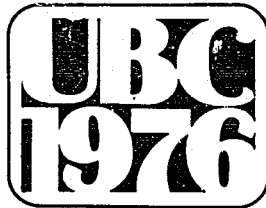
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Traveling faculty will be PROFESSOR ROBERT OSBORNE and DR. ERIC BROOM, School of Physical Education and Recreation, UBC; DR. NORMAN WATT, Director of Summer Session, UBC; and DR. JACK COOK, PROFESSOR ROBERT LAUGHTER, and DR. RICHARD DANKWORTH, the University of Nevada, Reno.

This program will be a cooperative effort between the University of British Columbia and the University of Nevada, Reno. The Field Study class will be made up of Canadian and American students.

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were we being received on our school visitations? With extreme warmth and nothing but the usual enthusiastic Aussie hospitality. All administrators willingly and proudly took time out to show us their schools, introduce us to staff, while discussing openly their problems . . . some appearing happy to find a neutral listener with a willing ear.

As we had expected, many principals did 'go by the book'; on the other hand, there were those who accepted our program without question, setting up lecture sessions in collaboration with their department heads. Our many administrative interviews merely reflected the personality of the principal or headmaster, in fact.

There was the principal of Gympie High, who considered our program relevant only to about 27 of his slow learners!

Then there was the principal of Maryborough Composite High, who faced no end of problems as a result of a recent amalgamation of the boys' and girls' schools. Located across the street from one another, they had originally been completely separate, with absolutely no co-operation between the two.

Now the principal was faced with the integration under one principalship. Prior to this he had not been principal of either one. How he bewailed the fact that he had no space, no facilities, no student involvement, and few teachers with degrees!

The previous day, he had excommunicated one young lad from the school; today he was about to descend upon another after our

departure. The 'victim' had sat forlornly next to us in the outer office that morning.

'Guess I'm goin' to get it this morning, mate,' he volunteered. 'I just told another teacher off last week. I'll get the boot just as sure as guns.'

I must admit I had little sympathy for the 'bloke.' It seemed our morning appointments always caught us bringing up the rear of the principal's morning report line . . . reminiscent of my Halifax Navy days.

YET WE ALL SPEAK ENGLISH!

On the other side of us had sat a little gaffer. With my usual Oakalla-oriented approach, I broke the awkward silence. 'What are you up for, mate? Anything serious?'

'Ah yeah,' came the reply. 'I did in me buddy. I flogged 'is lollies.'

How I managed to utter such a ridiculous reply as 'I see' is hard to imagine.

Our little friend continued, 'Yeah, to make it worse, the lollies was in 'is porte.'

Well, that did it. If anyone had asked me to stay to teach English down there, I should have had to suggest I was in no way qualified.

Once on the inside, we couldn't wait to find out what horrendous crime our young friend had committed.

'Oh, he just "borrowed" some candies last week from his friend's attache case,' explained the principal. 'No great harm done.'

And there was the principal of Rockhampton North State High, who spent two hours of his late-afternoon time giving us the travel lecture on his

beloved Queensland. In between suggestions, he admitted he earned \$15,000 Aust. annually; his department heads averaged \$10,000 and teachers averaged \$8,000.

This headmaster found it extremely difficult to stop his barrage of words even while opening the office safe. As he joyfully twiddled the dial, he continued, 'Did you notice the combination of this safe? 84-66-86. When we had to select a new combination, we settled on that one — in memory of my favorite secretary. Those were her measurements . . . in centimetres.'

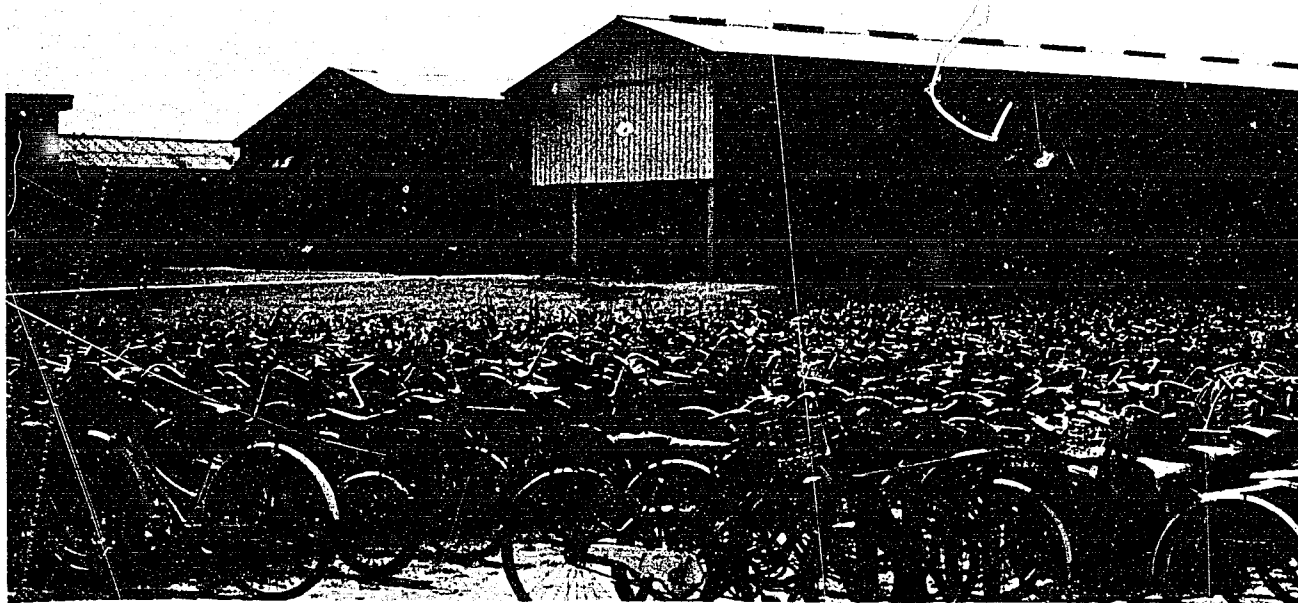
The principal of MacKay State High right on the spot gave us exactly 20 minutes to set up our equipment for a noon-hour performance. He was short on time, but long on business.

