

B.C. TEACHER

September-October 1978

Volume 58 Number 1

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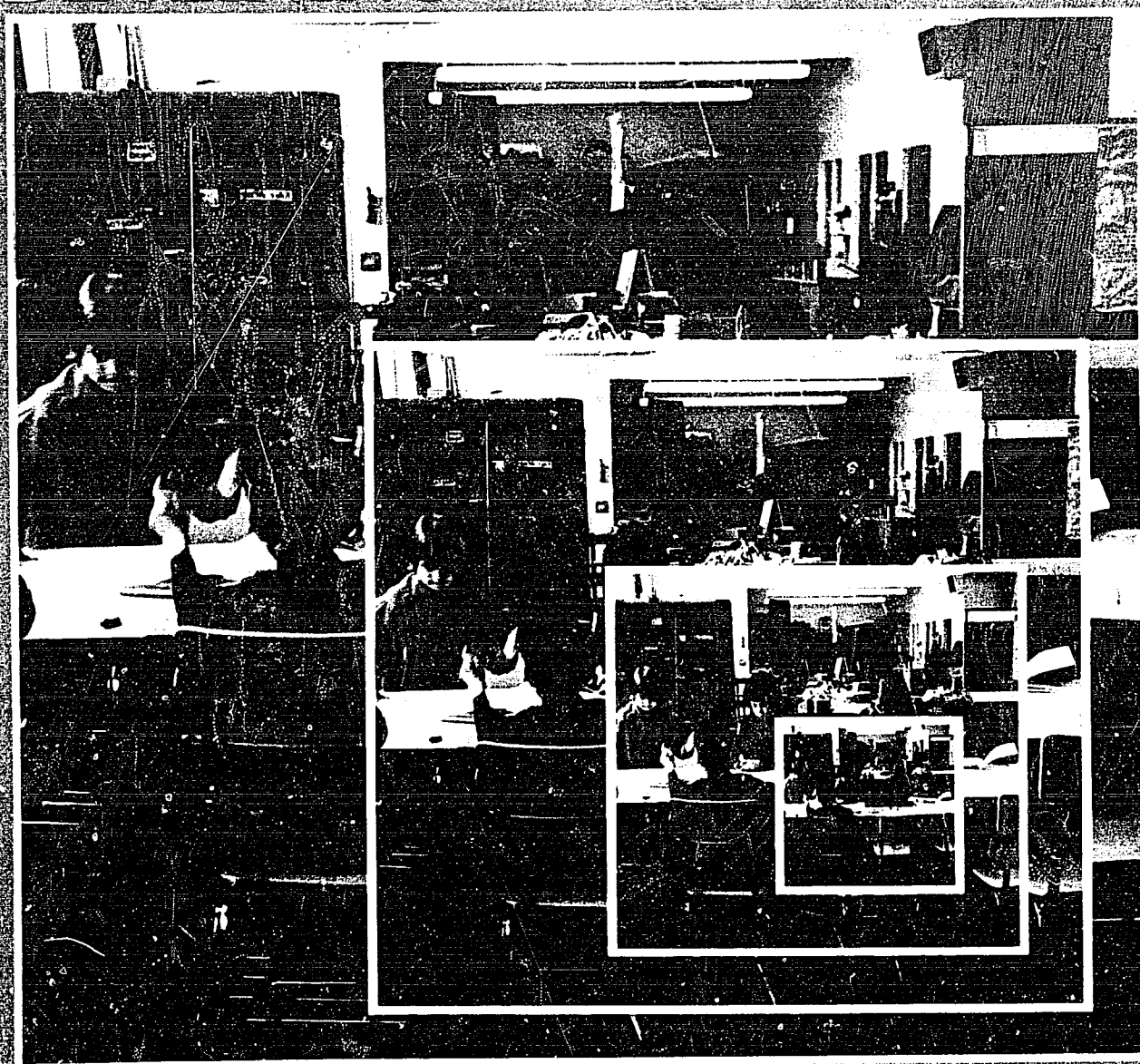
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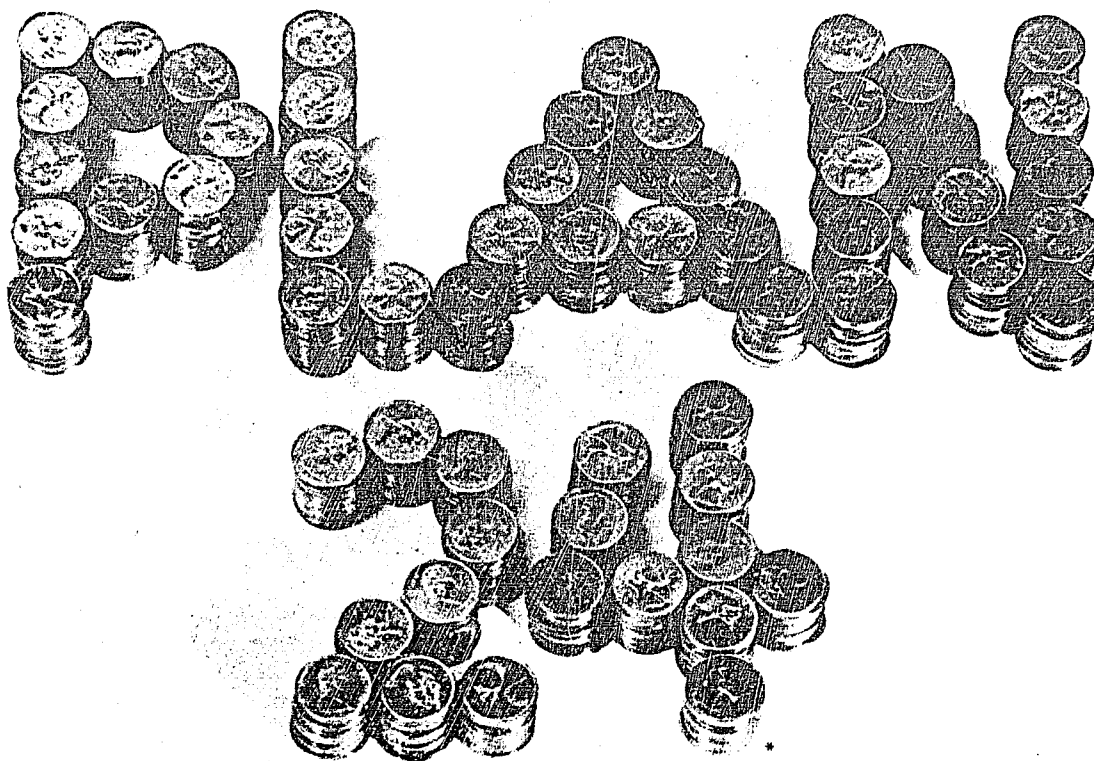
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Cover, pp. 10 and 12 — Marjean Gibson, VSB;
p. 5 — (top) Mitchell Press Limited, (bottom)
Virginia Hama; p. 13 — Simon Terlinden; pp. 14,
15, 23 — Mardee Galt; pp. 17-18 — Virginia
Hama; p. 24 — (top) Artona Studios Ltd.,
(middle) — Max's Photo Studio Ltd., (bottom)
Hudson's Bay Co.; p. 25 — BCTF files; pp. 36-7
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The B.C. Teacher is indexed in the Canadian Education Index.

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

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



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

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From Our Readers

NEW OUTDOOR PROGRAM

The Information and Education Branch of the Ministry of Recreation and Conservation has developed an environmental education program entitled ENCORE.

We feel this program would be of assistance to teachers in the elementary or junior secondary levels as a teaching aid in the outdoor education, art and science programs.

The ENCORE cards have been cross referenced to selected topics in the science curriculum 1978 as well as the STEM and Exploring Science textbooks.

Marlene Olson,
Information and Education
Branch,
Ministry of Recreation and
Conservation

ESPERANTO ON NATIONAL TOUR

On September 1 the Ministry of Education introduced a new correspondence course entitled "Beginners' Esperanto" — the first of its kind in Canada. By means of an inter-provincial agreement, this 18-paper course has been made available to Canadians in every province.

Esperanto was created in 1887, but today most Canadians still know little or nothing about it. Esperanto is a politically-neutral language designed for use between nationalities when other languages create a communication barrier. Thus Esperanto is known as the Inter-National language. It can be learned in one-third the time of other

modern languages, yet can be used to express preciseness of thought that outstrips English. It is used in 66 countries.

The president of the Canadian Esperanto Association, Mr. Wallace G. du Temple, and Esperantist Dr. Marta Evans are making a cross-Canada speaking tour from Sept. 24 to Oct. 20 on behalf of the B.C. Ministry of Education and the Canadian Esperanto Association. The purpose of this tour is to inform Canadians about the new correspondence course and to encourage participation in a discussion of language problems in Canada and the world.

For further information readers can contact Mr. du Temple at 656-5283 or at the address below.

Anne Whittaker,
Canadian Esperanto Association,
Box 2067
Sidney, B.C. V8L 3S3.

BOOK EDITOR CORRECTED

In the May-June issue, the New Books editor, C. D. Nelson, delivered his opinion of censoring *Go Ask Alice*, ending with the claim that it is a true story. His opinions of the book may be valid enough, but both he and your readers should know that *Go Ask Alice* is a novel; it is not a true story. In fact, a more recent novel, called *Voices*, is being distributed this spring by Fitzhenry and Whiteside, who are advertising it as "by the author of *Go Ask Alice*." *Voices* will probably be censored, too.

Grace E. Funk
Lumby

CORRESPONDENTS WANTED

I'm a girl, aged 16, attending the second year of high school in Seoul, Korea. I am on the student council of my school, which has an enrolment of 1900 students with ages ranging from 13 to 18.

Most of the students of this school as well as myself are very eager to find pen friends in your country. I am writing this in the hope that you can help us get in touch with young people in your country.

I think this kind of direct communication between friends of similar ages will help both to learn about each other's country. I also think they might have fun in swapping items in hobby collections.

(Miss) Kang Insook,
C.P.O. Box 3834,
Seoul, Korea.

WE APOLOGIZE

In our May-June 1978 issue we indicated that the pictures used to illustrate Eve Alexander's article, "Shadow Puppets," were supplied by the author. Actually they were taken by Marjean Gibson, of the Vancouver School Board staff.

We feel badly about offending Marjean because we have been able to use many of her outstanding photographs over the years to illustrate various articles. We were and are very grateful to her for her co-operation in improving the visual quality of this magazine.

We regret our error, and apologize sincerely to Marjean.

