THE B.C. TEACHER

January-February 1981 Volume 60 Number 3

School at Sea

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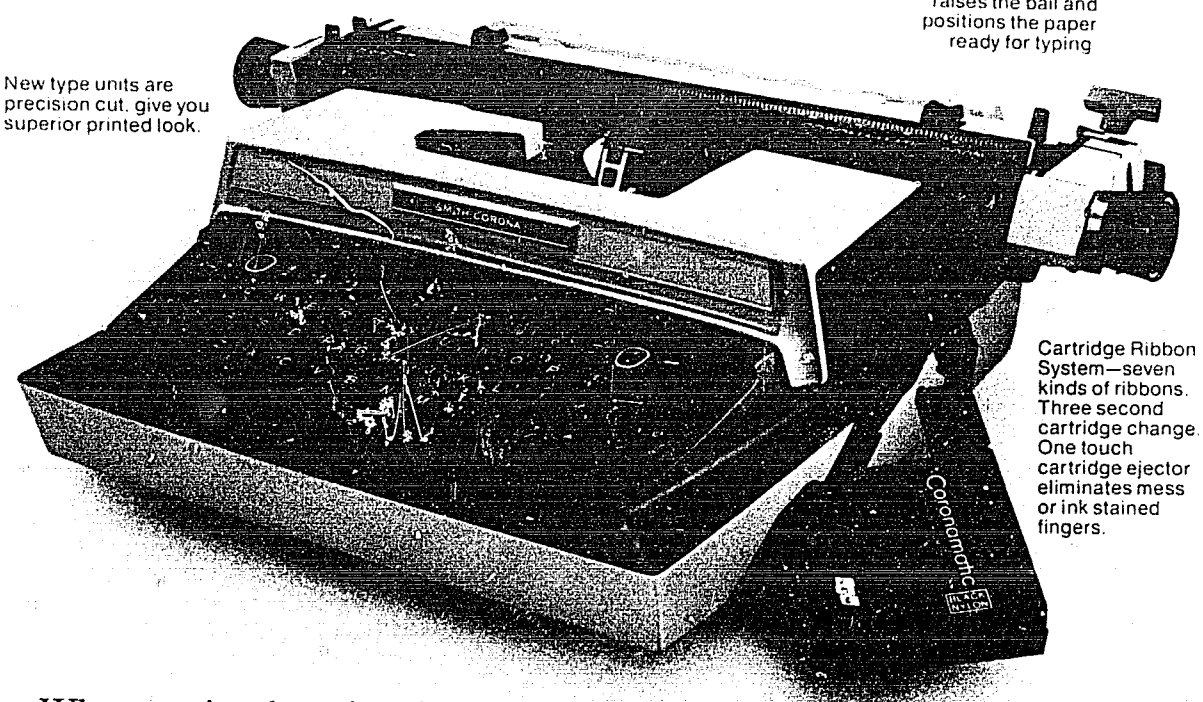

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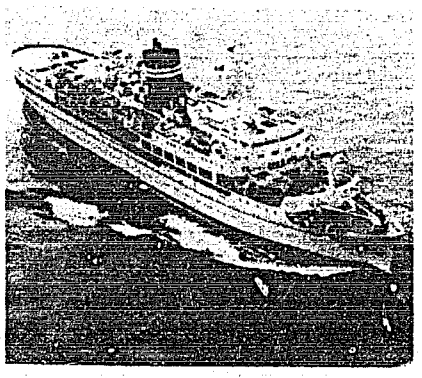

PHOTO CREDITS

C-I Educational Cruises — Front cover, pp. 87 (bottom), 94 (left); John Hardy — pp. 87 (top), 102; P&O Cruises — pp. 93, 94 (right), 95; Michael Shellbourn — p. 118; Roy Strabie — p. 90.

COVER STORY

The Middle East is a fascinating area of the world to students. P&O Cruises Ltd.'s Uganda has been taking school groups to that part of the world for years. No, the voyages are not just vacations; the students attend school at sea for two weeks, taking classes and studying the ports they will visit. Our lead article this month describes one such cruise.