TALK CHEAPER!

The principal of Heatley High in Townsville insisted we be picked up in a taxi as well as dispatched home in one, so that we might give a one-hour talk to senior students on Canada's problems. He felt the talk would be cheaper than the film showing. Those students were truly interested; they kept Rodney Bruce working overtime that morning, especially describing Delbrook's new School Government (not exactly a Canadian problem).

Finally, there was the principal of Townsville State High, who, on meeting us, picked up the phone and called his wife, suggesting, 'Honey, I'm bringing two Canadians home for tea (Australian dinner) . . . I'm sure you know what to do. Put the Spumante on ice. They look as if they haven't had a home-cooked

Bicycles are still the main mode of transportation to school in many Australian centers, as the 'Parking Lot' at Townsville State High School shows.



meal in weeks. 'I really didn't think we looked quite that bad.

Despite his Captain Bligh approach, here was a wonderful, outgoing personality, who ran a happy ship both at work and at home. Within 15 minutes he had engaged us for two school sessions and one evening performance for the entire Principals' Association of Northern Queensland.

These assignments were spread over the next three days. Nothing was left to chance, for he had done his homework on Canada, even querying specific facts or statistics, making sure we knew exactly what we were talking about. Student presentations of school pins, plus a farewell staff tea, ended several delightful days of exchange with Townsville students.

STUDENT-TO-STUDENT

And so it went. These are merely a cross-section of memories; there were to be many more as we traveled westward.

Everywhere, the students seemed to enjoy the student-to-student communication, but we truly missed John in these sessions.

One disappointing factor of the school visitations was that not one school opted for the evening performance to earn funds for other activities. Rodney Bruce

soon discovered in his dialogs with student leaders that, even where one was organized at all, the student council appeared to play only the usual liaison role between the student body and the administration.

Although the situation varied from school to school, it was clear that student money-raising was certainly not the endless struggle it is in B.C. schools. This is partly because a high percentage of students were bused to school and therefore not available for such activities.

We were exposed to three different types of schools in Australia, the differences lying in the ways they receive funds. The Grammar School is a semi-private institution created within the Australian Constitution back in 1867. Forty percent of the operating funds are derived from the Commonwealth (Federal) Government, the remainder from fees, private grants and bequests.

Then there are the basically religious private schools, such as those run by the Christian Brothers, that receive no financial help from the Commonwealth Government.

Finally, and in the majority, are the government-funded State schools.

The bicycle is still the main mode of student transportation; 'parking' spaces

in the racks are at a premium.

After another weekend of sailing the beautiful Whitsunday Passage, visiting tropical isles of the Inner Barrier Reef and shelling on some of the less frequented beaches, we reached our northernmost destination on the east coast — the city of Cairns.

From here we headed over the beautiful Atherton Tablelands into the interior of the vast island-continent. We were now in true cattle country, passing huge road trains loaded with cattle bound for coastal abattoirs, or slaughter houses.

This highway was still mainly bitumen, but narrow. Often we had to avoid the rapidly-decomposing remains of a steer struck down by a speeding truck.

We excitedly awaited new adventures, as we headed toward the copper town of Mt. Isa and the grand 'Lady of the Centre,' Alice Springs, where we were to learn much of the Aboriginal culture, the School of the Air, the Royal Flying Doctor Service and life on a cattle station.

Beyond lay a study of opal mining in Coober Pedy, a look at the flooding Murray River, a coverage of South Australia and Victoria, back to Sydney and on to New Zealand. All that comes next. ☺

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Applications are invited from certified, experienced teachers for challenging teaching assignments at both elementary and secondary levels. Administrative vacancies are anticipated. If you are interested in joining the competent, dedicated staff presently on the Queen Charlotte Islands, write immediately, mentioning this advertisement, to:—

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Application and resumé should be sent to: Dr. John Calam, Director of Secondary Education, Faculty of Education, UBC, Vancouver, B.C.

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Let's Abolish Exams

Continued from page 87

grade could sum up a student's qualities and performances in different areas of his/her work (not to mention all those personality factors with which these are inextricably mingled).