PRINCIPALS TEACHERS

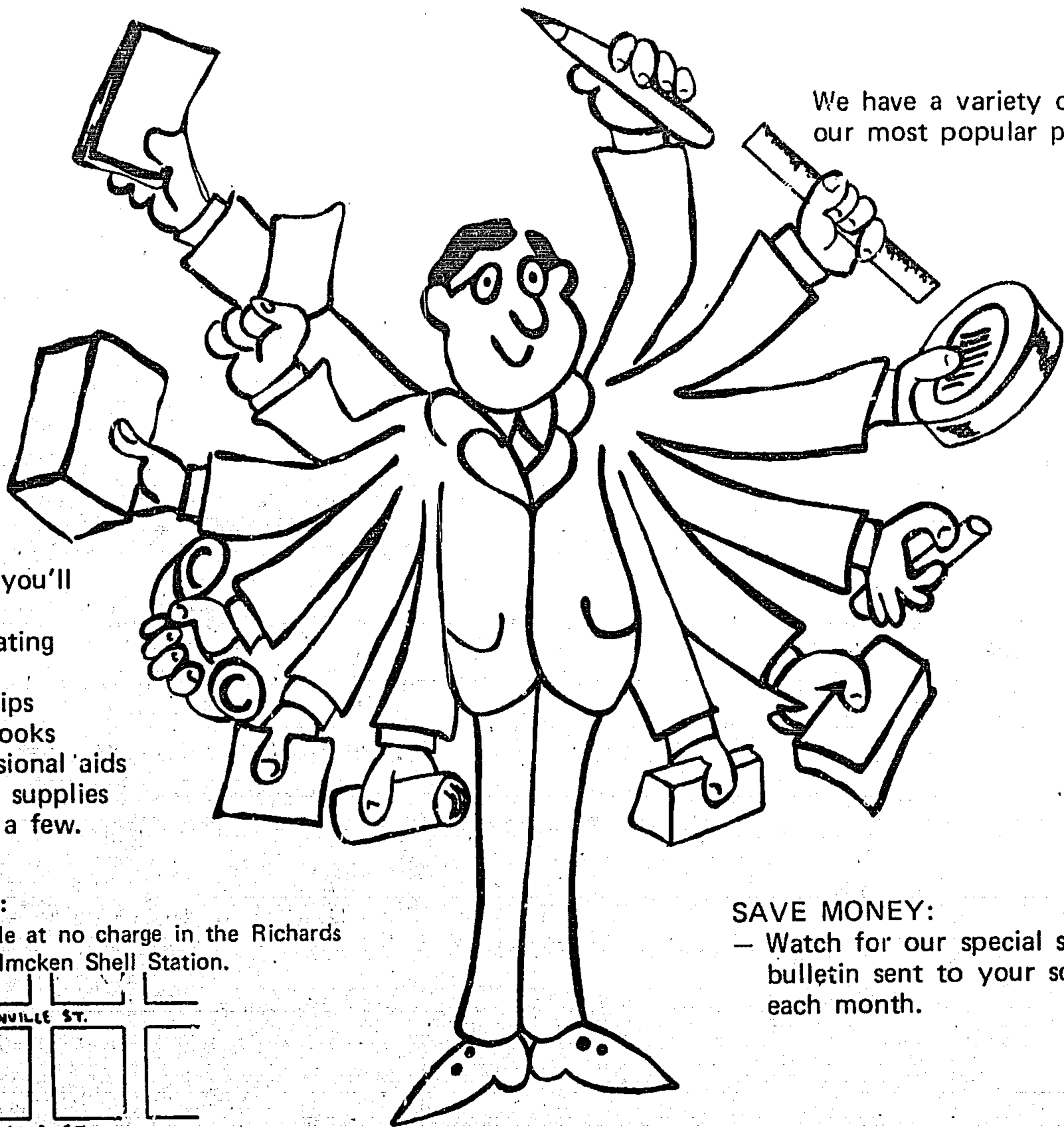


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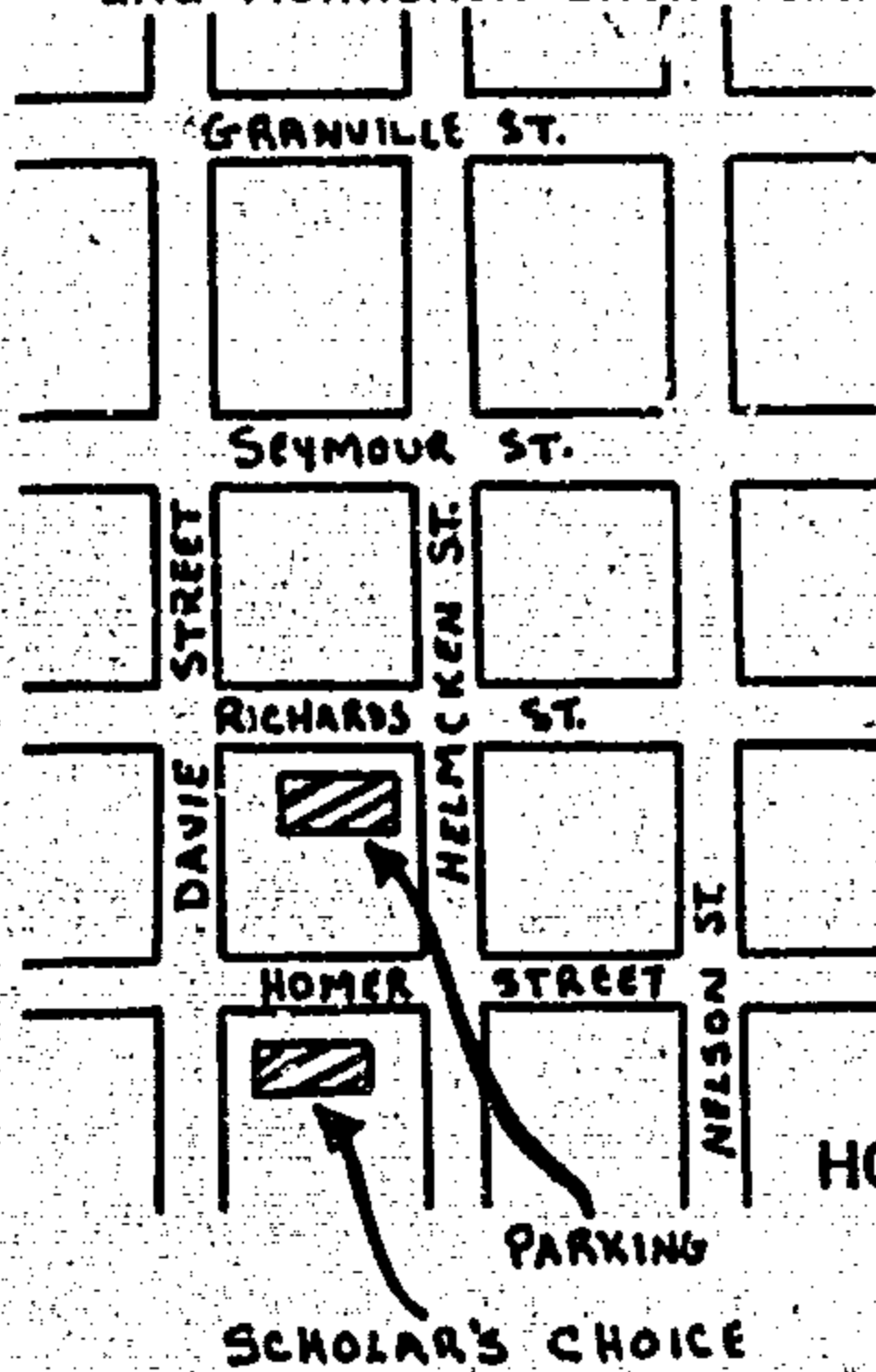
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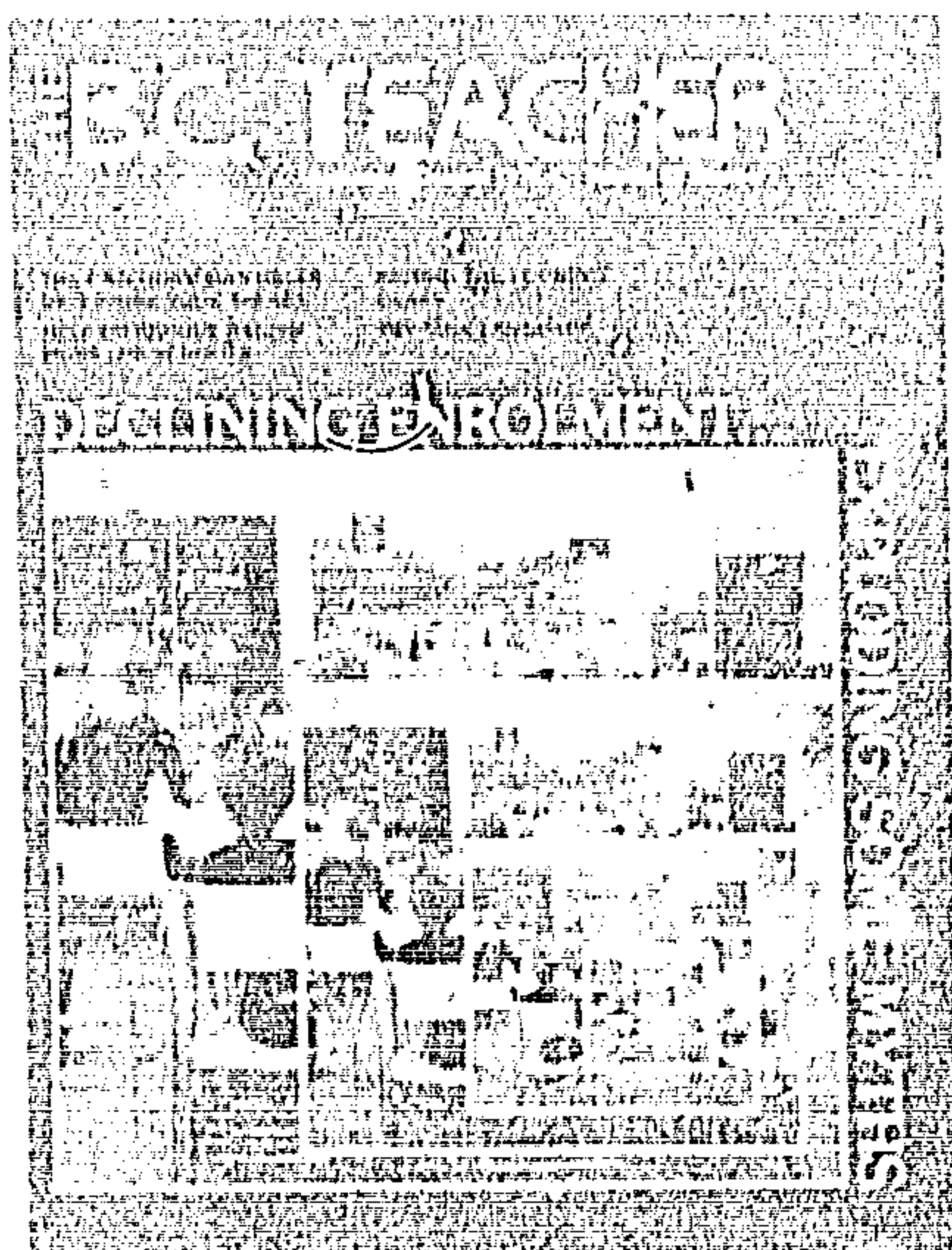


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Some Myths About Declining Enrolment

Many beliefs about declining enrolment are myths; the facts simply will not support the beliefs. In this, the first of two articles, the BCTF's Director of Professional Development presents the facts on which he will base the conclusions he reaches in our next issue.

MIKE ZLOTNIK

●Declining enrolment is a very serious problem. It threatens to undermine the financial support for schools. It will force the closure of many schools. It will lead to the laying off of large numbers of teachers. Right?

Wrong!

Each of those statements is a myth; and it's time they and other myths about declining enrolment were put to rest.

You want more examples? How about these?

- Declining enrolment forces per student costs up because smaller scale operations are less economical.

- The teaching force should be reduced in proportion to the decline in student enrolment.

Yes, those are myths too.

Swirling around such beliefs are arguments about whether the public schools should expand their services to include a broader range of students, whether or not the private schools are competing with the

public schools for the "market" of school age children, and how to retain teachers who are made redundant by sharp enrolment declines in their subject or speciality areas.

Indeed, it may not be overstating the case to say that there is an organized program to confuse and mislead people about the extent of declining enrolment and its probable effects. If one wanted an example of mystification of a topic to misrepresent reality, declining enrolment would be a perfect choice.

ENROLMENT: 1972 - 1988

I propose to examine the facts of declining enrolments in this article, and in the next issue to draw some conclusions from those facts.

What, then, are the facts about declining enrolment?

Since 1970 Canadian school enrolments have been declining. According to Statistics Canada, they reached a peak of 5,830,000 in 1970-71 and had declined to 5,350,000 by 1977-78. The Canadian Teachers' Federation forecasts that Canada's enrolment will reach its lowest level in 1983-84 and then begin to increase again. The decline for Canada as a whole is expected to be about 19 per cent from the 1971-72 peak.

CTF forecasts that B.C. enrolment will hit its lowest point in 1981-82, when it will be about four per cent below its peak level.

The B.C. Ministry of Education forecasts a steeper and longer decline. Most projections result in increasing enrolments in the 1990s.

ALL FORECASTS INACCURATE

We must bear in mind, however, that all forecasts turn out to be incorrect. Forecasters must make assumptions about birth rates, immigration, in-migration from other provinces, economic growth and development, land use, transportation patterns and school retention rates. It is therefore not surprising that there are sharp disagreements among different forecasters.

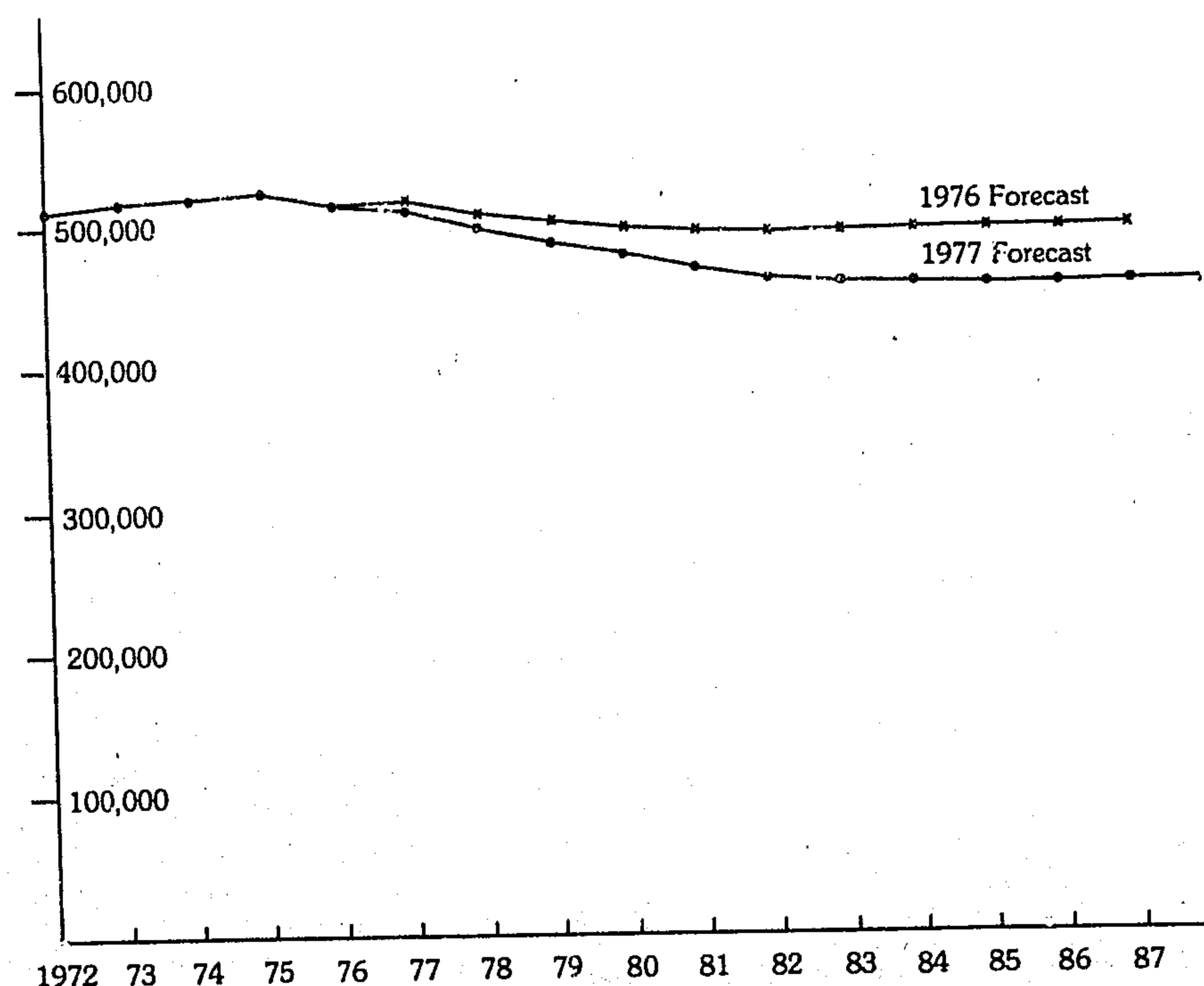
Even the same source will disagree with itself from year to year. For example, the B.C. Ministry of Education projections in 1976 forecast a 1987 enrolment of 495,525 for B.C. One year later, the forecast for 1987 was 458,187, a discrepancy of 7.5 per cent.

The revised projections by the Ministry probably represent the extreme low range for enrolments a decade from now. Over the whole decade, the sharpest decline is expected to be this fall — an average of 2.2 per cent for all B.C. West Vancouver is expected to decline 7.0 per cent this year and New Westminster 6.2 per cent. New Westminster has already declined 25.6 per cent below its 1970 enrolment and West Vancouver 17.2 per cent.

Vancouver is facing the largest numerical decline, expected to be 2730 students this year. Some districts, on the other hand, are expected to grow in enrolment. Langley, for example, is predicted to have a growth of over 50 per cent by 1988.

FIRST GENERALIZATION

The decline in enrolment in B.C. will be modest in comparison with that in other parts of Canada.



Source: Educational Data Services, B.C. Ministry of Education

- Notes: 1. Figures for 1972 to 1977 are actual data from FORM AD, based on Oct. 21 enrolments
 2. Figures for 1978-1988 are based on a computer model developed by B.C. Research
 3. Enrolments are in "full-time equivalents" (each kindergarten student is counted as 0.5 student)

TABLE 1

Year	Enrolment	Teachers	Rates of Enrolment Growth (+) or Decline (-)
1972	514,942	22,702	
1973	521,573	24,189	+1.3%
1974	523,982	26,431	+0.5
1975	525,344	27,455	+0.3
1976	518,425	27,858	-1.3
1977	510,419	28,181	-1.5
1978	499,511		-2.2
1979	488,952		-2.1
1980	479,528		-1.9
1982	464,282		-1.5
1984	460,347		-0.2
1986	459,512		-0.2
1988	456,618		-0.3

Source: Educational Data Services, B.C. Ministry of Education.

- Notes: Data for 1972 to 1977 are from Form AD, based on Oct. 31 reports. Figures for 1978 and following are based on a computer model developed by B.C. Research.
 All figures are in "full-time equivalents." (Actual "body" counts would be higher.)

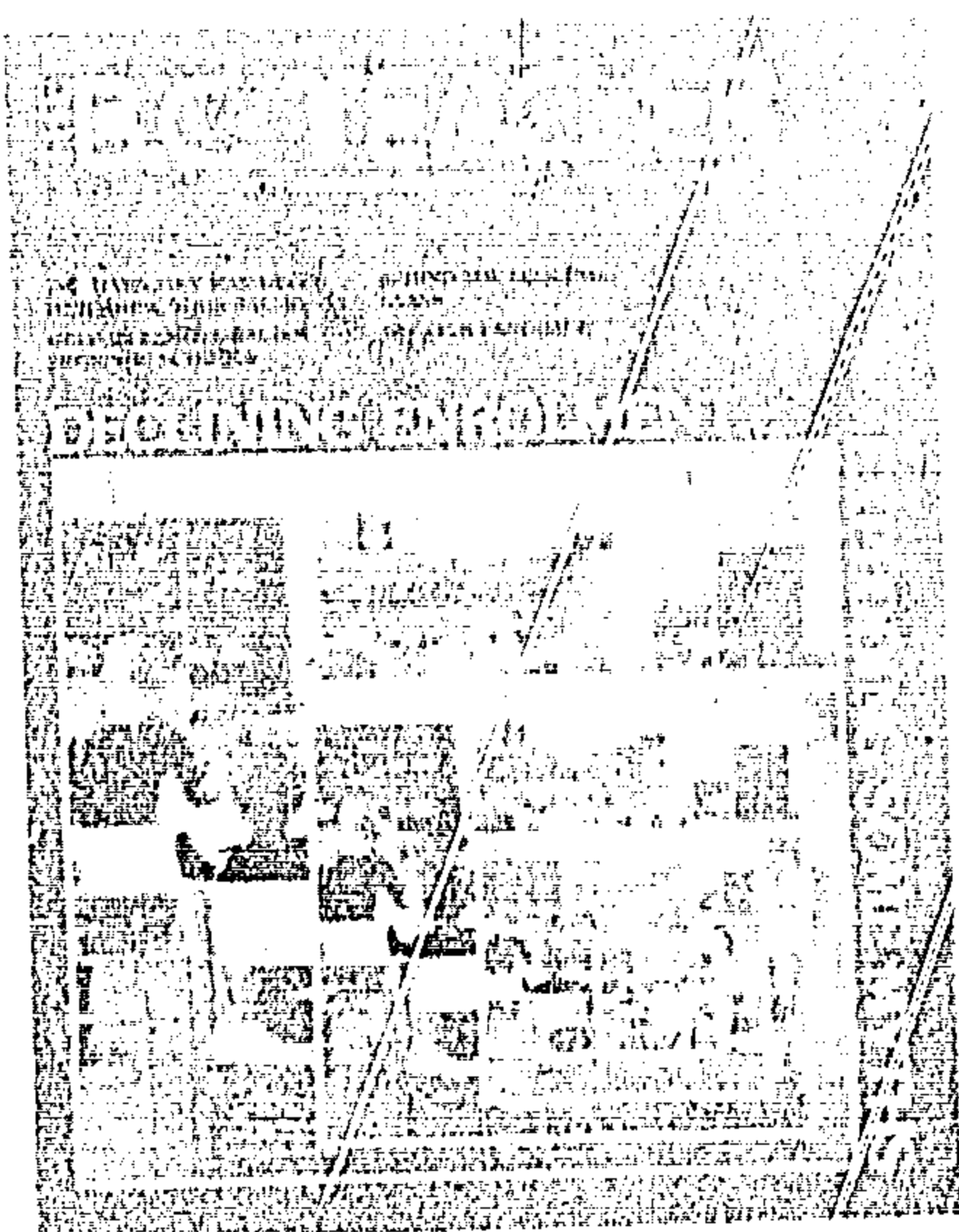


Table 1 demonstrates that teacher employment has continued to rise while enrolment declines. The growth of teacher employment resulted from conscious policy decisions to reduce pupil/teacher ratios so that teachers could give greater attention to each student and so that substandard services could be upgraded. Library services, special education and learning assistance services were in a deplorable state in 1972. Between 1972 and 1977 enrolment fell by 4,523 students but the number of teachers rose by 5,479.

SECOND GENERALIZATION

Future employment levels of B.C. teachers will be determined largely by the policy question of pupil/teacher ratio; enrolment will be only a secondary consideration.

In 1975 the BCTF developed a set of staffing guidelines for elementary and secondary schools that would provide basic services at an acceptable level. Today many schools meet these criteria but the majority do not. Those schools that do not meet the criteria are generally suffering from excessively large classes, lack of preparation time or inadequate learning assistance, library or other specialized services.

Across B.C. our schools were nearly 1600 teachers short of meeting those standards in 1977-78. The province as a whole was staffing its schools at 92 per cent of the BCTF criteria. Vancouver and West Vancouver, two of the districts with sharpest declines in enrolment, were staffing at only 86 per cent and 94 per cent respectively.

THIRD GENERALIZATION

There is a substantial capacity to employ additional teachers to achieve basic levels of staffing adequacy.

Concern has been expressed about a decline in the ability of our province to pay for improved educational services as a result of declining enrolment, but declining enrolment does not reduce the ability of our province to pay for education. Our population, labor force and provincial wealth are all continuing to grow. We have greater wealth to spend on the education of fewer students and therefore an ability to improve educational services at a faster rate than when enrolments were rising.

The education finance formula has been identified as a problem because the basic education program — the basis for sharing educational costs between the provincial government and each school district — is primarily determined by the product of the number of instructional units and the instructional unit value. The number of instructional units is determined on the basis

of enrolment. Also recognized are instructional units for each school and for learning assistance and special programs.