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.

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

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

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From Our Readers

VIDEOTEX FALLIBLE

●Nick Russell's interesting and informative article on Videotex in your November-December issue inadvertently underlines a basic weakness in the whole computer concept. In the illustration on page 82 the name of the subject is misspelled as Sir Wilfred Laurier. His name, as all good history teachers know, was Sir Wilfrid Laurier.

Wilfrid Bennett,
West Vancouver

I read with interest the Videotex article by Nick Russell. I share his belief in the apt use of smart programs as an aid to education.

One scenario I found disturbing in Nick's future Telidon is Ms. Meadowmuffin's getting "a print-out to take home that evening." Ms. Meadowmuffin seems to be a classic candidate for some PD on time use. She has time to message six different instructions, yet cannot make whatever judgments are necessary from the spelling statistical display.

I suspect the hard copy is being used as a panacea instead of a research tool. With such a rapid access system, "homework" should not be synonymous with "professional."

B. Conner,
Burnaby

P.S. On a diet of fish sticks, can quality decisions be maintained?

McDOWELL WRONG

●I read with interest your article on Dr. Reuven Feuerstein's approach to the teaching of some handicapped children (Nov.-Dec.).

Dr. Feuerstein's work is interesting and his programs may prove to be of value in restructuring some children's thought processes. It was, however, clear from Dr. Feuerstein's presentation that the validity of the program had not been shown, or even tried to be shown, with "severely retarded adolescents" as stated by Jim McDowell. In fact, Dr. Feuerstein specifically excluded this group from his findings.

P. Brinton, Principal,
Special Education Department,
Woodlands,
New Westminster

DAILY PHYS ED GOOD

●The article by Dr. Fred Martens on daily physical education in the Nov.-Dec. issue was most informative and timely. Considering the present popularity this area of the school curriculum is receiving at all grade levels in this province, it was reassuring to see that your magazine continues to provide a valuable forum for the promotion of quality daily physical education.

Dr. Martens' article gives us all a strong argument to pursue most vigorously the implementation of daily physical education. As he said, "the payoff is big."

Ian Andrews, President,
Physical Education Society of B.C.

FOR THE RECORD

●**Hucksters In The Classroom** (Sept.-Oct.) was a thought-provoking review for all of us as parents and as educators. Indeed, we must be aware of all the messages being received by our children, including the subliminal, and we must strive to consciously control those messages.

Unfortunately, Geoff Peters himself included a subliminal message in his review. One directed toward the B.C. dairy industry. A message that was erroneous.

"A considerable portion of the nutrition section of *Hucksters in the Classroom* deals with the National Dairy Council, the oldest and largest producer of educational materials within U.S. industry. Harty criticizes the dairy council (whose materials are widely available in British Columbia) mainly for sins of omission. Lacking are any discussion of food additives for flavor and color or any mention of low fat dairy products. Also absent is any mention of lactase deficiency, which affects an individual's ability to properly make use of milk products. This problem exists for an estimated 55 per cent of the U.S. population and 70 per cent of American blacks."

It is true that one item, the National Dairy Council Food Models, are widely available within the B.C. schools. However Peters' bracketed comment casts an unfair aspersion on the quality of the B.C. Dairy Foundation's extensive nutrition education involvement in B.C. classrooms.

I'm sure that the thousands of teachers who have attended the B.C. Dairy Foundation "Big Ideas" and "Foodstyles" workshops in the past eight years would agree that the nutritionists on staff have been careful to provide valid, unbiased nutrition information without error of omission. This is true of the printed material, visual aids, and verbal information. Low fat dairy products, food additives and lactase deficiency are just a few of the current nutritional concerns that are addressed.