It's equally competitive and even more damaging than examinations if it degenerates into hordes of little tests. It can interfere with good staff/student relationships considerably more than examinations.

If it is to be successful, three basic requirements must be present in any system of continuous assessment.

First, teachers and students need to be educated to use the freedom that on-going evaluation allows.

Second, students must be encouraged to choose the area in which they wish to work and to be assessed, and they must be granted *positive credit* for work done.

Third, to avoid the large-scale plagiarism that is the inevitable by-product of a cut-throat rat-race, a strong tutorial system is required, so that students can work and re-work their ideas continuously under teacher guidance. Good in-course evaluation allows the teacher to chart each

student's growth and development.

In a noncompetitive context, what students are interested in is not marks, grades or bits of paper, but the advances in understanding they have made, the areas in which they have not succeeded, and the ways in which they can do something about their deficiencies — that is, diagnosis rather than pseudo-objective attainment.

THE GRADE'S THE THING

But in our society the grade's the thing. Until we abolish this, continuous assessment will be only partially successful. There is generally no grade at doctorate level: if pass/fail is good enough for the doctor, why not for other levels? Why not trust the students? Good elementary education and teacher training institutions that have reduced the number of grades, or eliminated them entirely, are producing solutions to some of the problems outlined above.

Only after we have abolished the pass/fail discrimination shall we be able to undo the incalculable harm caused by branding people as failures and begin to free students to maximize their true potential. Only after we have eliminated all grades can we begin to work out alternative systems of continuous evaluation.

Stan Evans

Continued from page 84

•Now a few final questions about Stan Evans the person rather than Stan Evans the Assistant General Secretary. What are your main interests outside the Federation?

Community involvement has given me a lot of satisfaction and many contacts with people all over the province, including a great number of trustees. Rotary will continue to be one of my major interests.

Another significant interest is music. I used to play the violin. When I was going to high school I played in a community concert orchestra and for one year in a dance band. I enjoy serving on the Board of Directors of the Vancouver Opera Association and attending opera and the Vancouver Symphony.

I could enjoy playing golf, and I certainly expect to do more of it.

I have an interest, too, in native Indian art. I've collected quite a few things. A good portion of the satisfaction I get out of that is meeting with the Indian people themselves.

•Are you looking forward to retiring?

Yes, I am. When Charlie Ovens left I decided I wouldn't stay for any longer than three more years. I would not have been ready to go last year, but I'll be quite happy to go at the end of this year. I'll always treasure the personal contacts I've made over the years.

•What plans do you have for retirement?

I don't have any definite plans. I'll stay living in Vancouver, enjoy music and my own community activities, play a little golf, maybe take the odd fishing trip or trip elsewhere and welcome the opportunity to have the time to do things together with Dorothy.

•Any final comment you want to make?

It was with some reluctance that I joined the BCTF staff back in 1945, but I've never had any regrets. Practically all the activities of the Federation have resulted in improved education for the children in B.C., and over the years improvements in teacher welfare and rights have been achieved. I have been most fortunate to have had the opportunity to be involved in many of these activities.

Classified

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TEACHERS with a degree and experience teaching K-3 are invited for a one-year teaching appointment within the Early Childhood Education department, Faculty of Education, U.B.C. Contact Margaret Brown, Chairman, Dept. of Early Childhood Education, Faculty of Education, U.B.C. Vancouver.

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SUMMER ACCOMMODATION ADVERTISEMENTS

The best issue for advertising accommodation available or wanted is the March-April issue.

Deadline for receipt of ad wordings is February 20.

The May-June issue is available, of course, but may be less useful because of its mailing date. The deadline for receipt of ad wording is April 20.

Special discount to BCTF members is 1/3 off regular \$1.65 a line, minimum 3 lines.

PLUS ÇA CHANGE . . .

One-room, ungraded schools disappear from the scene of educational history only to be replaced, in a different context, by open area schools;

— In the '30s, the Project Method or Activity Program was all the rage. Today, emulating changes of fashion in wearing apparel, it is back in style under new brand names . . . the Discovery Method, Student-Centered Learning . . . or what have you;

— A continuous progress plan or levels system is introduced to eliminate the deleterious effects of repeated grade failure and lo! the six or seven grades it was formerly possible to fail are replaced by fourteen levels that it is possible to repeat;

— Elaborate ETV systems are installed with loud fanfare in school districts and schools . . . and later Dr. Olsen rates television teaching near the bottom of the list of effective teaching-learning methods.

As a cynical representative of Gallic wit once remarked: 'The more things change, the more they remain the same.'

WHY GO AROUND IN CIRCLES?

One is, of course, entitled to ask: Why all this going around in circles? This setting forth on uncharted seas only to end up in the fullness of time at the starting point again?

Is it due to the wickedness of the traditionalist sabotaging every effort to reform the educational establishment? Is it due to failure to make haste slowly, testing every new development before embracing it with dedication, wholehearted loyalty and Messianic zeal?

Or is it due to failure to look at what John Goodlad has called the 'ecology of change' — that complex of factors in the surrounding environment that impinges upon education, determining its nature

and the direction of its development?

'Every society is held together by a myth system, a complex of dominating thought forms that determines and sustains all its activities,' says R. M. MacIver. 'The very texture of human society is myth-born and myth-sustained.'