Some people with this concern have suggested formulas for averaging current enrolment with that of several previous years to cushion the effect of declining enrolment. *However, declining enrolment has no overall effect on the size of the provincial basic education program.*

This apparently paradoxical conclusion can be appreciated when one understands the calculation of the instructional unit value. The instructional unit value for 1978, for example, is calculated by dividing the total of allowable school district expenditures for sections A-D of all school district budgets for 1977 by the number of instructional units in October 1977. Although declining enrolment produces fewer instructional units it also produces a smaller divisor in the calculation of the instructional unit value.

Although declining enrolment has no overall effect on the financial support for education, districts with sharper than average declines will experience a decline in financial support compared to that of more typical districts. Even for districts with steeply declining enrolment, loss of instructional units is a minor factor compared with the loss of financial support flowing from political decisions made in Victoria.

In West Vancouver, for example, it is estimated that declining enrolment cost the school board \$118,000 in provincial grants for 1978, while increases in the provincial property tax resulted in a cut in grants of \$486,000. Had the provincial government left the provincial property tax at the 26.50 mills set by the previous administration, West Vancouver taxpayers would have received an additional \$2,863,000 in provincial grants.

FOURTH GENERALIZATION

Declining enrolment does not reduce the ability of the province to provide financial support to education.

Although declining enrolment is not a serious problem to most of B.C., there is a concern that in some districts declines in enrolment might force teacher layoffs. Teachers should be aware of Section 156(3) of the Public Schools Act in this regard:

"If in any school district, owing to a decrease in the enrolment of pupils, the number of teachers is found to be greater than the number of teachers that are required in the school district for the next school term, the Board may terminate the engagement of so many teachers as shall be

in excess of its requirements for the next school term by giving each teacher whose engagement is to be terminated at least thirty days' notice of such termination and the reasons therefor, which period of notice shall expire on the thirty-first day of July or December next following the giving of the notice, and in such case the teachers to be retained on the staff shall be those who have the greatest seniority with the school district, provided that they possess the qualifications necessary for the positions available. If it is found, during the period of five months following such termination of engagements, that the number of teachers remaining in the employ of the Board is less than the number required for the schools of the district, the Board shall offer re-engagement to such of those teachers whose engagements were so terminated as will be required and are qualified to fill the existing vacancies."

To the end of August, the BCTF had been involved in four cases, where school boards had attempted to lay off teachers under

Section 156(3). So far two have been resolved and two are pending. The BCTF contends that there is no justification for layoffs as a result of declining enrolment. However, the word "requirements" in Section 156(3) is neither objective nor clear. It comes to a question: What pupil/teacher ratio will the school board choose? A decision to raise the pupil/teacher ratio even slightly would result in layoffs in some districts.

Another significant consideration is the attrition among the teaching force. Each year teachers retire, take leave of absence, change to a different occupation, leave the province, or die in service. One way or another many people who are employed as teachers in B.C. in a given year will "drop out" in the next.

For example, of the 28,447 teachers who were employed in September 1976, 3105 did not return to teach in B.C. in September 1977. Nearly 11 per cent of the teachers in B.C. left the profession last year, and that figure is by no means high from an historical perspective.

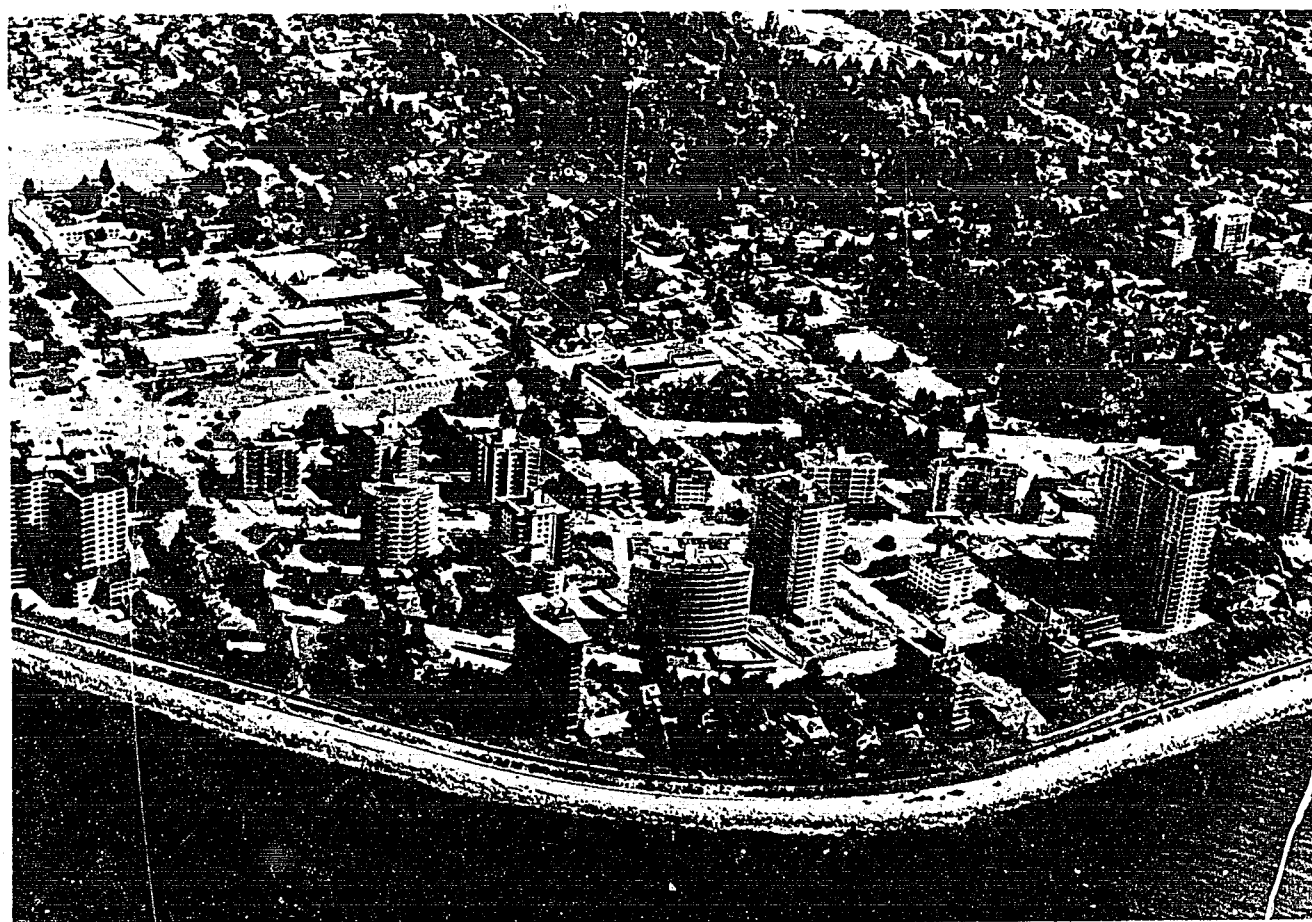
Take the West Vancouver example again. West Vancouver's attrition rate has averaged 9.6 per cent over the last three years. Its lowest level was 6 per cent (in 1976 over 1975). The forecast decline in enrolment over the next five years is only 6.4 per cent per year.

Moreover, West Vancouver is still short of meeting BCTF staffing standards. In 1977-78, out of 75 districts ranked, West Vancouver was 57th in pupil/teacher ratio; 74th in elementary class size and 57th in secondary class size.

FIFTH GENERALIZATION

There is no need for teacher layoffs as a result of declining enrolment.

I have cited facts that show that declining enrolment is exaggerated as a problem and in itself poses no threat to education or teachers. In the next issue I shall explore why declining enrolment must be viewed in a broader social and economic context and why, in that context, public schools are in deep trouble. O



West Vancouver is one district particularly hard-hit by declines in enrolment. However, the district is one of several that do not meet BCTF school staffing criteria.



Ed Couch (left) reminisces with Ken Aitchison, editor of this magazine, about Ed's nine years as evaluator for the Teacher Qualification Service.

The Category Man

KEN AITCHISON

● On June 30, Ed Couch retired from his position as Evaluator with the Teacher Qualification Service. During the nine years he spent with TQS Ed established a reputation for fairness and impartiality as he classified the academic and professional preparation of teachers into six categories.

During the summer I interviewed Ed about TQS, and an edited version of our conversation constitutes most of this article.

Before getting into Ed's comments, a reminder or two might be useful.

Before 1968 the then Department of Education (now Ministry) assessed teachers' credentials for two purposes: (1) to issue teaching certificates, if warranted, and (2) to classify teachers into qualification categories. The latter were used by school

boards and teachers' associations throughout the province as salary categories.

In addition, the Department kept track of the experience of teachers, and boards and associations relied on the departmental records for salary placements.

In 1968, however, the Department decided to get out of the classification and recording of experience business, and confine itself to issuing teaching certificates.

This action left a vacuum in the classification of training for salary purposes area. The BCTF and the B.C. School Trustees' Association filled the vacuum by creating a new organization — the Teacher Qualification Service — to do the necessary classification into six categories. The matter of determining experience credit for salary

purposes was left to the individual school districts.

The new organization established its own criteria for judging the qualifications of teachers, hired a retired principal, Jack Clague, to act as evaluator until a permanent one could be found, and began operating in early 1969. Later that year Ed Couch was hired as the first continuing evaluator, and remained in the position until June 30 of this year.

The Teacher Qualification Service is financed on a 50-50 basis by the BCTF and BCSTA. No charge is made to teachers for the classification service.

Here, then, are some observations from Ed Couch after nine years as TQS evaluator.

THE B.C. TEACHER, SEPTEMBER-OCTOBER, 1978

Aitchison: Ed, before you became the TQS evaluator, you spent many years in teaching.

Couch: Yes, I started first as a private tutor to the two sons of the manager of Howe Sound Mining and Smelting in Britannia Beach; I was then appointed to a teaching position in Vancouver as an elementary teacher. World War II came along, and while I was away I was appointed an elementary vice-principal in absentia, so I came back to an elementary vice-principalship.

Shortly afterward I was appointed to a secondary school, Lord Byng, and was there in various positions until 1955, when I was appointed secondary vice-principal at Magee for three years. I then moved to help in the opening of David Thompson School. After three years there I became principal at Windermere, another new secondary school, and was there until 1969, when I joined TQS.

Aitchison: Did that teaching background help you in your TQS work?

Couch: Oh, very much so, because in all those years I had first-hand contact with teachers and teachers' problems, and assisted from time to time in some of the difficulties teachers got into with the Department. Although not directly involved, I was able to advise teachers how they might pursue the problems they had.

Aitchison: As the TQS evaluator, you had rules for assessing the credentials submitted to you. Who made the rules?

Couch: The rules are set by the Teacher Qualification Board.

Aitchison: And that group revises the rules from time to time?

Couch: Yes. As evaluator, I would encounter anomalies and differences I thought should be drawn to their attention; I would bring these forward, endeavoring to show both sides of the situation, and ask them for a policy decision on how the assessment should be carried out.

Aitchison: Who sits on the board?

Couch: The board is made up of two representatives from the BCTF and two representatives from the B.C. School Trustees Association. Those four are presided

over by a chairperson who has no connection with either group. Lately, the representation has tended to be a staff member from BCTF and a serving teacher; and, from the trustees' side, a staff member from the BCSTA and an elected trustee.

Aitchison: In the nine years since TQS was established, there must have been several different representatives of each organization; now that you are retired, I can ask you how you found the TQB members to work with over those nine years.

Couch: Initially, I felt I was getting into a situation where I was going to be a referee in some pretty violent disputes — the employer's side versus the employee's side. I thought I was going to be caught in the middle of a battle. However, I was very pleasantly surprised by the extent of agreement and the common meeting of minds that took place.

I was surprised, for example, by how frequently the reaction of the trustees would be, "Now, just hold on a minute; we don't think you're being fair to the teacher with that decision." And the thing would be further discussed, and very often seemed to go toward the teachers' side rather than the trustees' side.

Aitchison: So those good relations have remained for all of the years that you were the evaluator, regardless of the people on the board?

Couch: Yes, they have continued. It has been a very pleasant experience. Not once have I encountered a violent disagreement

on either side. Both sides have leaned over backward to be fair to the individual teacher.

Aitchison: Would it be right to say, then, that the representatives of both the trustees and the teachers have tried, as far as humanly possible, not to be partisan but to make TQS a completely independent organization?

Couch: Completely independent and impartial. They judge each case on its merits, not from some pre-determined position.

Aitchison: The board sets the rules and the evaluator does the actual categorizing. How does the evaluator decide what category the training from some other province or country should receive? Does TQS have some kind of table of equivalents for various universities throughout the world?

Couch: Because the majority of teachers in B.C. are trained in B.C., the training required for the various levels in B.C. was used as the standard. The board then looked at the requirements, the extent of training, and the content of the training in each province across Canada, and related these to the training required of teachers trained in B.C. On that basis, the board set up standards that would apply to the training completed in various provinces across the country, trying to ensure that people trained elsewhere and assigned a category in B.C. would not be treated any more or any less generously than people trained in B.C.



John Smith (left), newly-appointed evaluator with the Teacher Qualification Service, discussing with Ed Couch one of the many reference books used by TQS.

Aitchison: I can see that equivalencies could be established for the other provinces in Canada, but how about somebody who comes from a completely different country with a different culture, a completely different background? How do you assess the credentials submitted by such a person?

Couch: We have resource materials prepared by the United Nations, UNESCO. We have Commonwealth university reference books. We consult with the registrars of the universities here with respect to how they evaluate training done elsewhere in terms of our programs. In addition, the certification branch of the Ministry of Education has always been willing to discuss unusual types of training and to provide information from its files, which are, of course, far more extensive than those of TQS, which did not come on the scene until 1969.

On the basis of all that information, we endeavor to relate the training to our own training standards and assign categories accordingly.

Aitchison: So the categorization of any one individual could be a time consuming process.

Couch: For many of them, yes. A lot of time is spent in research.

Aitchison: The categorizing process is not just an automatic application of a certain set of rules?

Couch: In no way, because there are so many other factors that have to be considered before you arrive at the final decision. In some of the cases, I did all the research and then set the whole thing aside for a day or two while I pondered it all in the back of my mind, endeavoring to come up with a decision that would be fair and equitable to the individual in terms of B.C.'s standards.

Aitchison: Despite all that care and thoroughness, from time to time some individuals must feel they have been treated unfairly by the evaluator, and in such a case they can appeal to the board. How does the board handle such an appeal?

Couch: The individual who is dissatisfied with what the evaluator has decided has the privilege of appealing. To appeal he/she submits his/her statement of the case together with the transcripts of all of the training completed. The letter and supporting documents are photocopied and distributed to the individual board members

about two weeks before the scheduled date of the meeting, so they have time to study the case beforehand.

At the meeting the board members question, exchange views, and so on, and out of all the discussion, arrive at a decision. The decision is announced by the chairperson to the appellant and to the evaluator.

Aitchison: Would you describe that appeal process as pretty thorough?

Couch: It is very thorough. So far, the board has reached a unanimous decision in all appeal cases.

Aitchison: You said all cases?

Couch: Yes. They won't leave a case until they are agreed. If there is some doubt, some reason for delay, they will seek additional information from the individual or from the training institutions, wherever they may be. They will defer making a decision until a later meeting if they don't have unanimous agreement.

Aitchison: So, with the care taken in the original decision of the evaluator and the care taken by the board in hearing the appeal, would it be correct to say that teachers are treated by TQS as fairly as possible?

Couch: Yes; great effort is made to ensure fairness.

Aitchison: Does the board ever overrule the decision of the evaluator?

Couch: Oh, yes. Often it is a case that does not fit the established policies. The evaluator will see the case in light of certain policies whereas some of the board members may see the case from a different point of view and a different set of policies, and will apply those policies over the decision made by the evaluator.

Aitchison: The highest category at the moment is six, which requires a master's degree. Why is it that some teachers holding master's degrees do not qualify for category six?

Couch: The master's degree, per se, does not necessarily qualify for category six. There are two criteria for that category: (1) programs totalling six or more years, and (2) an acceptable master's degree. Some teachers may have completed a four-year

undergraduate degree program and proceeded directly to a master's degree program and attained that degree. The master's degree program counts as one year; therefore the teachers have a master's degree and a total of five years of training. That doesn't meet the requirements for category six.

To complete the requirements, the teachers would be required to complete a further program that may or may not culminate in a master's degree, as the individual wishes, but it must be at least 15 units of integrated senior or graduate level work — whichever the teacher chooses.

Aitchison: So those people meet one of the criteria but not the other one.

Couch: Yes. In B.C., teachers who complete a four-year degree and then complete a further year of undergraduate work qualify for category five. To get category six, they must complete a master's degree, thereby completing programs totalling six years and attaining a master's degree, the two requirements for category six.

Aitchison: So again, all teachers, regardless of whether they are trained in or out of the province, are treated exactly the same.

Couch: Exactly.

Aitchison: Has there been any pressure to create a category seven, for which a doctorate would be required? (About 70 BCTF members hold doctorates.)

Couch: Not any real pressure so far, although there are suggestions that this may be coming.

I think you would get a good deal of opposition from the trustees because a seventh category would extend the scale. With the resistance to tax dollars these days, I think an additional category is unlikely.

Aitchison: Ed, several years ago teachers who were trained in the Prairie provinces, Quebec, Nova Scotia or Newfoundland felt that TQS treated them unfairly. What was that situation?

Couch: The difficulty was over the Prairie Grade 12 and description of matriculation. The Prairie provinces called their Grade 12 year senior matriculation. Their university

Continued on page 26

Help us Remove Racism from the Schools

You don't think racism is a problem in schools? This article will change your mind.

ED MAY AND WES KNAPP

*How do we teachers see these children? How do they view us?
They can have the best of two cultures — if we let them.*



Two years ago the BCTF Task Force on Racism produced a slide-tape presentation in which we focused on the long history of racism that has afflicted British Columbia. Although a few school trustees did not like our program, and the Langley and Surrey school boards banned the presentation, it certainly opened many eyes regarding racism.