There are two reasons why my reaction to Peters' bracketed comment is so strong. First, because I personally agree so emphatically with the message contained within *Hucksters in the Classroom*, so as the Director of Nutrition Education for the B.C. Dairy Foundation, have diligently maintained very high standards for the quality of the information distributed. Second, because so often we forget to read critically material that was written about other situations, forgetting that those situations are not identical to our own. We cannot generalize without researching our own situation thoroughly.

Since the staff at the B.C. Dairy Foundation is aware of its responsibility, if any of your readers do consider our information to be biased, please ask them to call us so that we can rectify any oversight.

Joyce Mackay,
Director of Nutrition Education,
B.C. Dairy Foundation

MATERIALS AVAILABLE

●Tom Jones's article on precision teaching (Nov.-Dec.) was very interesting. I would like to add a piece of information.

Ron mentions that the availability of materials is a problem. I trained under Dr. Ray Beck of Great Fall, Montana, and through him and his project, have access to 9,000 worksheets from their "bank." The items include ones as basic as how to hold a pencil all the way up to chemistry and home economics. There is a complete loose-leaf notebook in language arts, K-12.

The address is Precision Teaching Materials and Associates, Box 6262, Great Falls, Montana 59406.

Paulette L. Smith
Nanaimo

They're talking about...

Will Dunlop

●**Will Dunlop,** a teacher on leave from North Vancouver, who is still actively involved in educational matters.

Will taught in North Van from 1955 to 1973. He was active in the BCTF and had a special interest in professional development. From 1967 to 1970 he served as a member-at-large of the BCTF Executive Committee.

In 1973 Will received a Hilroy Fellowship Award for developing a program of physics for the non-scientist. Also during 1973 he was appointed a curriculum consultant with the Ministry of Education, a position he held for four years.

During 1974-75 Will became the B.C. representative on a metric task force for the Council of Ministers of Education. He is co-author of *The Metric Guide*, which is used in public schools throughout Canada. A second publication, *Metrics in the Schools: A Handbook for Educators*, was distributed to B.C. schools in January 1981.

In 1977 Will was appointed metric training co-ordinator for B.C. In this capacity he has conducted seminars for ministries of government, schools, colleges, business and industry. He has prepared mini-courses in metrics for a variety of areas, ranging from food services to construction.○

●**Neglected Heritage,** the school program of the B.C. Sports Hall of Fame and Museum. An interview in the Jan.-Feb. 1980 issue of this magazine was the starting point.

It was evident that the resources at the hall needed only the classroom framework to produce an exciting social studies and language arts program. Peter Webster, executive director of the hall, and Heather Harris, a teacher at Laura Secord Elementary School in Vancouver, developed a kit that is an integral part of the program.

Field trips have been designed for Grades 4-7. The kit contains grade level questionnaires, answer keys and a teacher's guide with many suggested activities and resources. Since the debut of the program in October, the hall has been visited by many Lower Mainland children.

Heather Harris has received a BCTF Teacher Award that will enable the program to go province-wide. The hall is "dedicated to the youth of the province" and the award will facilitate a series of lesson aids in sport heritage that can easily be incorporated in classrooms anywhere in the province.

The program is unique in Canada and has recently been cited for its "significant contribution to the sporting scene in Canada" by the Canadian Association for Sport Heritage.

February is Heritage Month. This program may be one your school would like to include. Telephone 253-2311, local 238.○

What you think of us

JUDITH TURNER

Do teachers want this magazine? The results of a recent survey of our readers answer a resounding YES.

An overwhelming majority of BCTF members want this magazine continued.

That is the conclusion of a survey conducted last October of 500 BCTF members selected at random by a computer. A total of 213 people completed and returned the questionnaires — a return of 42.6 per cent.

The survey was asked for by the BCTF Executive Committee, who wanted to know if teachers would prefer to have the magazine discontinued.

Eighty-two per cent of the respondents wanted the magazine continued; 13 per cent wanted it discontinued; five per cent did not indicate.

Of the 82 per cent wanting the magazine continued, 51 per cent wanted it continued as it is now; 31 per cent made suggestions for articles or suggested changes in content.