T. E. Hulme puts it another way: 'There are certain doctrines which for a particular period seem not to be doctrines, but inevitable categories of the human mind. Men do not look at them merely as correct opinions, for they have become so much a part of the mind, and lie so far back that they are never really conscious of them at all. . . They do not see them, but other things through them. It is these abstract ideas at the center, the things which they take for granted, that characterize a period.'

This myth system, these abstract ideas at the center, are, it is argued, part of the ecological environment that those who deal with educational change must take into consideration.

Failure to do so is undoubtedly one major reason why the more the education system gives the appearance of changing, the more in practice it seems to remain the same.

TO SEEK CHANGE IS NATURAL

It is natural, of course, for people in an era like our own to seek change. It is an age whose major characteristic is conflict; an age in which the hitherto taken-for-granted ways of doing things seem no longer to work; an age that has somehow come unstuck and out of joint; an age of confusion and uncertainty.

Men, in such circumstances, are inevitably filled with a vague, all-pervading malaise and desire changes they feel will recreate stability and ensure a renewed sense of purpose in their lives.

Educators and educational institutions are no different in this respect from any other group. Hence innovations become the order of the day. . . And so the flood: new school organizational patterns, new teaching methods and new subject matter content.

MYTH SYSTEMS

Meanwhile the myth systems, the inevitable categories of the human mind, not nearly so amenable to change, persist unmodified from the past. The effect upon change at other levels is obvious.

The latter tend to be resisted both by the individual and by society, as not being in harmony with the former. Or if they are accepted, they are refashioned to fit the existing myth system. This results in changes turning out to be a mere tinkering; a floundering about in random, unadaptive movements.

In the end, the changes so logically designed are quietly forgotten or modified sufficiently to become compatible with the relatively rigid and 'abstract ideas as the center that characterize a period' of which Hulme speaks.

If beneficial and more than superficial changes are to be made in the educational system, the myth system of the population must change first. In France, America, Russia and China, for example, far-reaching revolutionary changes in the fabric of society and in the long held myth systems that were a part of it, preceded equally extensive changes in education.


Even in England, the official advent of universal elementary education came only after the industrial system had shattered the woof and warp of an agrarian society and, among other elements of its myth system, the myth

that education was only for an aristocratic elite and not for the masses who were believed to be incapable of assimilating it.

Certainly the stresses and strains in current society (dwindling natural resources, environmental destruction, population pressures, a widespread increase in violence and war since 1900; a corrupt, dog-eat-dog morality exemplified in everything from Watergate to petty chicanery at the local community level) signal the need for a fresh myth system tuned in to current realities. . .

. . . And by the way what is the myth system of our current society? Well, we are informed that after all it hasn't one.

Modern, enlightened and civilized 20th century, Western man believing in some superstitious set of myths? How ridiculous! It is only primitive peoples and queer oddballs who have different religious, political and social beliefs from our own who cling to myths as though they were Holy Writ.

Western society's belief system is a very model of the non-superstitious, non-mythical, scientific outlook! What an insult even to suggest that modern man regulates his life in accordance with any myth structure! 

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STAFF ASSOCIATE PROGRAMME

During the 1976-77 academic year (July 1, 1976-June 30, 1977), the Faculty of Education expects to offer several Staff Associateships to highly qualified candidates interested in graduate work in Education at the Master's degree level. Each candidate will be supported to a maximum of \$5,000 for the year and will be expected to assist in the work of the Faculty of Education. These work assignments may take a variety of forms, the majority of which will be related to the improvement of the practical experience of undergraduate student teachers (supervision, seminar work, etc.) Normally candidates will be expected to enroll on a full-time basis but Summer Session offerings may also be included in the programme.

Preference will be given to candidates who have evidenced high levels of proficiency in the field of education (normally, a minimum of five years of public school experience), who have demonstrated outstanding academic achievement, and who are judged to have the potential for leadership roles in the field of education. Individuals who are interested will be required to provide a detailed statement concerning their academic and career aspirations, four letters of reference, and evidence of appropriate writing ability. An interview may also be required.

The following graduate programmes are open to Staff Associate candidates in 1976/77. Application to one of these programmes should be submitted to the Faculty of Graduate Studies at the same time the application to the Staff Associate Programme is completed.

Master of Arts

- Counselling Psychology
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- Educational Psychology
- Mathematics
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- Social Studies

Completed applications including all relevant materials must be received by March 15, 1976.

Application forms to the Staff Associate Programme are available from the office of the Dean of Education, University of Victoria.



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Professional Development for Teaching

The Division of Field Development, Faculty of Education and the Centre for Continuing Education announce the following non-credit conferences and courses for the Spring 1976 period.