Now, two years later, we invite you to join us in an up-dated version of that slide-tape presentation. The new slides have been provided by teachers we have met at workshops in many parts of B.C.

"SLIDE" ONE:

She is a veteran teacher and is already planning the first activities of her retirement. But today she is not happy. Her fingers jab the air as she berates the staff.

"There's no racism in our schools, none whatsoever! I had all my schooling in Vancouver and we had Chinese, Japanese, Blacks and what-have-you in every class and we never noticed the difference."

Her voice sharpens: "It's people like you and the stupid characters in the media who talk about racism, and before you know what's happened, there's racism around."

Someone asks if she recalls the war years and the way some of her students disappeared overnight, to end up in concentration camps because of their Japanese heritage. Were these students not victims of racism?

"Oh, that was just a big mistake," she snaps.

Her colleagues wish her a happy retirement.

"SLIDE" TWO:

The usual afternoon ennui settles over the staffroom. Some teachers mill around the coffee urn. Others stare ahead like shell-shocked Vietnam veterans.

The staff philosopher holds court: "It's all these foreigners who have taken over Vancouver. That's why this place is going to hell." He drags on his cigarette. "Look at all the Poles and Hungarians and Krauts and Frogs and the rest of the garbage you see all over the place. They're destroying our culture. When I was a student at UBC, I drove a cab in the summer vacation and I could always be sure that my fares would speak English. Now? Good Lord, we're having French rammed down our throats and our streets look like the United Nations..." He stubbed out his cigarette and ambled to the coffee urn.

"SLIDE" THREE:

She is 16 and in Grade 10 and so gentle-looking she seems almost fragile. She bends over her assignment, then glares up at the teacher supervising her study block.

"Yegh! I can't stand this stuff. I can do

anything, but don't give me French."

The teacher encourages her by pointing out that French is one of the world's leading languages and she would be much richer for having learned another language. The young student isn't convinced.

"There's something about French that turns me off. We went to Quebec last summer and I hated the place. And the way those people talk English!" She shuddered.

"SLIDE" FOUR:

The kids in his peer group thought him "great." The local police had other ideas. He was a Native Indian, 14 years old. He had lived on a reserve in the Hazelton area. Now he lived with foster parents in the big city. They were kind to him and wanted him to become just like them, respectable, middle-class citizens.

At first the kids used to beat him up just because he was an Indian. Then he learned how to become popular. He would steal money from his foster parents and treat the guys at school. Next, he joined them when they broke into homes. He became the one to sneak into a dark house and pass out the loot to his companions. They liked this "mad Indian." They liked to use him.

One day, after a big haul at a doctor's house, he saw a police cruiser parked in his driveway. When last his foster parents heard of him he was in Prince George. Another Native Indian casualty.

"SLIDE" FIVE:

They walked like a phalanx of ancient soldiers. They were students on the prowl for East Indians, any East Indian. Two East Indian boys approached. They were kicked, beaten and bloodied. They did not know why. Their attackers did not know why. Nor could the school counsellors explain the attack.

"SLIDE" SIX:

She did not like working as a substitute teacher. Every class was a new encounter, especially those at junior secondary level. Today she had been assigned to an elementary school and life had been much easier for her. Her last class of the day, a Grade 6 group, had looked her over. She could feel the tension. Something was amiss.

One of the bolder types spoke up, "Are you an East Indian?" Yes, she was. The bold one, again: "Why do all East Indians stink? And why do they live 10 families to a house?"

The class sniggered. She had to act fast. "All right, I'm sure you have many questions about East Indians. I'll try to answer them."

The questions came like darts, each tipped with the poison of racial stereotyping. The teacher answered patiently. She explained that certain smells offend certain

people, while appealing to others. She explained how the extended family, at the heart of East Indian culture, contrasted to the nuclear family. The class listened and questioned. Then came the bell and the usual stampede for the door. One girl hung back.

"You know, when I saw you come in, I hated you, like I hate all East Indians. I don't like you, but you're okay."

"SLIDE" SEVEN:

He was the staffroom wag and of late his jokes had been directed at the children of a black politician. His jokes were in bad taste, often tinged with racist overtones. Most of his colleagues laughed at his barbs.

One day he said something particularly nasty about his black students. This was too much for a social studies teacher. She put down her coffee mug. She looked hard at him.

"You've gone far enough. I've had it. I don't want to hear another of those 'jokes'!"

There were no more jokes that day. Nor in the days that followed.

"SLIDE" EIGHT:

A multicultural evening had been planned in the community. With the purpose of promoting better understanding between the white community and ethnic groups, a teacher went to her principal and pointed out to him that this event was an important one in the community and perhaps the school should have some representation at it.

The principal didn't seem to take it too seriously; he turned to her with the remark: "I suppose I'll have to wear a turban if I show up."

"SLIDE" NINE:

The vice-principal's voice was very, very solemn on the PA system. There had been a complaint from B.C. Hydro. One of their drivers, of East Indian descent, had been harassed for weeks by students at the school. Then one day the bus had broken down and the students had given the driver a very rough time.

School is the logical place to help kids understand the



The driver had finally been forced to flee the bus because there was a threat of physical violence. He had gone to a neighboring house and there had called his supervisor and asked for help.

One of the teachers asked the administration if anything would be done. "Oh, it's not much of a problem," they said, "just some silly kids who acted up."

"SLIDE" TEN:

In June 1977, a secondary school in a northern B.C. school district graduated its first Native Indian student. The student's picture appeared in the administration-approved school annual. Underneath the picture was a caption that read: "Ambition: To become the best drunken Indian in town."

"SLIDE" ELEVEN:

In March 1978, in a staffroom in a school on Vancouver Island, a teacher made the following comment: "You can call it racism if you want, but no Native Indian student will ever get an 'A' from me."

* * *

And so they come, these incidents that remind us of the need to do something about racism in our classrooms. In many parts of B.C. teachers are concerned. What can we do, they ask. What can the school do? What can the Burnaby teacher do after an East Indian mother has sobbed out the story of her Grade 7 son who refuses to return to school after several beatings at the hands of other students?

There are no simple answers, no panaceas with which to cure the cancer of racism. But we must do something; we cannot allow things to drift. We could start with ourselves and examine our own prejudices. Call these what we will — nationalism, ethnocentricity, xenophobia — they are the first obstacles to any attempt at combatting bigotry in our schools. Above all, we must not remain silent on the issue of racism. To do so is to condone it in our schools.

cultures of their classmates.



We must use the resources of our community, people who are prepared to give their time and talents to assist our students to see those of different cultures in a more enlightened way. There are numerous people in practically all communities whom we can call on to assist us in the fight against racism. We mustn't hesitate to reach out in search of these people. The Native Indian community is particularly rich in resources and concerns about improving our schools. We may not like what we hear, but we must listen and do everything possible to change our schools.

"No Native Indian student will ever get an 'A' from me!"

In addition, we must have close ties with organizations that are working to make ours a more humane society. Joining with outside groups in a coalition to fight racism is absolutely critical during these times. For too long the schools have isolated themselves from community groups instead of working with these groups in a collective manner. We believe that the schools are now starting to pay the price for not having worked closely with community groups in the past. The growing disenchantment and hostility toward schools today is evidence of the distance we have allowed to develop between schools and communities.

We must seek out those of our colleagues who share our concerns, and work with them in helping our students understand the benefits of a multi-racial society. Teachers must resist seeing themselves as isolated individuals in the face of large inequalities. Rather, we are members of a group capable of acting in an organized and collective manner. The pressure we can bring to bear on school staffs, trustees, and the Ministry of Education is formidable. We can use this collective force to establish programs that combat racism and thus make our schools places where diversity is accepted and human dignity is protected.

There is nothing unprofessional about teacher involvement in such social issues as fighting racism. In fact, we maintain it is unprofessional not to be involved. Those who use their profession to dismiss their involvement in social issues are taking an academic elitist stance, one that views the world of the school as completely separate from the world at large. Teachers can play a significant role in eliminating racism. To ignore this fact is to perceive a teacher's role in a very narrow light.

Teachers should not hesitate to call on the Task Force on Racism for help in combatting racism. Last year the task force held 80 workshops with students, student teachers and teachers. At these workshops the task

force discovered that there are many concerned British Columbians who share its concerns.

The task force's workshop focuses on practical ways to improve race relations in schools. Various classroom strategies and teaching materials are examined along with an analysis of the source of racism in our society. Media materials used in the workshop include a film on culture shock (*Between Two Worlds*), a film on discrimination in a Vancouver neighborhood (*First Face*), a historical view of racism (*Racism in B.C.* and *Keeping B.C. White*) and a presentation on stereotyping (*You Never Can Win With a Bigot*). The workshop, provided free to school staffs and local associations, is usually held on local professional development days, and requires at least a half day.

The task force feels that it has made some important inroads. We recognize that there is a long and difficult road ahead. Prejudice, bigotry and racism are not eradicated quickly. As the economy continues its downward slide, people will be quick to find scapegoats to explain away the economic troubles we face.

The students we teach are especially quick to find scapegoats. They often believe that immigrants cause the problems of unemployment and housing. Feeling powerless to deal with problems like these, they have a tendency to blame a segment of society for all of society's ills. However, teachers can help students to define and study issues of this nature.

A study of unemployment and its relationship to immigration, for example, will reveal that immigrants traditionally fill jobs of low economic and social status, and do not contribute to the unemployment of the educated middle class. Teachers can include in their courses teaching materials that present a more thorough analysis of social problems. Again, help for such an endeavor is available from the Task Force on Racism.

We should feel some sense of pride that B.C. teachers, through their organization, are publicly concerned about the racist practices that exist in our society. To our knowledge there is no other teachers' organization in Canada with as extensive a program to fight racism.

We must never ease up in our resistance to racism. If we become passive, we can be sure that racism will gain an even stronger foothold in B.C. There are some powerful forces at work, counting on teachers to be passive in the face of racism. We must never allow this passivity to happen.

Ed May, who teaches in Moody Junior Secondary School in Coquitlam, is the chairperson of the BCTF Task Force on Racism. Wes Knapp is a member of the BCTF staff and co-ordinates the federation's program on race relations.