The survey attempted to answer four additional questions: how widely is *The B.C. Teacher* read; how satisfactory is its rating with its readers; what image of the teaching profession is projected by the magazine, and what changes, if any, should be made.

In response to the first question, 41 per cent read the magazine regularly, 40 per cent read it sometimes, 17 per cent read it occasionally, and two per cent never.

As for its rating, four per cent rated the magazine as excellent, 62 per cent as good, 29 per cent as fair, and three per cent as poor.

A total of 73 per cent of our readers feel that the image projected of the teaching profession is good (and seven per cent of those think it is excellent), while 23 per cent think the image is only fair.

The next question gave a number of choices to readers. The results are as follows:

- "I think the publication should continue as present." Fifty-three per cent said yes.
- "I think the publication should become more of a 'professional journal,' and deal more with such matters as curriculum development, the aims of education, and the philosophy of education." Twenty-seven per cent said yes.
- "I think the publication should become a 'scholarly journal,' and deal with such matters as educational research and scholarly articles on education." Fifteen per cent said yes.
- "I think the publication should become more of a house organ, and feature more articles on matters that are of concern to the

WE SHALL MISS THESE TEACHERS

Retired	Last Taught In	Died
Margaret Bruce	Vancouver	September 22, 1980
Beatrice (French) Burns	Nelson	September 30, 1980
Duncan Cameron	Maple Ridge	October 1, 1980
William Farenholtz	Williams Lake	October 27, 1980
Albert Flowers	Courtenay	November 20, 1980
Eleva P. (Dundas) Hagan	Golden	October 9, 1980
Constance (Williams) Harper	Sechelt	September 2, 1980
Roberta (Shaultz) Hay	Vancouver	October 20, 1980
Dora I. R. (Hill) Heppell	Nanaimo	September 7, 1980
William James	Burnaby	October 12, 1980
Russell K. MacKenzie	Vancouver	October 23, 1980
Lillian R. (Raftery) Norris	North Vancouver	November 17, 1980
Winifred G.B. (Cruickshank) Pattison	Victoria	October 15, 1980
Netje (Kowalchuk) Ramsbottom	Surrey	July 21, 1980
Helen R. Russell	Burnaby	October 25, 1980
John A. M. Russell	Vancouver	October 30, 1980
Phyllis Sanderson	Vancouver	September 17, 1980
John F. T. Saywell	Lake Cowichan	October 1, 1980
Henry B. Smith	Vancouver	August 31, 1980
S. Lucille (McVey) Smith	Coquitlam	October 3, 1980
Mollie G. (Hoff) Stretton	Powell River	October 9, 1980
William S. Wallace	Burnaby	October 14, 1980

BCTF." Six per cent said yes.

- "I disagree with all of the above, and think the publication should change character in another way." Thirteen per cent said yes.
- "I have no real preference regarding the nature of the publication." Twelve per cent said yes.

The Editorial Board thanks all those who took time to respond to the survey. With the numbers of papers that teachers shuffle across their desks every day, a 42.6 per cent return of a questionnaire is close to phenomenal. The editor, Ken Aitchison, and board members Heather Harris, Sam Fillipoff, and Judith Turner looked over the subjective comments carefully, and were gratified to see the thoughtful suggestions and criticisms.

As one can imagine, the ideas varied. It is impossible to reprint all the comments here, but a sample may give some indication of what we read.

- "I enjoy *The B.C. Teacher* in its current format . . . if *The B.C. Teacher* ceases to publish or radically alters its content, I will feel as if I've lost an old friend."
- "I would like some facts about 'spares' at the intermediate level, stories on district concerns and articles about classroom policies or methods of dealing with routine problems.
- "A humorous page would be a good idea (besides Hargreaves' column, which I really enjoy.)"

But, "Mine goes from my box to the wastepaper basket — I don't find I have time to read through it and I have not found very many practical articles in it . . . ."