- EE 2259 **Curriculum Conference: B.C. Native Indians** — February 12 to 14 — Richmond Inn — Main speakers: Chief James Gosnell, Mr. J. Inkster, Dr. George Clutesi — \$35.00
- EE 2262 **Lecture on Special Education: "Classroom Delivery Services for Handicapped Children"** — Helen Almanza, Education Centre, Austin, Texas — March 4 — B.C.T.F. Auditorium — \$5.00 (free to retired teachers)
- EE 2263 **Workshop for District Administrators and School Principals: Planning for Mainstreaming** — Helen Almanza — March 5 and 6 — Centre for Continuing Education Conference Room — \$55.00 (includes lecture on Thursday night)
- EE 2264 **Conference on Future Teachers** — March 12 — B.C.T.F. Auditorium — \$5.00 (free to retired teachers)
- EE 2267 **Conference on Implementing Open Education** — May 7-8 — Richmond Inn — \$40.00
- EE 2265 **Workshop on Developing Understanding of Self and Others** — May 26 to 27 — Centre for Continuing Education Conference Room, U.B.C. — Resource person: Dr. Don Dinkmeyer — \$45.00
- EE 2266 **Improvisational Drama Games** — Gary Pogrow — April 30 and May 1 — Vancouver school of Theology, Iona Building, U.B.C. — \$26.00

Other courses and programmes are being planned. For further information and to have your name added to our mailing list, please contact: Education Extension, Centre for Continuing Education, University of British Columbia, Vancouver, B.C. V6T 1W5. Phone 228-2181, local 220.

Credit Courses

U.B.C. Evening and Weekend and Independent Study Credit Courses in Education — Intersession and Summer Session. To obtain a brochure or for detailed information, contact:

The Credit Course Division of the Centre for Continuing Education (228-2181, local 251).

Educational Travel

ET 3027 **Special Education in Europe** — June 24 to July 26 — \$1,975.00 (includes estimate for credit/audit fee). Proposed course credit Ed. 403 (1½); an. 420 (1½) and by individual arrangement. Tour leader and instructor will be Mr. Bob Poutt.

ET 3029 **Administration of Education in England and Wales** — Dr. J. H. Wallin — London — May 1976 — \$1,175 (not including air fare).

For information on other travel-study courses, contact: Director, Educational Travel and Field Studies, 228-2181, local 257.



WE HAVE HAD A SURFEIT . . .

of lists lately, but it's a kind of seasonal thing. You know, if you've been listening or reading — most important news stories of the year, 10 best movies, TV shows, best and/or worst dressed men/women, etc. Have you a list of the best books read in the last year? I hope so, because reading is still the best means of providing entertainment and enlightenment for ourselves, and at the least price.

WHAT'S AHEAD . . .

for us in '76 — as teachers, parents, taxpayers and consumers? We may well wonder, especially in light of the ominous rumblings from Victoria, Ottawa, and our local school boards. But take heart — at least free speech and press are still with us (or, at least, at this writing!). Why don't they develop a course in Civic Awareness (or some slightly less pompous title) for our school kids? There never was a time when people needed to be more informed on What Is Going On.

A SMALL CONTRIBUTION . . .

to the ever-changing language: UT. LEAST - adj. - to the least extent possible, i.e., I did my utleat to carry out his instructions. Like it? It's yours.
—C. D. Nelson

EDUCATION

The 'Inequality' Controversy: Schooling and Distributive Justice. Donald M. Levine and Mary Jo Bane, eds. Basic Books, New York, 1975. \$7.65

Here are 14 essays written by prominent United States educators against an original background thesis (1966) of James Coleman and a reinforced background thesis (1972) of Christopher Jencks that 'schools make no difference; families make the difference.' The message may be heresy, but it is clear, vibrant, strong and repeated in many styles in this volume — that striving to create equality of educational opportunity is a liberal myth.

What must be done, then, is to create

equality in the economic and social background conditions of the students before schools can make an important contribution to the cognitive development of students. Many writers add that the United States is not yet ready for structures and processes that will ensure 'a relatively equal distribution of worldly goods.' Until this time comes — and several writers imply that it will in the United States — 'schools . . . stand at a crossroads, unsure of what direction to take.'

A humanist, such as Jencks, pleads that, in spite of the inability of the schools to make an important contribution, more money should be spent on them, 'simply because people spend something close to a fifth of their life in school, and it is better that they spend that time in a pleasant and comfortable environment.' Conversely, a conservative, such as Daniel P. Moynihan, can advocate reducing educational expenditures without a deterioration in educational outcomes.

It would indeed be a gross simplification to apply the findings of *The 'Inequality' Controversy* holus-bolus to the B.C. scene. It would be equally naive for B.C. teachers to ignore this book and to pretend that its results had no moorings in this educational jurisdiction. To some B.C. teachers, the book must be disturbing, perhaps frightening. The teaching function relegated to possibly little more than baby-sitting! To some others, it will be promising, exciting, reassuring. It must reinforce their commitment to effect social change so that schools will make a difference. To others, it must be a clarion challenge to design educational theories and to implement educational practices that will return schools to the mainstream of educational change.