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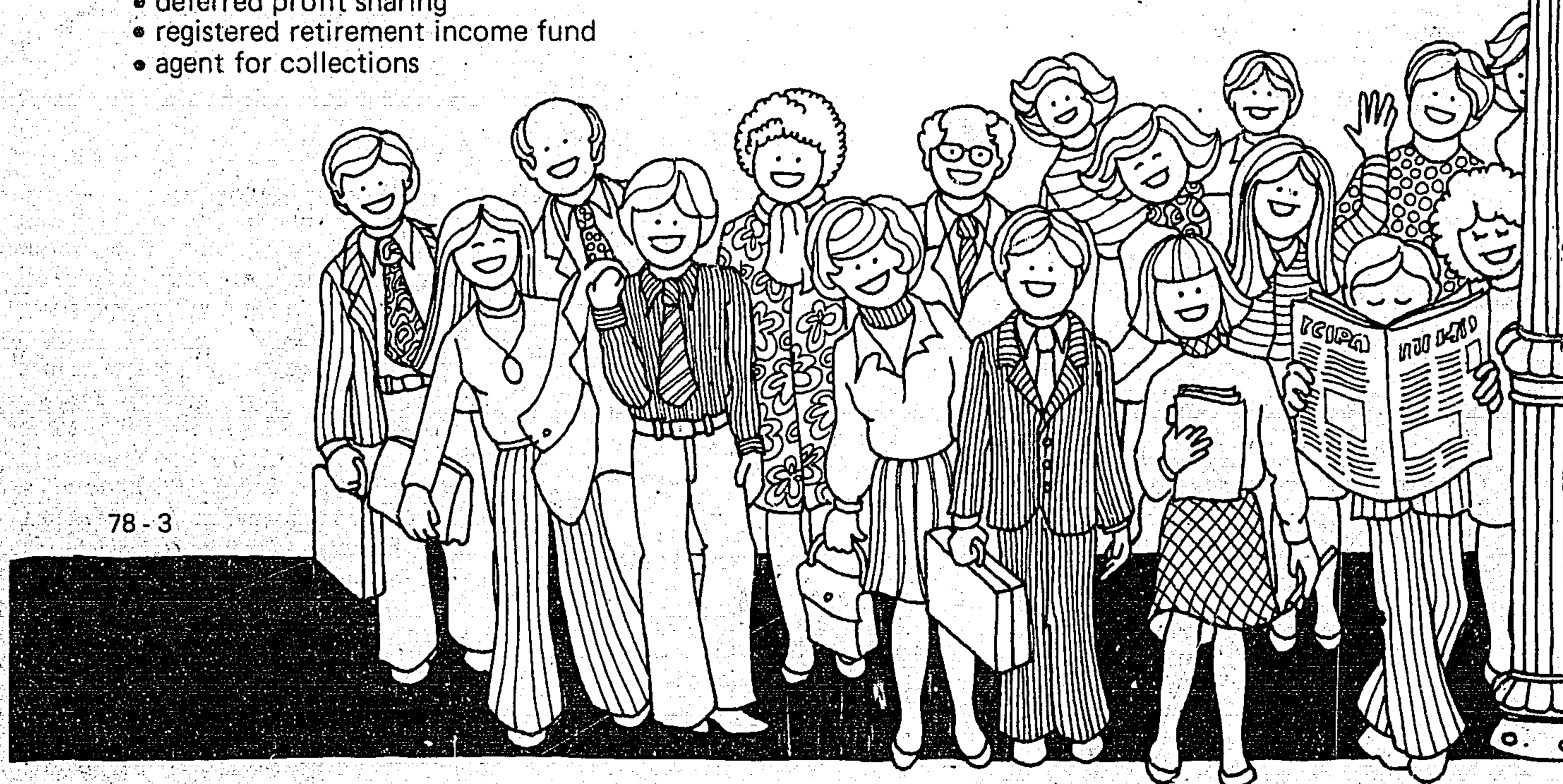
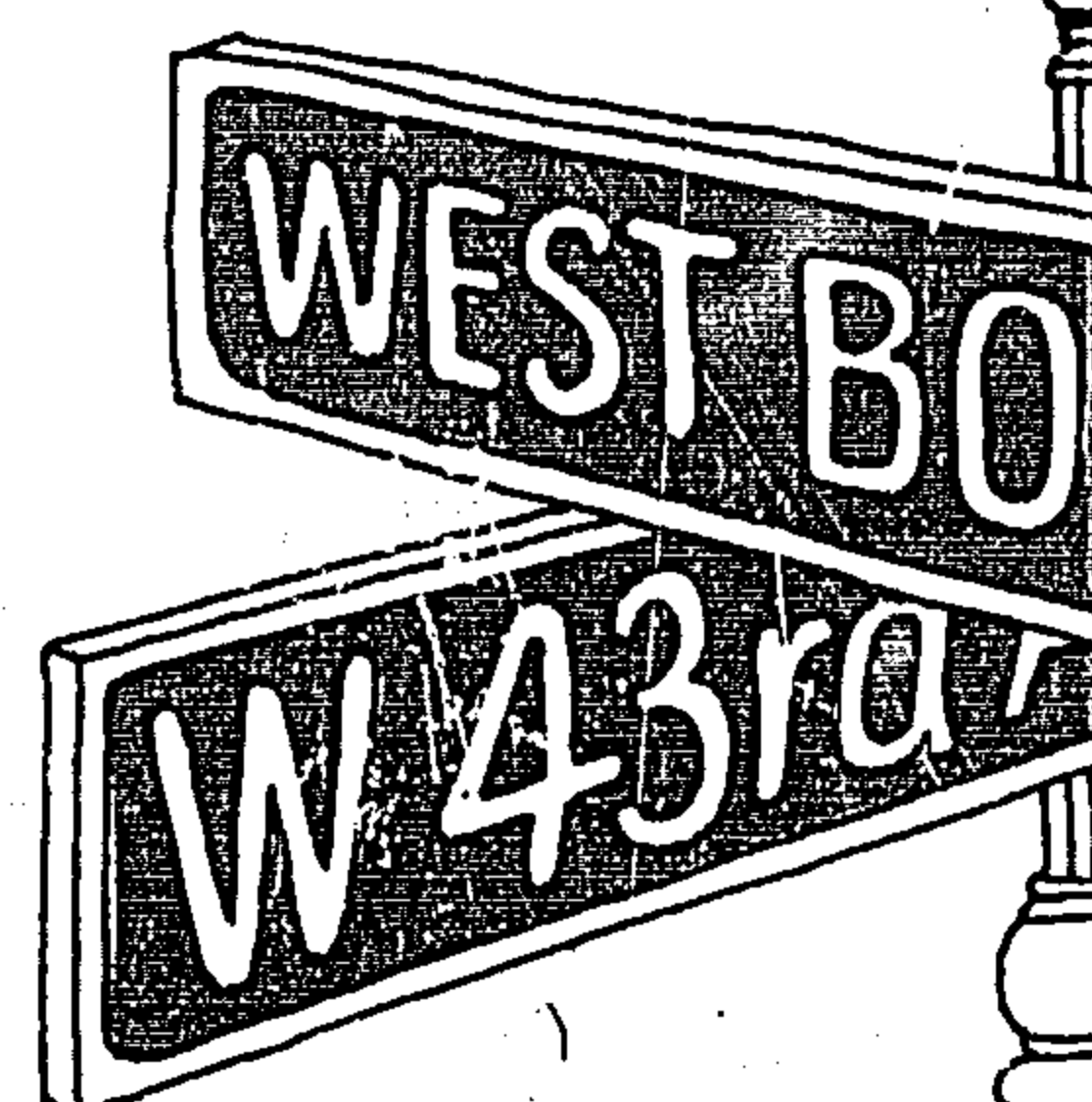
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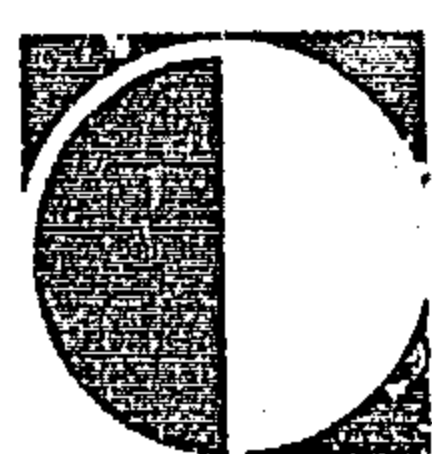
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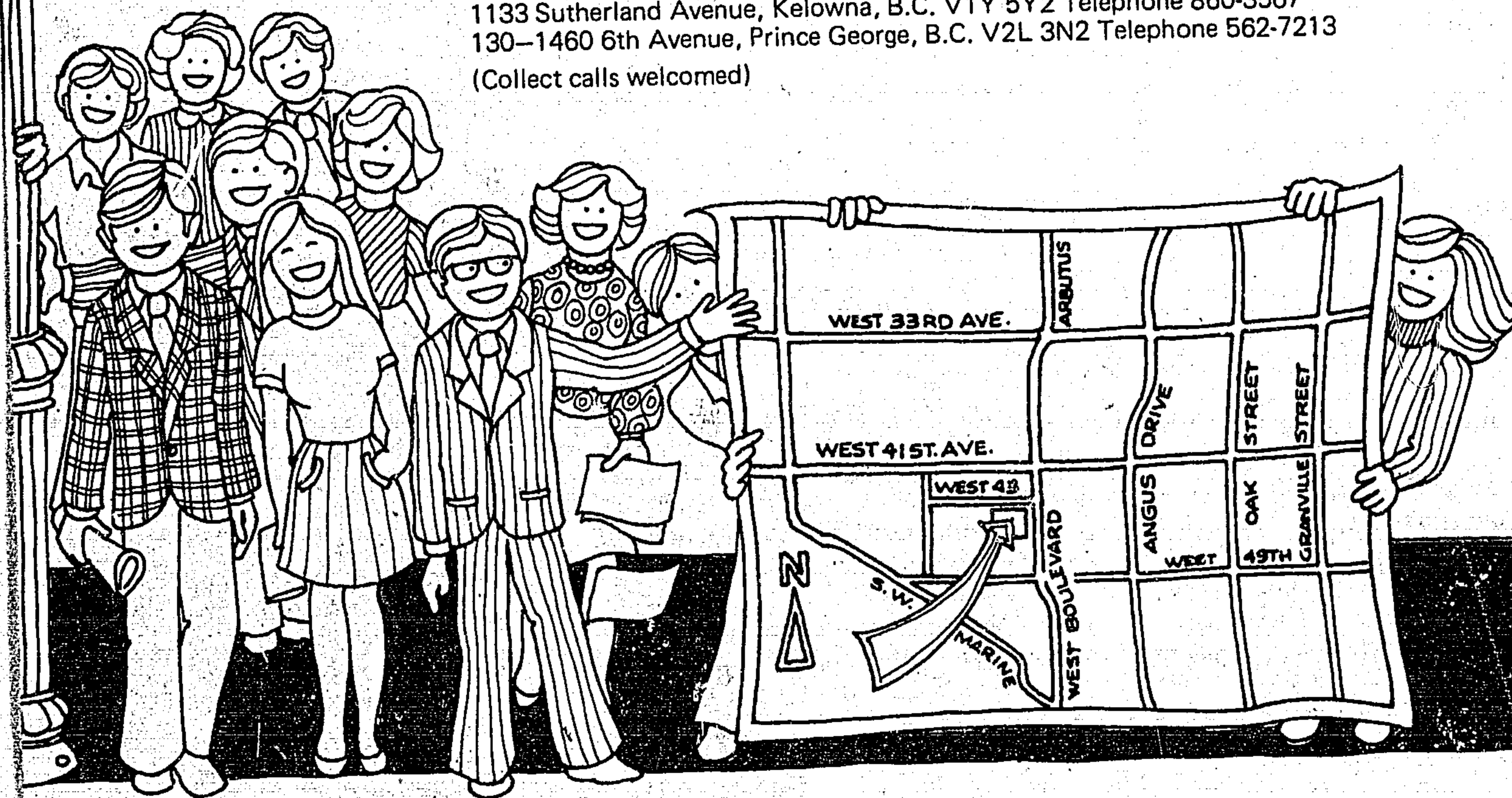
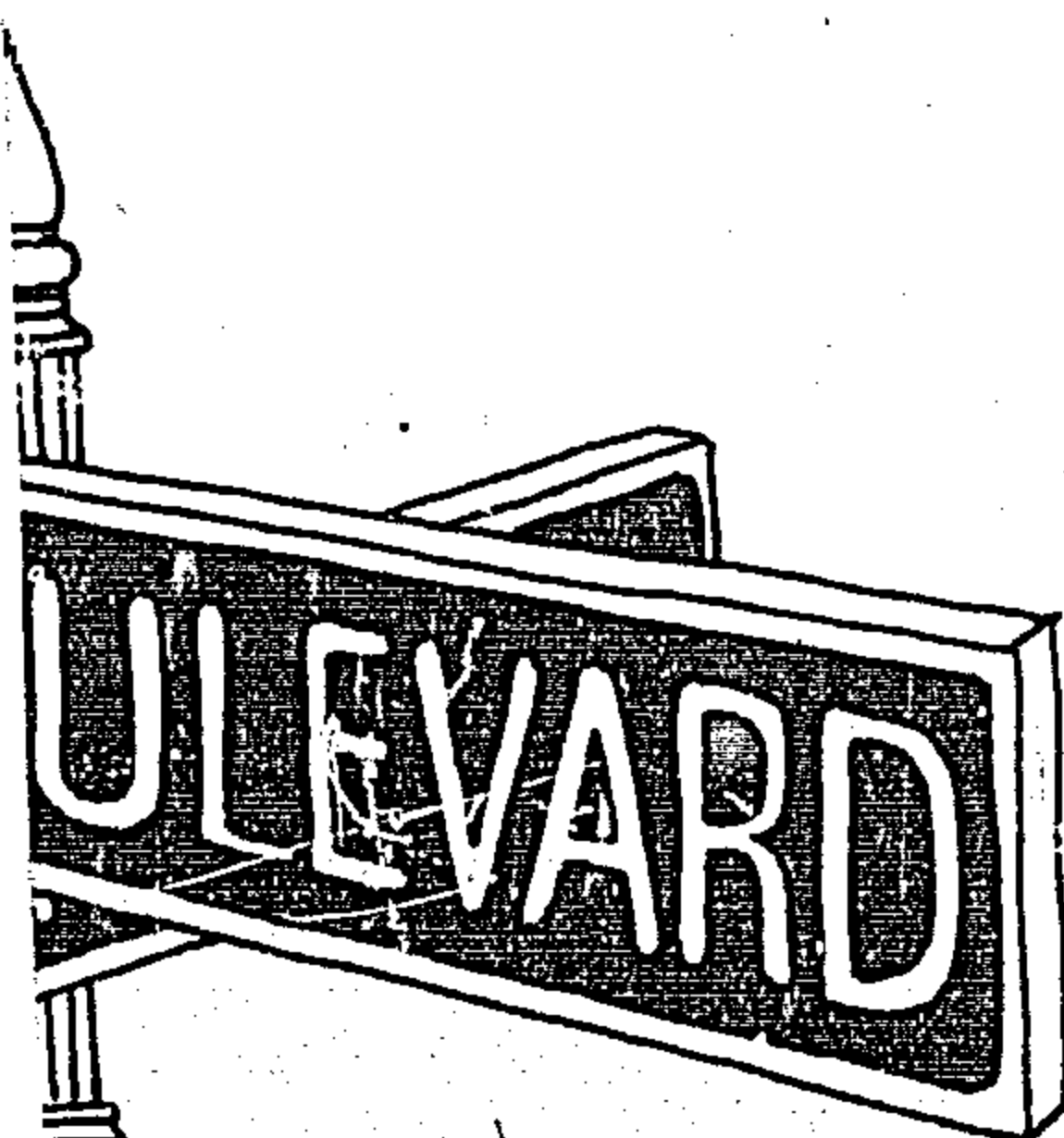
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Behind the Looking Glass

A look at a new book
written by former BCTF general
secretary Charlie Ovans

JOHN CHURCH

●When Charles D. Ovans retired as BCTF general secretary in 1973, he was commissioned by the federation to write a book delineating his views on education after a lifetime of working in it.

His long-awaited book is, happily, now available from the BCTF Lesson Aids Service.

Ovans, Charles D., *Behind the Looking Glass: Toward the Educating Society*, Vancouver, Evergreen Press Ltd., 1978, 178 pp. \$3.75.

It is grossly unfair to attempt to summarize in a few sentences what a writer has outlined in 178 pages of lucid prose. But perhaps it is necessary to attempt this, if for no other reason than to encourage many to read a few pages of Ovans and then stop, as Bacon admonished four centuries ago, "to weigh and to consider."

Indeed, at an early stage in his book Ovans advises the reader to be prepared to do this very thing — read briefly, then think. Later, he indicates that for many years he sought answers from others, looked for solutions in books — all outside of himself, not from within. He cites the university, which encourages students to allocate 95% of their time to reading, 5% to thinking, and suggests the need to reverse these figures. I do not mean to imply that Ovans is anti-reading; no one as widely read as he is could possibly support such a viewpoint.

Education starts with man — I intend to use the term "man" in this review to refer to

both man and woman, as Ovans himself does in the original. The purpose of education must be to empower man to realize his own functioning, to grow and develop, to become a thinking individual. This power to think helps to distinguish man from other animals. Education should therefore be inside-out oriented, not, as it is usually, outside-in focused.

Schools have stressed structure — hence an organizational and an administrative bias — and content — hence curriculum and instructional processes. Far down the priority list has been people.

Ovans cites two quiet revolutions in schooling. One is the administrative revolution away from the academic, selective school — particularly at the secondary level, with the provision of more and more learning programs. The second revolution has been from an administrative focus to a political one in schools. Neither serves the educative process.

Ovans argues for his own revolution — the inside-out perspective, which would have students think. In thinking and in doing they would become empowered to persist with their own thinking. They would be placed on an "education track," as Ovans states.

He vigorously condemns the outside-in, the information transmission model, whereby teachers teach and students learn. "The teaching function is to get the pupil on a thinking, rather than a learning track." At

another point, "... what (people) need to develop, not to learn, are the golden human powers latently within us."

To develop this personal knowledge, no school should have more than 200 students and 10 teachers. Then we could "honor differences in human expression," even though "people's developmental needs are the same." At present, schools and universities and other institutions in the learning, not the educational, business are "ineffective bureaucratic monstrosities," though the bureaucrats "are mostly kindly persons," and this alone makes their institutions palatable to students and teachers.

Ovans is the good teacher using analogies to teach; that is, to promote thinking. "When we look at a person and think of him in process of getting an education, we need to imagine him on snowshoes, making his way sometimes uphill, sometimes down, sometimes stuck in deep drifts."

Another example: "The teacher as educator is a Good King Wenceslas, dispenser of the gifts of track-making through the snow fields of life."

Much of *Behind the Looking Glass* is the personal odyssey of Charles Ovans. Mentioned are four critical events that influenced his own thinking development during a four-year span, 1964-68. Not mentioned is the fact that the onerous duties of general secretary during the first 20 years of his stewardship precluded him from starting, or



**BCTF First Vice-president Al
Blakey reading the first copy off
the press.**

forced him to postpone, his own developmental process, the fulfilment of which has now become the message of the book's pages.

Charles D. Ovans' own life story thus epitomizes the thesis of his book. Personal development can be at practically any stage. The critical years can be almost any time, not just those between the ages of five and nine.

I feel privileged to write this review, for I was strongly influenced as a "junior" BCTF employee during Charlie's critical four years. I remember his admonitions to convert Thursdays to thinking days, his sharing of some of his own readings and writings, and the ever present plea not to accept willy-nilly, but to think.

I recall that he finally almost browbeat some of my colleagues and me into writing the pupil growth and development statement that has subsequently become a beacon, a guide to many BCTF programs. I believe, however, that we probably did not do enough of our own thinking as we developed it. I realized this when a friendly critic at the "first showing" of the statement noted the absence of any consideration of the socio-economic background influences on the so-called entry characteristics of the students.

That friendly critic might well say the same of *Behind the Looking Glass*. That critic might add that Ovans has ignored the sociological ingredient at the price of grossly

inflating the essentiality of the philosophical component in teacher education. Ovans and the critic would, however, share an anxiety about the present extent of the psychological foundation in teacher education programs.

Many 1978 readers will be disappointed. There is no time for systems enthusiasts and those who advocate re-organizing some of our institutions in the education business, even the BCTF itself, along theoretically scientific or systems lines.

Read Ovans directly. "Social reform has tended to be aimed at the structure of social institutions. The attempt usually is to restructure them so as to distribute power more equally or to replace one power bloc with another power bloc. This approach is almost bound to be futile. Just as there is no such entity as the group, there is really no such entity as a society. There are only individuals, selves and other selves. The world is not made up of 'good guys' to be given power and 'bad guys' to have power used against them. The world is made up of human beings, each one potentially good or evil."

Similarly, both the futurists and the reconstructionists of 1978 will undoubtedly feel disappointed, though they will share with the author a common despondency concerning the future. While the author is convinced that we in the west, the products of a highly complex technological materialism, are at the point of advanced

moral, spiritual and cultural decay, he does not suggest that the study of current controversial issues or the examination of alternatives for an uncertain future should become the focus of educational endeavors. Those who put their faith in sensitivity training, in T groups, in confluent education, in the latest organization development theory or practice, etc., will also be disappointed. In fact, Ovans has harsh words for each of these particular groups of solutions-advocates.

The harsh words may be legitimate and understandable, for each one of these sets of enthusiasts has sought different groupings of panaceas to become the organizing principles for a newly arranged, a recently contrived, outside-in learning track. They forget about the inside-out educational track advocated by the author.

Each reader of *Behind the Looking Glass* needs time to peruse bits and pieces slowly, to ponder long and extensively. Even if the reader at the outset rejects the inside-out perspective of an educational process, should that reader follow the advice of reading discriminately and thinking broadly and fully, he/she will have taken that first hesitant, careful, but essential step toward Ovans' conclusion that "man . . . is liberated only when the potentialities within him are developed to the point of realization — at which time his human powers, fully formed, may be realized, freed, and put at his own disposal." *Continued on page 28*

They're talking about...



Jim Killeen

● **Jim Killeen**, principal of Sir Charles Tupper Secondary School in Vancouver, who this summer was elected vice-president of the World Confederation of Organizations of the Teaching Profession (WCOTP).

Jim is the first Canadian ever elected a table officer of the world organization, which represents 4.1 million teachers in 85 countries of the free world. His election was decisive; he defeated an opponent from the U.K. by a margin of four to one.

Jim was president of the BCTF in 1969-71 and of the Canadian Teachers' Federation in 1973-74. Since that time he has been on the executive of WCOTP as chairperson of the organization's Finance Committee.

Fittingly, Jim was very active on the BCTF committee that planned and hosted the only WCOTP assembly held in Canada — in 1967 in Vancouver.○

● **John Waller**, president of the Federation of Independent School Associations, who says he believes private or parochial schools are alternatives, not remedies, for the public school system.

"We provide schools for different purposes — religious beliefs, academic excellence, extra discipline or alternatives like the Montessori or Waldorf schools. We have never been critical of the public system, and we feel it probably meets the needs of the majority of people."○

● **June Bernauer**, Kitimat secondary teacher, whose day-end technique goes a long way to furthering parents' understanding of what is going on in school.

"What did you do in school today?"

"Nothing."

This dead-end conversation is probably

repeated over thousands of dinner tables every day. What impression does it give parents of your school, your class, your teaching?

On a provincial scale, children's unwillingness or inability to describe their daily school activities undoubtedly contributes substantially to the increasingly negative public image of the school system.

June Bernauer suggests a simple way to open up those dinnertime conversations. Just settle the class down toward the end of the day and spend the last five minutes reviewing the day's activities. What did we do today? What did we accomplish? What did we learn?

The review reinforces the learning process, and sends the child home with an organized picture of the school day that he or she can share with parents and siblings.○



June Bernauer

● Seventeen B.C. teachers who gave up their summer vacations to help teachers in the developing countries. For the 17th consecutive year the Canadian Teachers' Federation's Project Overseas sent Canadian teachers to conduct in-service education courses for their colleagues in developing countries.

The project is administered by CTF and financed by the provincial and territorial teachers' organizations and the Canadian International Development Agency. The BCTF finances 15 of its members to the project each summer, more than any other teachers' organization.

The 17 B.C. teachers who participated in the project this summer (two were financed by CIDA) were:

● In Belize: **Denise Davis** (Vancouver).

● In Grenada: **Elroy Engler** (Princeton).

● In Jamaica: **Blanche Johnson** (Burnaby), **Hazel Larsen** (Burnaby), **Nan Stirling** (Vancouver).

● In St. Vincent: **Elsie McMurphy** (Saanich).

● In Fiji: **Chris Harker** (Victoria).

● In India: **Richard Bryan** (Williams Lake).

● In Thailand: **Don Chapman** (Quesnel), **Jacqueline Harris** (West Vancouver), **Anne Shorthouse** (Vancouver), **Doris Thomson** (Delta), **Lorrie Williams** (New Westminster).

● In The Gambia: **Henry Meester** (North Vancouver).

● In Nigeria: **Hans Bauer** (Saanich), **John Cowley** (Surrey), **Bob McLean** (Williams Lake).