Another reader offered a number of suggestions: as well as articles on philosophical research, on trends in education, on current issues regarding our federation, our teaching techniques and our educational philosophies, the writer said:

> "I'd like to see some statistical material regarding number of students per teacher in each district of B.C., and number of teachers to administrators . . . we must become more aware of staffing trends, school population trends, payroll pressures, materials budgets before we can assess fairly why we as teachers are increasingly under pressure."

From another teacher, another perspective: "I am on a leave of absence. Out here in 'the working world,' the working class, 'blue collar,' don't care what happens to their children in school. I doubt I will return to the profession until I can go back as a teacher rather than a jailer. *The B.C. Teacher* lives in a cozy little world isolated from the common people."

Another writer offered a list of 25 excellent topics for feature articles and theme issues. Since the survey was anonymous, we have no way of contacting that reader, except to urge him or her to put his or her name forward as a board member, or, if the person's talents lie that way, to produce one of the articles suggested.

Several writers queried the cost of the magazine, suggesting by their comments that they felt a sizeable share of their BCTF fees was going into the magazine. In fact, the cost of each copy is less than 40 cents — $1.91 per member per year. That figure includes all costs, including salaries.

One writer lamented, "The magazine is not as good as it used to be in the late '60s — it should be monthly and carry both the practical and the philosophical facets of education."

The results of the questionnaire are the responsibility of the Executive Committee, which asked for them, and it is that group's prerogative to interpret them and use them as it sees fit. As for the Editorial Board, we have come to the following conclusions:

- More teachers read *The B.C. Teacher*, rating it as good and feeling that it projects a positive image, than teachers who do not (81 to 19, 66 to 32, 73 to 23 in percentages).
- Eighty-two per cent of the readers surveyed want to see the magazine continued, 31 per cent of these recommending changes or suggesting topics for articles.
- Subjective comments swing in favor of more material on professional development. Opinions and topics vary, but virtually no other respondent to the survey felt as this teacher did: "Most of the time I am just not interested in articles about teachers and educational theory or practice. Both topics bore me." Rather, teachers seem to welcome articles on their profession, some asking for practical articles dealing with classroom management and teaching methods; others, with more interest in theoretical concerns.

The Editorial Board firmly endorses the results of the survey and will make good use of the suggestions and criticisms offered by readers. On the basis of the survey the board recommends continuation and support of the magazine by the Executive Committee.

Judith Turner is chairperson of this magazine's editorial board. She teaches in Cowichan Senior Secondary School in Duncan.