In sum, one dare not ignore this book. Its publication must hasten the hour when it will be imperative for each B.C. teacher to abandon the traditional stance of academic detachment and to declare a position the teacher will be prepared to defend and advance. —John S. Church

Schools in Search of Meaning. James B. Macdonald and Esther Zaret, eds. Association for Supervision and Curriculum Development, Washington, 1975. \$8.50

Here is one of the most significant books to come from a part of the United States educational establishment in many years. In the introduction the reader is informed that he/she is embarking on an 'unsettling experience.' The intensive examination by several prominent members of the 1975 ASCD Yearbook Committee of the allocating and

controlling roles of schools in an advanced capitalist society such as is the United States might better be characterized as provocative and stimulating. Noting that schools are social control instruments of the dominating class, the various authors examine the present distribution of authority and responsibility, and the plight of many of the 'disadvantaged' groups. Even though the individual is victimized more by his/her class, race, sex, ethnic status than by schooling, the authors close with a clarion call for the introduction of democracy for students in the schools, the institution of the study of the school itself as a present means of social control, the inauguration of a curriculum that will serve the interests of the dominated — all the working peoples, and the beginning of the right to link directly and concretely the education of students with the education and the democratic struggle of the wage-earning and salaried working peoples.

The book will be 'sweet music' to at least two growing groups of teachers in B.C. One is the group that has insisted that the school must abandon academic isolationism and must provide opportunities for students to become directly and intimately involved in study and in social action to overcome the threats and complexities that now confront, confound and paralyze our initiatives. The other, by no means mutually exclusive of the first, is the group that has become convinced that it is necessary to transform not just the immediate educational environment, but, more importantly, the socioeconomic and cultural background of the student. Hence a NESP Program and the various task forces on a range of social issues.

Regardless of where each teacher stands on these provincial matters, no one can afford to ignore this exciting, provocative, stimulating, but no — not unsettling — book. It could be a key to retaining credibility.
—J. S. Church

FICTION

The Great Train Robbery, by Michael Crichton. Knopf, c1975. (Can. Agt. Random House of Canada) \$8.95

It is not often we give space to books that are worth mentioning as sheer entertainment, but it has been said more than once that 'Man cannot live by bread alone,' and so it is with teachers, who, as anyone knows, are a serious, no-nonsense bunch indeed.

So I offer no apologies for plugging *The Great Train Robbery* as this season's 'good read.' It is another example of that peculiar

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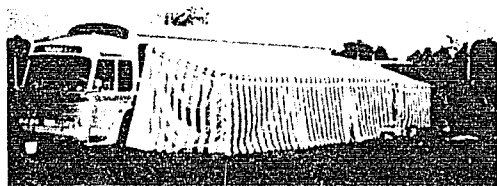
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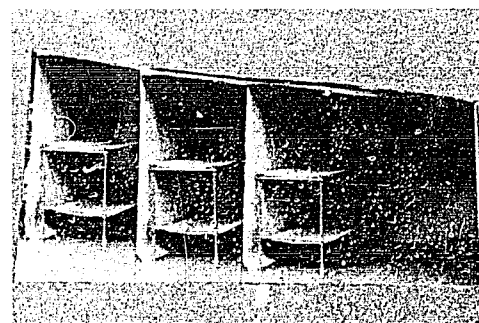
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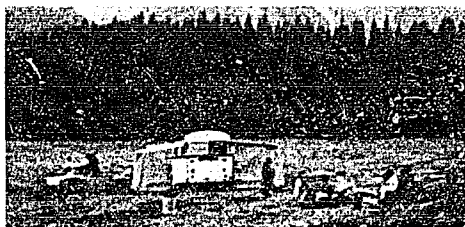
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genre some critics are calling 'fact-fiction' for want of a more convenient label. (Another example comes to mind: John Forsyth's *The Day of the Jackal*.) Supposedly based on a true incident, this story describes the theft of a shipment of gold bullion en route to the beleaguered British army in the Crimean War of 1853-1856. We are told from the first page who planned the robbery, and what will have to be done to bring it off. In spite of this, the story builds in suspense right up to the inevitable capture and trial of the criminals. This is one of those can't-put-downers if there ever was one.

Crichton, who has previously written science fiction (*The Andromeda Strain*; *The Terminal Man*), has found himself comfortably at home in writing about another period, this time Victorian England. I enjoyed his careful delineation of details of society in that milieu. The language spoken by his characters is authentic to the period, and there is an additional feature in the inclusion of a great many terms and phrases used by the criminal classes over a century ago. The author has done his research thoroughly, not only in the speech patterns, but in the growth of the railways in England and their operation, the place of women in society, the centers of activity frequented by criminals and the lower classes, and just about every aspect of life in those times. A most enjoyable book; it would make an ideal gift. —C. D. Nelson

HOME ECONOMICS

Creative Food Experiences for Children, by Mary T. Goodwin and Gerry Pollen. Center for Science in the Public Interest, 1779 Church St. NW, Washington DC 20036, c1974. \$4.00 paper (\$3.00 for 50 or more)

This is a useful reference for elementary and junior secondary teachers, 4-H club leaders and parents. It encourages children to use all five senses in learning about how their bodies grow. A variety of activities, games, projects and facts is provided to motivate children to learn about food and nutrition. The emphasis of the book is on natural, wholesome foods, and the recipes provided seem to be very appropriate for beginning cooks and consistent with the natural theme.