Two other B.C. teachers, **Rose Buckna** of Smithers, and **Bill Allison** of Cranbrook, had been selected to go to Antigua, but the project there was cancelled at the last minute as a result of a dispute the teachers' organization is having with the government.○

● **Mary Coggin**, Library Supervisor of Instruction in Surrey, who was one of only four outstanding educators from around the world to receive an Encyclopedia Britannica Educational Golden Anniversary Citation Award from the Association for Educational Communication and Technology.

Mary, now in her 14th year as supervisor in Surrey, received the award for a "whole career of innovations and utilization of technology in education." The award was bestowed in Kansas City "in appreciation of and respect for significant contributions to the progress of educational innovation."

The other award winners came from Sweden, the Canal Zone in Panama, and Papua New Guinea.○



Mary Coggin

● Two teachers-helping-teachers programs offered by the BCTF's Division of Profes-

sional Development.

The first, offered for the first time last year and received enthusiastically all over the province, offers 12 different one-day workshops for school staffs or other groups of teachers on curricular-instructional processes. The workshops are designed to give teachers skills in curriculum design, instruction and evaluation.

Conducting the workshops this year will be 20 Professional Development Associates, all of them active teachers: **David Brown** (Campbell River), **Linda Clark** (Salmon Arm), **Ann Collins** (Kamloops), **Nancy Flodin** (Burnaby), **Doris Gray** (Surrey), **Lawrence Greeff** (Fort St. John), **Gil Henry** (Victoria), **Tom Hutchison** (Sparwood), **Phil Imrie** (Sointula), **Dale Kelly** (at SFU), **Herb Klein** (Vernon), **Leslie Lennox** (Burnaby), **Fred Long** (Golden), **Marlena Morgan** (Burnaby), **Janet Mort** (Victoria), **Linda O'Reilly** (Vancouver), **Bev Phillips** (Victoria), **Brad Smith** (Quesnel), **Jackie Worboys** (Kitimat), and **Dale Zinovich** (Kimberley).

The other program, new this year, has been run successfully in Ontario and nine states of the U.S.A. Called **Project TEACH** (Teacher Effectiveness And Handling), it offers a 45-hour course (36 hours of class sessions and nine hours of action assignments in the participants' own

classrooms) designed to improve teachers' skills in the classroom and their ability to deal successfully with discipline problems.

Offering the course this year will be 16 teachers specially trained this summer: **Harriet Bawtinheimer** (Penticton), **Courtney Beck** (Kitimat), **Owen Corcoran** (Prince George), **Dan DeGirolamo** (Vernon), **Quentin Docherty** (Prestatou), **Constance Edwards** (Victoria), **Joan Feiling** (Alberni), **Sam Fillipoff** (Vancouver), **Dale Kelly** (at SFU), **Anita LoSasso** (Vancouver), **Bill MacLeod** (Kimberley), **Lynda Rodier** (Williams Lake), **Patricia Somers** (Kamloops), **June Striegler** (Williams Lake), **Jack Tearne** (Chilliwack), and **Don Walmsley** (Boston Bar). O

● **W. Howard Forrest**, who retired this summer as Superannuation Commissioner with the provincial government. One of his responsibilities was administering the Teachers' Pensions Act. During the 30 years he administered the pension plan, Howard gained a reputation as a square shooter who was willing to give straight answers to teachers' questions even if he knew that we wouldn't like those answers.

Howard has been succeeded by **James D. Reid**, formerly the Deputy Superannuation Commissioner and Actuary. O



Bob Reilly

● **Bob Reilly**, a teacher in Comox, was recently appointed Executive Director of the United Society for Education Review in B.C. The society, an umbrella group of 15 provincial organizations representing teachers, parents, labor, business and other public groups, was formed for the purpose of launching a commission on education in B.C. Bob chaired the BCTF task force that piloted the project. The main tasks now, raising a million dollars and selecting the commissioners, are expected to be completed this fall.

Bob finds the job exciting. "The harmonious functioning of this group is the key to any successful new initiative in education," he says. "It's a challenge."

He has been interviewing prospective commissioners who, he says, are some of the most interesting personalities in the province. O



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Continued from page 16

degree program was three years beyond senior matriculation, i.e., beyond Grade 12. For many years, our B.C. universities accepted the Prairie Grade 12 as the equivalent of first year university; people coming from the Prairies therefore completed three years at university here for a degree, just as they would have done at home, whereas the local people had to complete 12 years of elementary and secondary school and four years of university to get the same degrees.

In 1968, because of the failure rate of people coming from the Prairies, the B.C. universities decided they would no longer recognize Prairie Grade 12 as a university year. This caused TQS difficulties. We would have, for example, an individual coming from Alberta with Grade 12 who was placed in first year in university here and would be required to do four years to a B.A., whereas his/her twin brother who stayed in Edmonton, did three years to a B.A. So, we had one person with 12 and 4 years and another person with 12 and 3, each with a B.A. — how did one assess these fairly?

The conclusion was that 16 years of "scholarship" had to be worth more than 15. So, the refusal of TQS and the B.C. universities not to recognize Grade 12 from other provinces as a university year caused some teachers who had been trained in those provinces distress.

The basic principle was — and still is — that teachers coming to B.C. from elsewhere must meet the same standards as teachers trained in B.C.

At one point in the discussion over the whole thing, one of the deans of one of the faculties on the Prairies made the comment that Prairie universities had never claimed that the Grade 12 was the equivalent of first year. It was only B.C. in its ignorance that had accepted the year as first year university.

Aitchison: The TQS regulations in that regard have not changed?

Couch: No. They have been constant since the beginning — that there is no university credit for Grade 12. In programs that terminate at Grade 11, such as Quebec's, Newfoundland's or Nova Scotia's, TQS uses the first year following Grade 11 to establish a 12-year base that the university years follow.

Aitchison: This points up the difficulty in trying to implement a proposal that sounds good but is really too simple — that a degree is a degree is a degree.

Couch: A degree is a degree is a degree

from where? Is this going to be Canadian degrees; is it going to be degrees from Europe; is it going to be degrees from Asia; just whose degrees?

In some places in the world, by our standards, admission to university takes place after 10 years of elementary and secondary schooling, whereas our people are required to complete 12 years of elementary and secondary schooling for university admission. People trained under the former system would have 10 years of school plus 4 years of university; they would have the equivalent of second year university by our standards, but have a B.A. degree. Are you going to say that this foreign-trained person is the equivalent of a B.C.-trained person, when we claim that we have one of the finest education systems in the world?

Aitchison: How do you counter the argument some people raise, that TQS should think only in terms of university years and not worry about the years that led up to the university years?

Couch: You have to have some base from which to work. Seventeen years in B.C. should be worth a little more in terms of classification than 16 years in, say, New-

foundland. If it is not, the suggestion might be made that our educational system in B.C. is taking far longer than it should, that we are wasting people's time, money and effort, that we should be producing graduates in 16 years as they are in Newfoundland, not taking 17 years to provide them with the kind of education we think they should have.

Aitchison: Ed, many teachers believe that Pat McGeer wants to vest all or most of the authority in education in the Ministry of Education. Do you see any signs that the ministry wants to get into the salary classification business, be it indirectly, as in the period before 1968, or even directly, by playing a greater role in salary bargaining?

Couch: My relationships with the ministry have been primarily with the certification branch of Field Services, and at no time have the officials ever endeavored to get themselves involved in the classification structure. In fact, I think they are delighted to be out of it.

I don't know what Dr. McGeer may have in mind, but there has been no attempt so far by the ministry to get into evaluation and classification of training.

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Learning Psychology: To teach courses in introductory educational psychology.

Music Education: To teach undergraduate courses in elementary music education, and supervise student teaching. A background in foundations and/or group keyboard instruction desirable.

Physical Education: To teach courses in Physical Education in some or all of the following areas: Human Anatomy, Motor Development, Fitness and Conditioning, Elementary School Methods. Some supervision of school experiences may be required.

Educational Administration: To teach courses and develop programs at the undergraduate and graduate levels, counsel and supervise graduate students. Field involvement will be expected.

Send full curriculum vitae and names of three referees to Dr. Norma I. Mickelson, Dean of Education, University of Victoria, P.O. Box 1700, Victoria, BC V8W 2Y2 before December 1, 1978.

Aitchison: In your nine years as evaluator, did you note any significant change in the academic calibre of the people submitting credentials to you?

Couch: Not particularly. That's a difficult thing to establish because people are being evaluated by various faculty members who may have various standards and whose standards may have changed over the years. If the university says that a program was completed with a pass standing and assigned credit, that is all TQS is concerned about. What letter grade or percentage mark was attached to it was not our concern in any way. In fact, I'm not certain that high academic standing necessarily makes a highly competent teacher. It would be a factor but I am not certain it should be a hallmark for determining competence.

Aitchison: In that case, do you foresee any time in the future some system for classifying teachers for salary purposes other than the use of paper qualifications?

Couch: Even though they are based on someone else's assessment of an individual's performance in a lecture course, paper qualifications are about the only way we have. Another way would be a compe-

tency-based assessment, but how this would ever be achieved I really don't know. Such a system would be highly subjective. And what performance would be measured? If a category is to be based entirely on what the teacher accomplishes in the classroom, who is to say that a teacher laboring mightily with a group of slow learners doesn't accomplish more than someone working with a group of very bright, advanced youngsters?

Aitchison: So it boils down to the fact that nobody has been able to come up with a better classification system than the one we have.

Couch: That would be my judgment.

Aitchison: TQS has been assigning categories to applicants with an instructor's diploma, when many of those applicants have no university training at all. Is that really fair, when TQS ostensibly evaluates credentials in terms of university years?

Couch: This was a difficult area for the board to deal with. People with diplomas are individuals who have a certain knowledge and expertise that is not attainable

through a university. For example, such a teacher might be someone who spent 10 or 15 years as a motor mechanic or 15 or 20 years as a Canadian army bandsperson, or perhaps the same amount of time in restaurant/chef training work.

You're never going to get these kinds of people out of a university. Our education system provides this alternative type of training for students, and if you are going to provide it then you have to have instructors: What better people than ones who have practical experience in the field, who are able to work with youngsters and to pass on their training and to develop the kind of program that school boards are seeking to provide for the youngsters in their communities?

Aitchison: Do you see any difficulties arising from the certification regulations that will be used for teachers in independent schools?

Couch: Not for TQS. The function of the service is to classify the training of certificated teachers in the public schools of B.C. A certificate to teach in the independent schools does not qualify the individual to teach in the public school system. Therefore I don't see any of those teachers applying for evaluation.

The reverse, however, is true. Teachers who are qualified to teach in the public school system may teach in the independent school system. Those teachers, although they are teaching in the independent schools, provided they have a certificate that qualifies them to teach in the public school system, may apply to TQS for classification.

Aitchison: The TQS evaluation is done independently of any evaluation done by the ministry for certification purposes?

Couch: Absolutely. Our function is to evaluate the training of the holder of a valid certificate; we are not concerned with what the certificate may be or the basis on which it was issued. Because we are working in the same province, TQS tends to parallel the ministry's decisions; at the same time we do differ.

An example. Three years of training qualifies for a standard certificate. Some people are on five-year programs. The ministry will grant a professional certificate only to a recognized degree. Therefore, the person who has four years of training in a five-year degree program will continue to hold a standard certificate, granted by the ministry, but TQS will assign that individual

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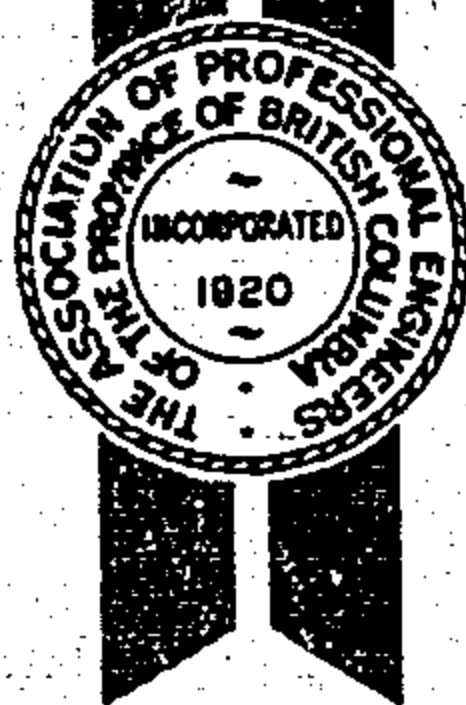
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category four because he/she has completed four years of the five-year program.

Aitchison: How long do you think it will be before the ministry establishes a degree as the minimum certification requirement?

Couch: Some of the provinces have moved to this position already, Ontario for one. Whether we will come to that or not, I don't know. Again, I can see some opposition from the trustees, particularly in these days of tight tax dollars. The additional training will have to be recognized in terms of salary, yet they have managed to do very nicely in the elementary schools with three-year trained people (and before that, two-year trained people). And they will question why they should be obliged to pay degree-level salaries to some people who may stay in the profession only two, three, maybe four years.

Aitchison: Ed, the job of evaluator must have involved many complaints from teachers. Did being on the receiving end of those complaints bother you?

Couch: It bothered me personally, in that I tried to do a good job and when someone complained bitterly, I felt that I had not done a very good job. But I recognized, at the same time, that education is a highly personal thing and that each of us has his/her own evaluation of his/her education. When some other individual downgrades it, there will be sparks. The minute you undercut someone's view of his/her own training, you're in trouble.

Aitchison: Was the number of complaints higher than you had expected when you first started the job?

Couch: No. The number of complaints and the number of appeals, for that matter, was very small. I remember one year we did well over 4,000 classifications, and had only 42 of them appealed. About eight of the appeals were granted a different category by the board.

Aitchison: A fine record for any evaluator. What advice do you have for teachers who will be applying to TQS either for a category or a category change?

Couch: To have their application processed quickly, they should take pains to read the

application form and to ensure that they do just as the form says, and provide all of the documentation that is necessary. We have taken great pride in the fact that we have had a one- to two-day turnaround, once the materials arrived in the TQS office.

It would take a little longer than that in September and October, when we get a large volume of applications, but we were never at any time more than four weeks behind our current intake.

Aitchison: The documents that people submit have to be originals rather than photocopies?

Couch: Official transcripts; we just can't accept photocopies. While most people are honest, unfortunately a few are not; they falsify documents. To guard against this, and in fairness to all of the others, we insist on official transcripts.

Aitchison: Do you send the originals back to the people who submit them?

Couch: We return all documents to the applicants. We do microfilm the records for reference purposes but we don't retain any paper at all.

Aitchison: Any other comments you would care to make as a result of nine years of sitting in the evaluator's chair?

Couch: I enjoyed the work; I found it very pleasant. It was a new kind of experience, a challenge. I am now looking forward to retirement, to enjoying myself instead of answering the clock every day.

I think TQS is operated fairly, equitably and honestly. Great effort is made to be certain there is consistency and fairness in the assignment of all categories. O

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Continued from page 23

Behind the Looking Glass now joins Norman Goble's *Half a Revolution: Aspects of Change in the Canadian High School* and Birnie Hodgett's, Paul Gallagher's *Teaching Canada for the Eighties*, to form a new trilogy of hallmark pieces of writing on Canadian public education. They will be examined, dissected, analyzed, synthesized and evaluated in school staffrooms, university seminar rooms, student pubs and lounges, and teacher centres in the twilight years of this, our twentieth century.

In *Behind the Looking Glass*, Charlie Ovans re-establishes for his time and our posterity why he has been for many, many years, even long before his own critical years in the mid-sixties, the leading philosophical analyst of Canadian public education. O

John Church is Assistant Director of Professional Development with the BCTF and a member of this magazine's editorial board.

Educational Memorabilia Wanted

If you have educational items from bygone days and would be willing to donate them to the B.C. Teachers' Federation's archives, they would be appreciated. It is hoped that at some point in the future they could be put on display. We are looking for old photographs (identified), minute books, slates, school bells, ink wells, etc. Things used in the past might be deemed useless by some and be collecting dust and be eventually thrown out. Please consider donating them to the BCTF. Kindly direct any donations or inquiries to: Mrs. Joy Towers at the B.C. Teachers' Federation, 2235 Burrard St., Vancouver, B.C. V6J 3H9.

New Books...

C. D. NELSON



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

IT PLEASES ME...

to present a New Books page that features Canadian books exclusively. We are constantly exhorted to travel Canadian, eat Canadian, think Canadian, etc., so why not read Canadian as well?

My thanks to the tireless Judy Turner (formerly Judy Shelbourn), our resident guru on things CanLit, for her fulsome contributions, which were mailed from the mysterious East (Cobourg, Ontario, to be precise) — something of a record for far-flung correspondence from reviewers.

IT DISPLEASES ME...

mightily to note an alarming trend in magazine publishing today; to wit, the increasingly cluttered appearance of most periodicals by the insidious practice of filling them with detachable postcards advertising all manner of products, other magazines, and even armed forces recruiting forms. A pox on them as they mess up my study carrels and floors. Students enjoy tearing them up into confetti-sized pieces, which I often feel like gathering up and sending back to the offending magazine. Enough is enough.

HERE'S A USEFUL TIP...

The mail has brought me a most attractive publication from the Maritime Museum of British Columbia, 28 Bastion Square, Victoria, B.C. It is the Winter 1977/78 quarterly *Bulletin of the Museum*, and the subject is, fittingly enough, the life and times of Capt. James Cook. It is well-written, with numerous maps and illustrations. Well worth the 50¢ cost. In fact, you can become a member of the Museum for \$5.00 a year and receive the bulletin regularly. Why delay?

WELCOME BACK, KOTTER...

or whatever your British Columbia equivalent may be... on with the show for another season.

C. D. NELSON

CANADIANA — MISCELLANY, ESSAYS, FICTION

1. Ernest Buckler, *Whirligig*, McClelland & Stewart, 1977, \$7.95

Whirligig is an absolutely delightful collection of prose pieces and poems. They are short, humorous to the point of being zany, and worth every penny of the hardback price.

The introduction by the eminent Claude Bissell reminds me, once again, that Buckler is one of those Canadian authors that I ought to have read by now, and have not. His first five books are serious novels and short story collections; *Whirligig* is a departure from his usual style, and a successful one at that.

I have lent the book to several people to read selections that I have enjoyed: "It's not the thought, it's the card," a dissertation on the skill of sending the Right Christmas Card; "Non," a marvellous send-up of Saturday afternoon opera buffs, which begins, "All the years I'd listened to the opera on Saturday afternoon broadcasts I still thought that Die Götterdämmerung meant 'That goddamned Ring'"; and various lyrics and limericks. I can swear without hesitation that my friends enjoyed these and other pieces as much as I did. Buckler is part Stephen Leacock, part Ogden Nash, part Eric Nicol — the best parts of all of them.

Whirligig proves that all current Canadian literature of merit is not necessarily being produced by middle-aged females recalling memories of their childhood, as one critic has suggested. Ernest Buckler, farmer and writer, of Annapolis Royal, is doing more than his share to provide a silver rainbow to what too often seems the gray, introspective clouds of Canadian fiction.

Here are a few lines from a Buckler lyric entitled "Needlecraft":

Who would have thought that Adam's rib
Would engender a thing like Women's Lib,
And does Miss Greer need at this juncture
A Germaine course of acupuncture?

The book is great fun, should be on every senior school bookshelf, and would make a nice present for almost everyone who possesses a funnybone.

* * * *

2. Al Purdy, *No Other Country*, McClelland & Stewart, 1977, \$10.00.

Those readers who know Al Purdy's poetry through his own books and his many appearances in anthologies of Canadian verse will especially enjoy *No Other Country*. It is, in the final analysis, a prose hymn of praise to Canada, places and people. All of the articles have appeared before in such periodicals as *Macleans*

and *Weekend magazine*, but, according to the acknowledgments, each has been revised and updated for this collection.

In his introduction Purdy writes: "This is the map of myself, what I was and what I became. It is a cartography of feeling and sensibility: and I think the man who is not affected at all by this map is emotionally crippled." Purdy's map takes the reader on the freight trains during the Depression, to Churchill, Manitoba, to the St. Lawrence Seaway, and to Newfoundland. His prose style is loose and descriptive. He is very much in evidence as chronicler of his travels; and as interviewer of the people he admires — Haig-Brown, Brian Glennie of the Leafs, some B.C. fishermen, among others. The reader learns almost as much about Purdy as his subjects. My favorite piece in the book is his reminiscences, "Poets in Montreal," where he talks about Milton Brown mostly, and Irving Layton, but mentions other familiar names — the elegant Leonard Cohen preparing espresso coffee or Louis Dudek in beret and horn-rimmed glasses pretending that Purdy was the idiot son of a Texas oil millionaire.

The book is significant for two reasons. First, it offers a personal, emotionally whole series of impressions of things Canadian from one of Canada's best contemporary writers. Very few could resist the charm and truth of his remark, "It's taken me a long time to learn that anything marvellous — all those things that produce an emotion in your throat — why, I own those things already. The eyes take title and the mind possesses."

Second, Purdy is a skilful essayist. For teachers and students who think of prose essays as expository monstrosities of 500 to 700 words on a topic one wouldn't waste one's time thinking about under normal circumstances, it is refreshing to read a selection of viewpoints and opinions written by one who cares.

Ten dollars is too much to pay for books in a classroom set, especially when the current ministry is insisting on government-approved books. Too bad. This book would mean far more to a Grade 11 class than *Man's Search for Values*, the text they're stuck with. Nevertheless, *No Other Country* should be on every library shelf, and in every English and social studies resource centre.

* * * *

3. Sylvia Fraser, *A Casual Affair*, McClelland & Stewart, 1978, \$12.95.

There have been enough good reviews of Fraser's latest contribution to CanLit to make further comment unnecessary. By "good" I don't mean favorable; rather, sensible remarks, relegating Fraser's third novel to its appropriate stratum in the mountain of fiction in the CanLit National Park. That stratum is not near the peak.

A Casual Affair, subtitled "A Modern Fairy Tale," is precisely what these words imply. The princess is a long-haired blonde, sophisticated, terribly clever, terribly honest about her tedious, moneyed life in an expensive white-and-glass apartment tower in Toronto, and terribly anxious to save (a reversal here — she has to come down from her tower to rescue the prince) a debonaire man-about-town who has been, in his prime, a war correspondent, a diplomat, a businessman, will become an MP, and through it all, is a lonely, misunderstood semi-alcoholic bed-hopper. Princess and prince meet, re-meet, un-mate in her case (she leaves a shadowy husband in the tower and lives in a cottage surrounded by butterflies, flowers, and the noise of commuting traffic), and finally leave each other permanently. He stays with a magazine-style country-house estate that has a determined, slick wife as part of the amenities. The princess, hair cut short (he hit her with a poker before she drove his car off a logging road on a mountain in Banff**); she recovered, and, unnecessarily, it seems, forgave him) sails off in a rowboat from the Royal Yacht Club in Toronto.

Several reviewers have likened this novel to a Harlequin Romance, but that comparison does both an injustice. *A Casual Affair* is a slick, distorted version of those childlike fantasies many of us were weaned on, past *The Three Bears* but not quite *Anne of Green Gables*. However, in Fraser's fantasy nothing turns out happily ever after because happiness is an unknown emotion. The characters are chrome and glossy people; their dialogue is crisp and witty. Fraser is an intelligent writer with a fine ear for speech and a sharp eye for the shams of a Vogue world, but I don't think her story works.

Apart from the pretentious inclusion of alternate chapters of fairy tales that reflect the moral truths that are supposed to be in the story of the modern prince and princess, I found the story tedious, improbable and fragmented. Perhaps the problem is that the characters are too close to reality to be satisfactory romantic figures in the fairy tale genre, but too distorted and facile to be familiar in the real world. It might have made a good movie 20 years ago. In case anyone is wondering about including it in a CanLit course, I pass on that one. But for those on a Canadian pilgrim's progress, do read it.

Judith Turner (all three reviews)

**Ed. note: Logging in Banff National Park??

Canadian selection: books and periodicals for libraries; comp. by Edith Jarvi, Isabel McLean, & Catharine MacKenzie. Univ. of Toronto Press, 1978, \$35.00 net.

This weighty tome comes from the Centre for Research in Librarianship, Faculty of Library Science at the University of Toronto, and is subsidized by the Ontario Ministry of Culture and Recreation. It is a landmark work of 1,060 pages, and it includes some 4,300 books and 275 periodicals, mostly published up to 1977. Each title, book or periodical, is carefully annotated. There is an index section, arranged by author/title/subject in one alphabet, and a comprehensive publishers' directory. The book is sturdily bound in green cloth covered boards, opens flat, and will withstand heavy use.

The introduction states: "This book is designed to meet the need for a selective guide to significant English-language books and periodicals, written for adults, about Canada, published in Canada, or written by Canadians at home or abroad." In other words, it fits the criteria for a definition of Canadiana. Exclusions are made for music scores, maps, county atlases, unpublished

WE SHALL MISS THESE TEACHERS

In Service

Maxine (Norris) Colbourne
Margaret Darling
Maurice Haqq
G. Robert Jealous
Joyce (East) Kitchen
Per Myrbo
Merie (Evanhuh) Scanlon
Richard R. Stephens
Hazel R. Stordahl
Matthew R. Swallow
Michael Zaharia

Last Taught In

Peace River South
Burns Lake
Vancouver
North Vancouver
Prince George
Prince George
West Vancouver
North Vancouver
North Vancouver
Kamloops
Department of
National Defence

Died

June 22, 1978
May 24, 1978
June 23, 1978
April 30, 1978
April 9, 1978
March 21, 1978
May 22, 1978
March 15, 1978
May 14, 1978
March 21, 1978
June 8, 1978

Retired

Corday S. (Mackay) Atkinson
Mary M. (Henderson) Broughton
Irene M. (Wright) Carter
Frank R. Corp
Beatrice M. Coutts
Stafford Cox
Gordon Darling
Hester E. Draper
Ottowell B. Elliot
Jean (Peebles) Etter
Olive (Adsett) Farquharson
Howard W. George
Helen M. (Hessen) Gosden
Louis M. Greenwood
Mary E. (Ellergat) Hall
Helen M. Huesls
Effie Johnston
Paul McCreery
Maureta McDonald
Margaret A. McLeod
K. McNab
Leo Morrissey
Charles H. Parker
Freda (Cooke) Purvis
Dorothy (Payne) Richardson
Gladys M. Scott
Harold D. Stafford
Jessie (Howard) Stewart
Howard J. Thornton
David M. Van Nes
Charlene V. Wakely
James A. Wilson
Violet J. Wilson

Last Taught In

Powell River
Williams Lake
Vancouver
New Westminster
Vancouver
Vancouver
Vancouver
Burnaby
New Westminster
North Vancouver
Peace River
Trail
Vancouver
Vancouver
Kelowna
Vancouver
Vancouver
Vancouver
Vancouver
Saanich
Penticton
Merritt
Vancouver
Vancouver
Victoria
Alberni
Langley
Surrey
Victoria
Vancouver
Burnaby
Alberni
Vancouver

Died

April 8, 1978
July 18, 1978
March 10, 1978
May 8, 1978
June 4, 1978
May 13, 1978
May 18, 1978
June 29, 1978
July 17, 1978
June 28, 1978
April 27, 1978
July 9, 1978
May 1, 1978
June 26, 1978
April 9, 1978
May 17, 1978
June 8, 1978
June 13, 1978
July 25, 1978
April 22, 1978
February 13, 1978
June 12, 1978
May 26, 1978
June 13, 1978
July 2, 1978
July 13, 1978
June 26, 1978
January 4, 1978
July 21, 1978
March 28, 1978
May 15, 1978
June 27, 1978
February 27, 1978

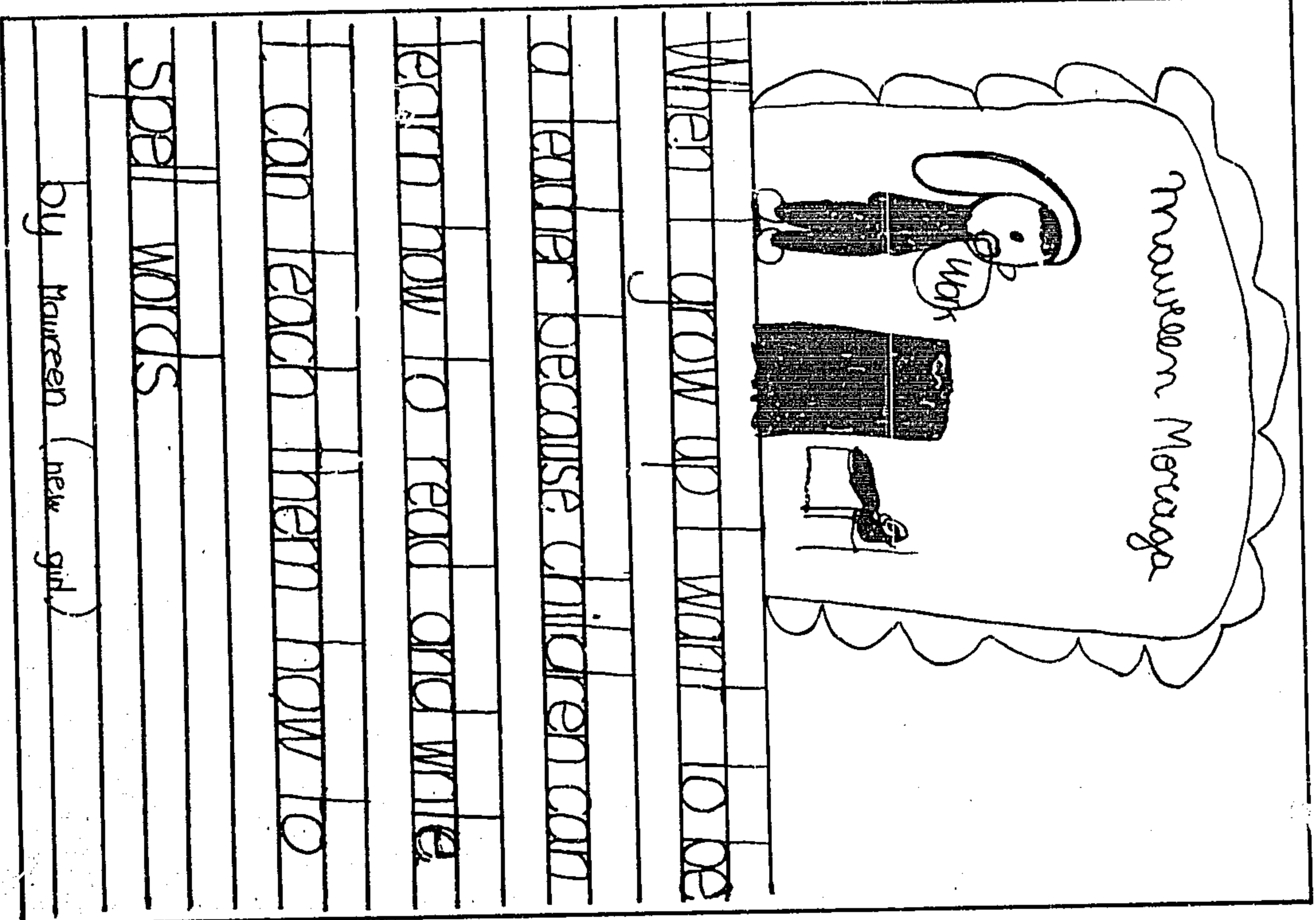
theses, materials of limited local interest; also textbooks, society publications, proceedings of conferences, addresses and speeches, and pamphlets under 50 pages. But what is included is certainly a first-rate critical list of useful and important titles in Canadian publishing.

Librarians will love this book — entries are arranged by Dewey Classification numbers, with subject headings based on those from *Canadiana* entries. (By the way, is there any secondary

school that does not get *Canadiana*? It is published by the National Library, Ottawa, and is free for the asking to all libraries. It lists all Canadian imprints as they are published and includes those items mentioned above that are not present in *Canadian Selection*.) Thus, this book resembles the more familiar *Wilson High School Library Catalog*, which is very scarce in Canadian titles. The annotations are models of concise, but

Continued on page 35

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Mildred Adam
Allan Elmer Ahola
Audrey Ellen Anderson
Leonor Rose Anderson
Olga Eleanora Anderson
Frank Bertram Ansley
Charles Archibald
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Harold Charter
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Lillian Mary Cole
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Barbara Rose Cowling
Edna Jean Creelman
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Kathryn Currie

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Ella Alma Davies
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Mary Magdellene Douglas
Matty Downs
Jack Murray Drummond
Marjorie Duncan
Marion Dunlop
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Mancouver
Lake Cowichan
Vancouver
Smithers
Chilliwack
Vancouver
Maple Ridge
Nanaimo
Greater Victoria
Vancouver
Vancouver
Vancouver

Victoria
Nelson
Armstrong
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Alberni
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Campbell River
Greater Victoria
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Quesnel
Abbotsford

Vancouver
Delta
Richmond
Shuswap
Peace River South

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Greater Victoria
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Peace River South
Peace River South
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Cipriano Fermil
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Isobel McNeil Kendrick
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Inger Kronseth
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Vernon
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(deferred)
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Langley
Smithers
Hope
Nanaimo
Vernon

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Greater Victoria
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Continued from page 30

readable form. Since the list is selective, most opinions expressed are positive, which implies they are recommended. Fiction is classed in C813, poetry in C811, drama in C812; these are further divided by chronological numbers. It is a thoroughly balanced list, giving many titles for each of the Dewey classes, so that this book is equally useful to all secondary school subjects — social studies, sciences, English, fine arts and so on. Each entry in the main catalogue is numbered serially from 1 to 4,285. The index uses these numbers instead of page numbers to locate specific books. Subject index entries, in BOLD FACE, are similarly keyed.

I can't recommend this book highly enough; it is worth every penny of the \$35.00 cost, considering its value to the entire curriculum spectrum. Even if you have to resort to arm-twisting, make sure your school and/or district resource centre has a copy!

C. D. Nelson

SECONDARY EDUCATION

Goble, Norman M., *Half a Revolution: Aspects of Change in the Canadian High School*, Ottawa, Canadian Teachers' Federation, 1977, \$3.00, paper.

This is the product of a series of visits to secondary schools in eight provinces during 1975-76. Norman Goble, in this slim volume, emphasizes that the vast majority of Canadians now believe that the secondary school is for all students, that it "should no longer be an option reserved for those who seek access to some higher level of study." Though the secondary school no longer serves a selective function, many students are in effect its "political prisoners." Restricted economic opportunities and vast social changes have forced many students to stay.

Important adjustments in curriculum have not been made. Many secondary schools persist in a narrow and limited academic orientation. Many students are still subjected to punitive and demoralizing evaluation procedures. Many schools continue to isolate themselves from their immediate community.

Thus Goble notes that "the Canadian high school has experienced — half a revolution. Programs, courses and modes of evaluation appropriate to a liberal schooling in a free and self-respecting society have been adopted within an institutional and social framework in which liberality, freedom and self-respect are rare and suspect, and in which selective, elitist concepts still enjoy high prestige."

Robert Frost may advocate revolutions "by halves," but Goble agrees with Oscar Williams "that for a permanent solution there's nothing like a total revolution!"

Yes, Goble's lucid style causes the reader to think of the poets and the music of words. Listen. "... the school has to be committed to the well-being of the majority rather than the preferment of a minority." "The half-revolution started from below: the reaction comes from above. Revolutions usually operate that way." Again, "... many experienced teachers feel about the shift from the authoritarian, selective, subject-centred mode to a choice-based, supportive, student-centred style."