The bulk of the book encourages children to become aware of their own bodies, learn what they can do with their bodies, what makes their bodies work, and how to take care of them. Suitable activities are suggested to let children discover answers to these problems. The authors then proceed to discuss vegetables,

fruits, milk, protein foods, cereals and breads. Activities suggested include planting seeds, games to identify fruits and vegetables; making raisins, yogurt, butter, buttermilk, peanut butter, cottage cheese, flours, cereals, bread and ice cream; tasting vegetables, fruits and cheese; and field trips to markets and other related places. Each activity follows scientific form with objectives, materials needed, and procedures listed. Numerous questions and facts are provided with each activity.

Although some activities are difficult to do without a kitchen, many may be carried out with basic pieces of equipment. I see this book as being very useful for junior secondary foods teachers in introducing nutrition and food to students in an interesting and personal manner. There are about 150 recipes at the back of the book that seem to be very well suited for beginning cooks. —Linda Johnson

MUSIC

Canadian Folk Songs for the Young.

Selected by Barbara Cass-Beggs. J. J.

Douglas Ltd., 1975. \$5.95

A collection of 32 folk songs — from simple,

quiet lullabies that appeal to pre-schoolers to more lengthy, rousing songs for those at the junior level.

Included is the author's light commentary on the music and the people who made it — the sailors, loggers, fishermen, cowboys and those with an eye for gold.

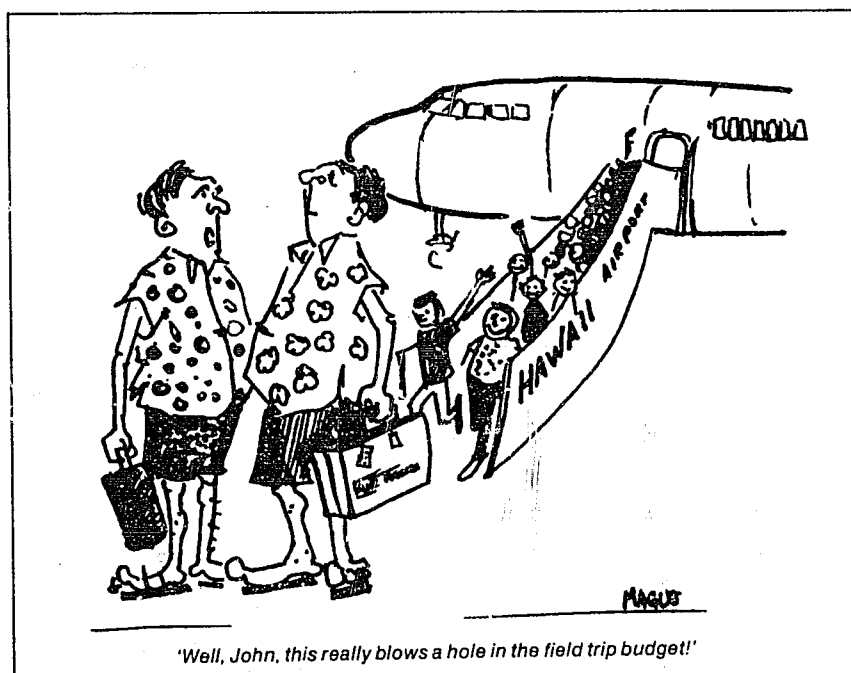
Many songs have the original Eskimo, Cree, French or Icelandic lyrics as well as the English words. Chords are included; along with suggestions for simple accompaniments, dramatizations and games. This collection of songs serves to remind us of many aspects of our culture often forgotten. —Ruth Ford

PRIMARY

In My Back Yard, by John DeVries. Scholastic-Tab Pub. Ltd., 1975. No. given.

The plight of a small boy who would like to keep a frog as his pet — explored in flowing, rhymed text.

Large humorous, three-color drawings and only one sentence of text on a page make this a favorite with primary children. Let's hope it appears in hard-cover soon! —Ruth Ford



'Well, John, this really blows a hole in the field trip budget!'