Does this last quote personify the Goble odyssey from Scottish student to Canadian secondary school teacher and now Secretary-General, Canadian Teachers' Federation and emerging leading philosophical analyst of Canadian public education?

The real test of any book is that it ends when the reader is still hungry for more. Goble passes this test.

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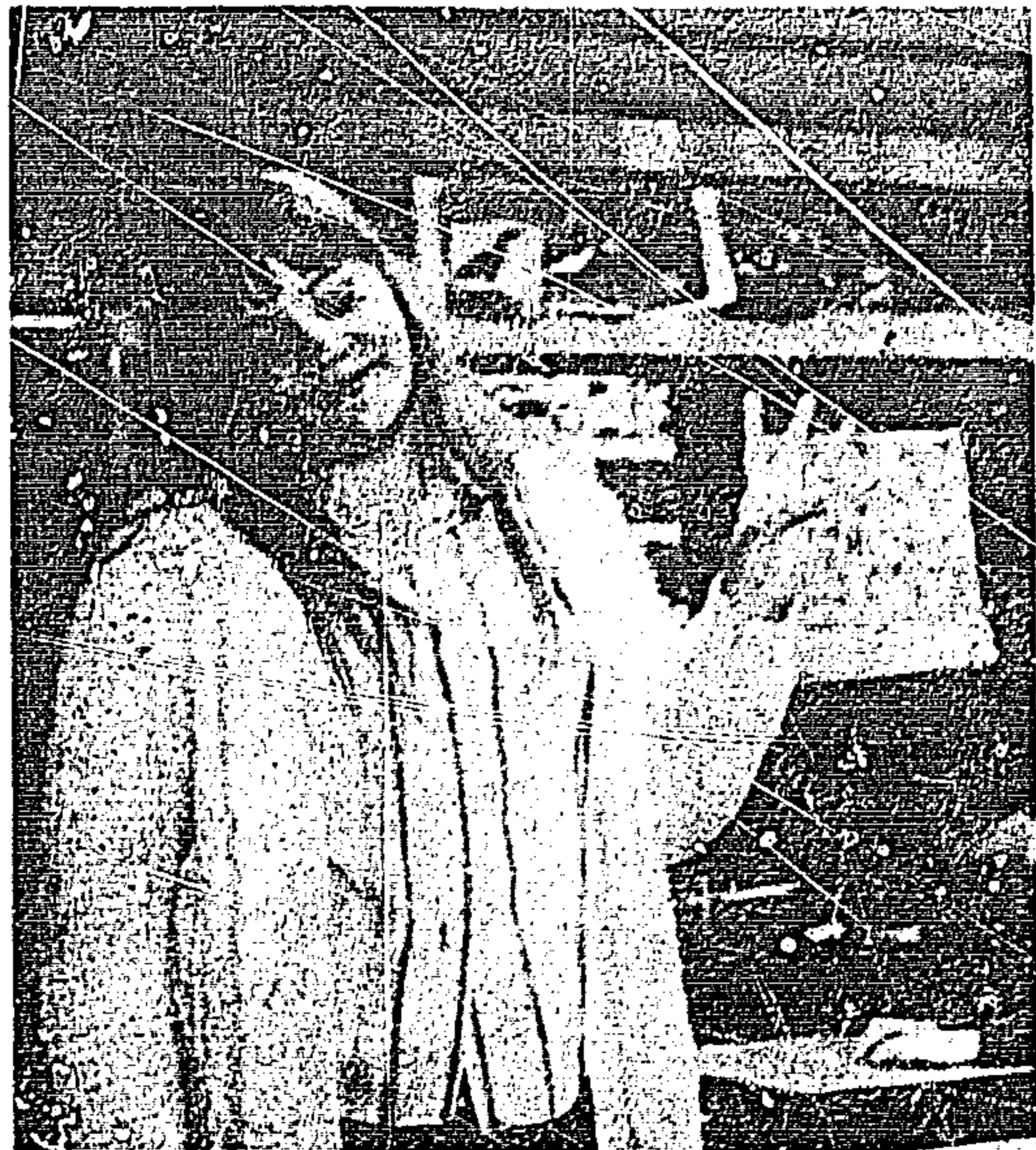
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Days when you ask for the identity of John A. Macdonald and are told he was a friend of Richard Nixon's, a player for the 'HA, or the owner of a hamburger franchise.

Part of the trouble may lie with incomplete reviews, and I think sign language can help solve the problem.

It is a complete language that is changing and evolving, so I suggest you start simply with finger spelling.

Developed as a means of communication among the deaf, sign language can be as simple or as complex as a spoken language. The basic alphabet is spelled out with finger positions representing each letter.

Incidentally, the correct phrase is deaf and mute, not deaf and dumb. One can obviously be deaf without being slow.

I have found sign language profitable in a number of ways. Review games work especially well. Choose terms and the first to spell "verb" gets a point. It works just as well for math answers, the capital of Manitoba, or any other basic drill work. Even creative writing can be stimulated.

Teams of two students have produced fairly good efforts for me. You will not think that Keats died young from jealousy when he heard your bunch was coming, but the results are not bad. Blindfold one student, have the other take him/her on a short walk, then finger spell three words that describe where he/she is. Even a short poem or essay can result from the experience.

Alternatively, two students can get away from the group, and the blindfolded one spells three words that describe what he/she is feeling. The second student might compose a short poem or essay on what the first is experiencing. The kids have to think a good deal harder when cut off from subtle eye and facial signals.

Old fashioned spelling bees are productive, and a lot of fun to boot! You can give each team the same word and the first to spell it correctly wins, or the kids can give each other words from current units, say geographical locations.

New spelling words are also more easily assimilated. Have the students say the word aloud, then in syllables, use it in a sentence, and finally finger spell it 10 times with the eyes closed. The slowness of the procedure will force them to concentrate. If the same mistakes keep popping up, penalties of 10, 25 and finally 50 finger spellings are assessed. Grammar points such as who and whom, can and may, imply and infer can also be reinforced.

Regardless of what the current fad says, few Grade 7 boys will stuff themselves into ballet boots and launch away à la West Side Story. They want to be Mahovich, not Nureyev. They can, however, be lured into drama with sign language.

Start with very short plays or pantomime activities. Some of the signals are very expressive and even pleasing to watch. Many are a touch archaic. "Girl," for instance, is signed with the thumb travelling



A-D-V-E-R-B, signals Rhonda McCallum to Ronda Hafner.

Language

along the cheek to represent a bonnet; "boy" is a peaked cap motion.

Make up your own if you wish. If your students gain some appreciation of the difficulties under which handicapped people live, the effort is not wasted time.

Getting started is very easy. A good encyclopedia will have the basic alphabet, and there are also excellent reference books. The best, and probably the cheapest, at \$3.75, is *Talk to the Deaf*. A good book store will have it, or you can contact the Western Institute for The Deaf in Vancouver. It is very helpful, and might even arrange "speakers" if you are interested.

A number of fairly simple techniques will get you started. Start by spelling the name of everyone in the class. When you hit a new word in math or social studies spell it out slowly. By keeping lessons short, say 20 minutes doing language arts, and concentrating on five letters a day, you will soon have the alphabet down pat. It is just a short hop to more complex signs. I think you'll find the time well spent.

Not even the NHL, for Pete's sake!

Chuck Galvin teaches at G. W. Carlson Elementary School in Fort Nelson.

Paula Remesh signals three words to Darrell Gustafson, who will later turn the experience into a short poem.



the citadel

(formerly Canadian Premier Life Insurance)

Association-Group Life Insurance Plan

The Plan is endorsed by the Executive Committee of your Federation.

Schedule of Insurance Cost (per unit):

Attained Age	Life Insurance	Annual Premium	M.A.C. Premium
under age 41	\$10,000.00	\$23.00	\$2.10
age 41 to 45	10,000.00	45.00	4.05
age 46 to 55	10,000.00	93.00	8.40
age 56 to 60	7,500.00	93.00	8.40
age 61 to 65	5,000.00	93.00	8.40
age 66 to 70	2,500.00	93.00	8.40

Members may purchase up to 10 units. Conversion privilege... and waiver of premium included.

If the applicant has a medical history or is applying for more than the non-medical limits in the schedule ★, a medical exam by a doctor of his/her own choice will be required, at the company's expense. The company reserves the right to request a medical exam in any case where, in its opinion, such evidence is necessary. The above provisions apply to the spouse insurance listed below.

★ Non-medical Limits:

Under age 31 up to \$50,000

31 - 35 up to \$30,000

36 - 45 \$10,000

46 & over Medical Exam Required

YOU CAN NOW INSURE YOUR SPOUSE, AS FOLLOWS:

Age or Insured Teacher	Plan A	Annual Premium For Spouse	Plan B	Annual Premium For Spouse
40 and under	\$5,000	\$10.00	\$10,000	\$20.00
41 - 45	5,000	19.00	10,000	38.00
46 - 55	5,000	39.50	10,000	79.00
56 - 60	3,750	39.50	7,500	79.00
61 - 65	2,500	39.50	2,500	79.00
66 - 70	1,250	39.50	2,500	79.00

CERTIFICATE OF INSURANCE WILL BE ISSUED ON ACCEPTANCE



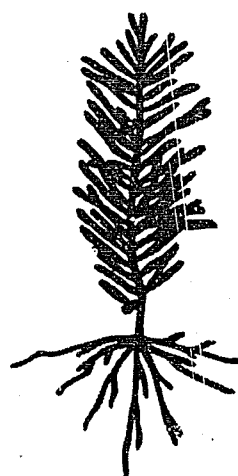
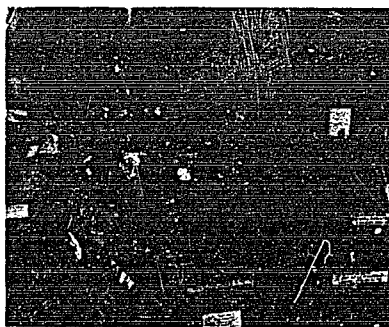
Take your class for a special kind of walk in the forest

Bring your students to MacMillan Bloedel Place for an enchanting experience. They'll learn about the wonders of the B.C. rain forest as they see and operate a variety of educational exhibits.

They'll really get involved. At the start of their tour, our guide will give your students a short questionnaire geared to their grade level. They'll find the answers as they "turn on" the sun to start a photosynthesis display, step inside a tree to see how it grows, activate a pollination demonstration, test their skills at identifying trees and plants and do and see many other things.

Afterwards, students can enjoy films and multi-screen slide shows suitable for their interest levels.

Want to book a class tour? Call us about two weeks in advance, at 263-2688. Why not come yourself for an advance look around? If you wish, we'll send you a copy of the appropriate questionnaire and a guide to the exhibits.



MacMillan Bloedel Place is nestled in the northwest corner of the beautiful VanDusen Botanical Display Garden. The Vancouver Board of Parks has a special reduced fee for group tours. There is no additional charge for MB Place.

MacMillan Bloedel Place

VanDusen Botanical Display Garden,
5251 Oak Street, Vancouver, B.C. V6M 4H1
City buses stop at main entrance,
Oak Street at 37th Avenue.

Classified

HOLIDAYS/TRAVEL

AFRICA - Overland Expeditions. London/Nairobi 13 wks London/Johannesburg 16 wks, from C\$1415. Also, 2 and 3 wk camping safaris in Kenya, from C\$465. For brochure contact Hemisphere Tours, 562 Eglinton Ave. E., Toronto, Ontario. Telephone (416) 488-7799.

MAUI, KANAPALI. Accommodation, Whaler's Village. Pool, sauna, exercise room, tennis and stores. Dec. 18-Jan. 1, 1979. Call 581-8084.

THE VANCOUVER PLAYHOUSE

575 Beatty Street, Vancouver, BC V6J 2Z5
PROGRAM EXPLORATIONS for students. **Performances, Study Kits** ... Information on the play, period and production for classroom use. **Tours** ... "behind the scenes" at the production centre. **Discussions** ... an actor will lead a discussion with your students. Tickets \$3.50 per student. **HAMLET OCT. 6 - NOV. 11. Special student performances** Oct. 6-13. For more information please phone Judy Brown. The Vancouver Playhouse. 684-5361.

PROJECT OVERSEAS

Applications available now for next summer's project. Completed application forms due in BCTF office by **November 15, 1978.**

No salaries paid, but travel and living costs met by the BCTF.

REQUIREMENTS

- ★ a membership in the BCTF
- ★ a university degree
- ★ minimum five years of teaching in Canada
- ★ Canadian citizenship
- ★ excellent health
- ★ flexibility and mature judgment

B.C. Teachers' Federation
2235 Burrard Street
Vancouver, BC V6J 3H9

Pack up some goodness in your old brown bag.

The Contest

From the first day of school to the last day of work before retirement, most of us will probably eat the majority of our lunches away from the home. As a result, it can be difficult to practise sound nutritional habits. Often the wrong foods are eaten and, in some cases, no lunch at all.

Commencing September 6th, the Ministry of Agriculture will launch a Food Promotion program called "Pack Up Some Goodness In Your Old Brown Bag".

The program is designed to heighten a continuing awareness towards nutrition as well as to promote the concept of receiving this nutrition from a well-balanced, home-prepared lunch with B.C. quality foods.

Television, radio, newspaper and poster advertising will promote "Brown Bagging" as a fun, fashionable, economic and nutritious method of controlling the foods we eat at lunch.

Additional support material has been prepared for use in the retail food stores throughout the province. "The Brown Bagger's Handbook" available free of charge includes preparation and planning ideas, nutritional information, and tested recipes for day-to-day variety in brown bag lunches.

This program will last for a three-month period ending November 30th.

The Program

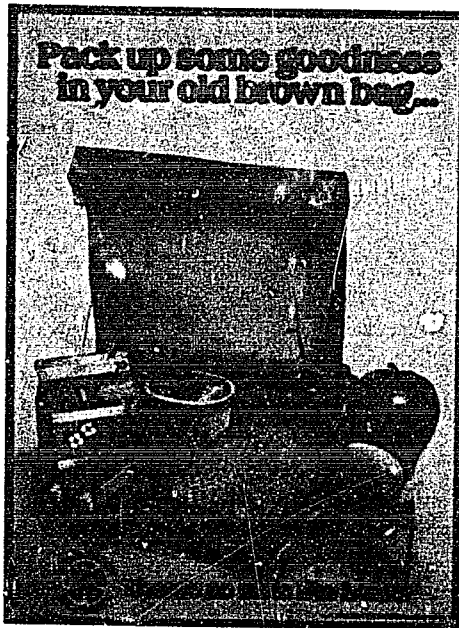
The development of this nutritional program was recognized to have significant benefit to the schools.

Working with the Ministries of Education and Health, the Ministry of Agriculture has developed a province-wide program to center around a poster contest.

The poster contest is called "Nutrition Can Be Fun". Participating students are to develop their own interpretations of the theme through art and submit their finished entries for judging. Each entry will be broken into age groups as well as by region of the province.

Prizes for the winners will include trips to Victoria for a legislative tour by the Minister of Agriculture, the Honourable James J. Hewitt, as well as Family Farm Vacation packages.

If you would like your students to participate, please fill in the order form below. You'll receive a complete kit containing poster reprints, contest rules, copies of "The Brown Bagger's Handbook" and nutrition information including what pamphlets and books are available.



For additional
"Brown Bag Teacher Kits"
mail this form to:
B.C. Ministry of Agriculture
Marketing Services
10344 East Whalley Ring Road,
Surrey, B.C. V3T 4H4

Please send _____ additional kits to:

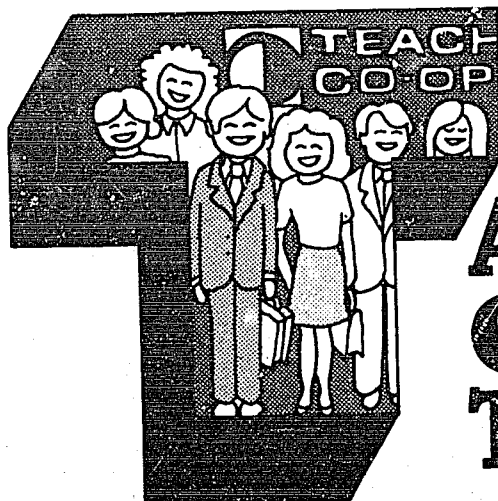
SCHOOL _____

ADDRESS _____

To the attention of: _____



There's no taste like home.



THE FINANCIAL ADVANTAGES OF BEING A TEACHER

One major advantage is that you are eligible for membership in Teachers' Investment and Housing Co-operative. A financial institution established by teachers in 1951, the Co-operative provides a range of services to members of the teaching profession.

Owned by teachers and their families, the Co-operative's membership now exceeds 35,000. Isn't it time you made that "exceeds 35,001?"

EXCELLENT INTEREST RATES ON

- Regular Investment Savings Accounts—interest calculated daily
- Term Investments—180 days, 1 year or 18 months
- 1st and 2nd Mortgages on owner-occupied homes
- RRSP and RHOSP
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TEACHERS' INVESTMENT AND HOUSING CO-OPERATIVE

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 2235 Burrard Street, Vancouver, B.C. V6J 3H9 Telephone 736-7741
 3960 Quadra Street, Victoria, B.C. V8X 4A3 Telephone 479-9302
 777 Poplar Street, Nanaimo, B.C. V9S 2H7 Telephone 753-3402
 1133 Sutherland Avenue, Kelowna, B.C. V1Y 5Y2 Telephone 860-3567
 130 - 1460 6th Avenue, Prince George, B.C. V2L 3N2 Telephone 562-7213
 (Collect calls welcomed)

Offices in Edmonton, Calgary and Winnipeg

RETURN REQUESTED — THE B.C. TEACHER, 105 - 2235 BURRARD ST., VANCOUVER, B.C. V6J 3H9