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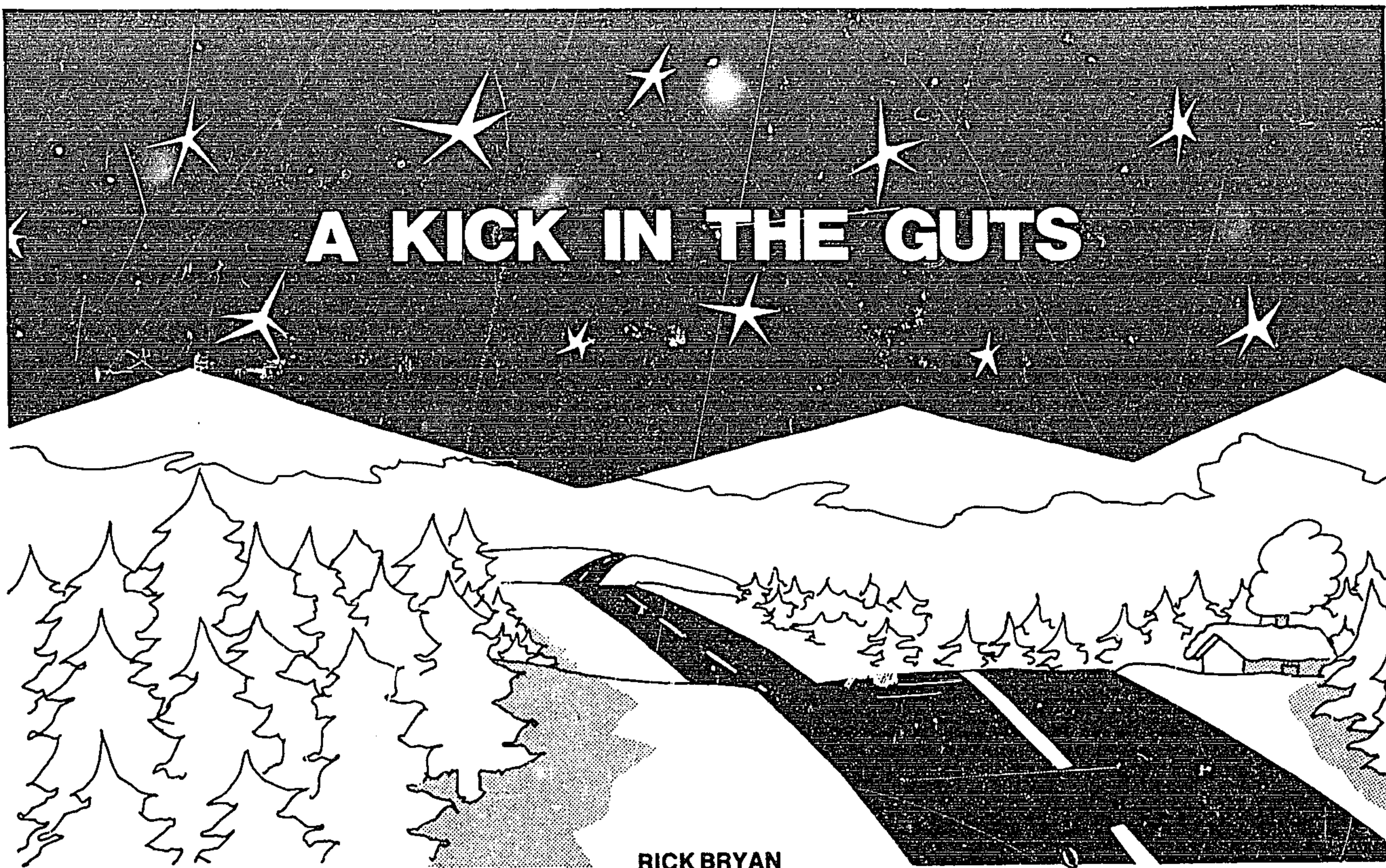
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RICK BRYAN

■Ever been kicked? Not literally, but way down deep inside?

It happened to me last year, just before Christmas. A letter arrived, written in a kid's hand, and folded around a newspaper clipping from the town where I had taught the year before.

It had been a pretty good year, I seemed to remember, with the usual assortment of rewards and punishments, field trips and work sheets, A + 's and D - 's, highlights and low points.

It had been the year of The Great Radio Play Contest in which a local station had invited each elementary school in the district to compete by submitting a taped radio play. According to the rules, the script-writing, acting, directing and technical bits all had to be done by students. The theme was to be 'Christmas.'

Always a sucker for something inspirational to vary the pre-Christmas classroom routine, I suggested to the more literary of my monsters that they might enter the contest, with a view to

The author, who has taught in Prince George and Burnaby, has written for the magazine previously.

standing the cultural world on its complacent Phillistine ear, all for the greater glory of Good Ol' B. . . . Elementary. I had fallen for it, and they had jumped at it.

'Now, girls,' I had said (the boys were all down in the gym flagellating each other with floor hockey sticks), 'you are Grade 7s. Write a Christmas play, but for heaven's sake get away from elves and magic reindeer and ho-ho-ho. Write a play about *real* people.'

So they had. They had created a play about a 13-year-old girl named Angie who, as the plot unfolded, had learned that her parents had been killed in a traffic accident. Sent to live in a foster home, she had run away, wrongly believing she was not welcome. The play had ended with Angie, after much soul-searching, returning to her new home, presumably to live happily ever after.

The play had been duly rehearsed, sound effects had been invented, theme music had been contrived ('Angie' by the Rolling Stones), and the whole thing had been taped during a marathon Sunday afternoon session, the day before the deadline.

To make a long story short, we had not won the contest, but *Angie* had been


judged to be among the top 10, and was aired on the radio shortly before Christmas, much to the amusement and gratification of all concerned.

Definitely it had been a highlight. A happy time, and a happy memory. Why, then, did I have this swift-kick-in-the-guts feeling?

It was the clipping, the terse prose, the blurred photo. The wreckage of the car . . . both parents killed . . . all three children seriously injured . . . the names. One of the three children was the girl who had played Angie.

The accompanying letter, written by one of the other girls in the play, simply confirmed what the clipping had made only too clear.

I realized then that I had just paid the dues occasionally required of one who is in a profession that touches the lives of other people.

I wish I could tell you my story is fictional, like a Grade 7 radio play. But I can't, because it's true. 

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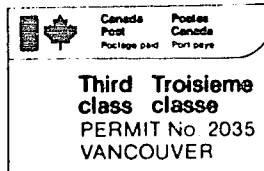
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