School at Sea

PHYLLIS JAMES

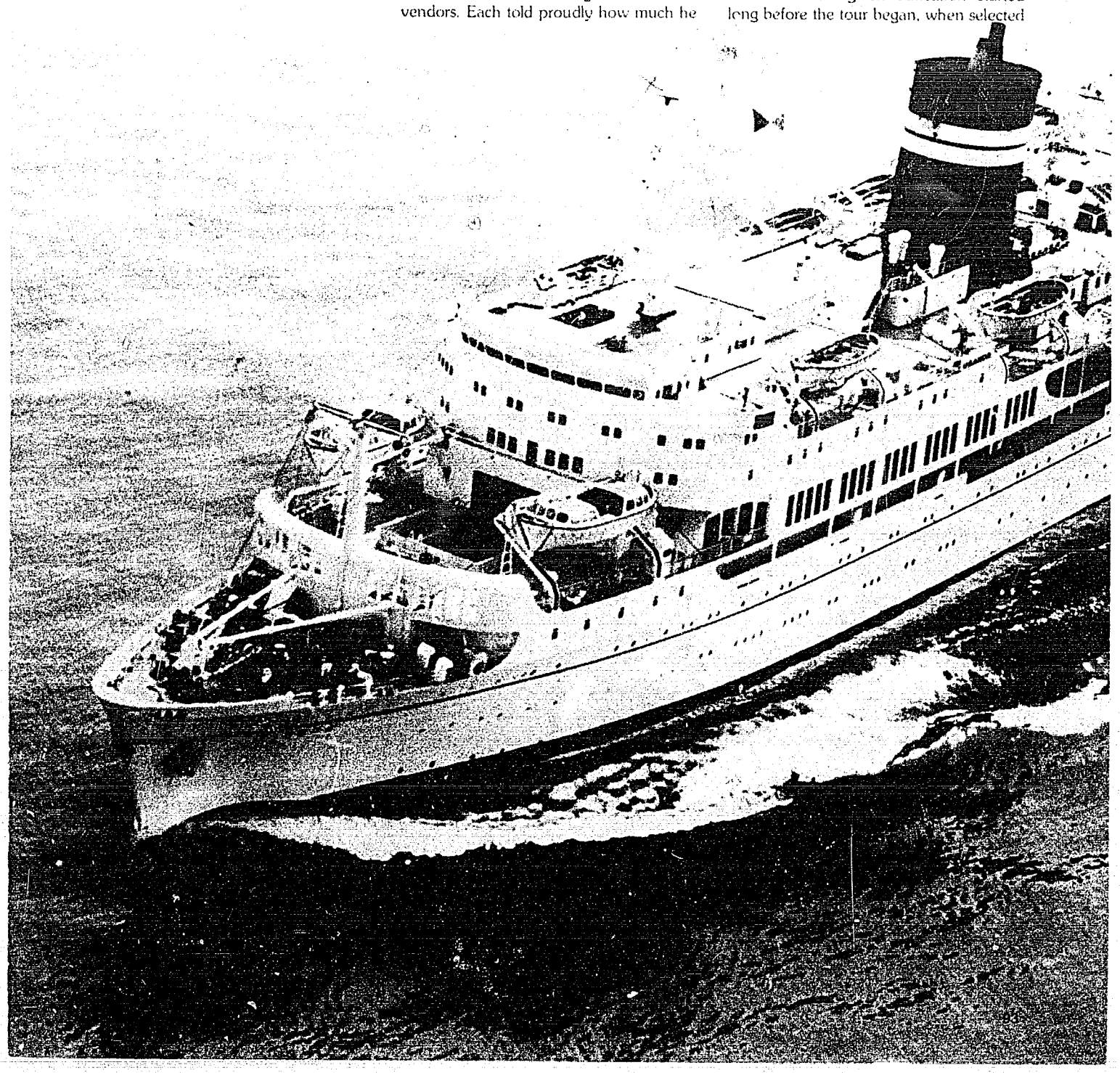
An educational cruise? What better way of learning about the Middle East than visiting it? School groups can enjoy and profit from a Mediterranean cruise.

Noise was deafening in the dormitories at the end of the day after a visit to the Pyramids in Cairo.

One lusty leader shouted, "Put all purchases on beds."

Eight boys obeyed, pulling out of bags and pockets camel whips, small plastic-coated camels, Arab headdresses and various other treasures bought from street vendors. Each told proudly how much he had bargained and the price he had finally paid. The boy who paid least was asked to explain his method, which he was only too pleased to do. It would be useful information for their next stop at Jerusalem.

This incident represented some of the education students gave each other on a Mediterranean cruise. It was practical and useful. Teacher-given education started long before the tour began, when selected



schools in Britain and one in Canada were invited to join the Uganda on one of its many educational cruises. On other trips the Uganda carries French, American and German students.

Every year between 40,000 and 50,000 students take part in these sea adventures to such places as West Africa, the Mediterranean ports, the Baltic and Scandinavia.

The tours become unforgettable experiences, remembered and talked about for years after by many young people who have never gone to sea before. Many have never left home.

I was a passenger on the P and O ship Uganda on its Mediterranean cruise last February when 975 students filled one deck of the ship for 14 days. Among them were 30 from Sioux Lookout, Ontario. British Columbia groups have been represented, as recorded in the many small plaques decorating the walls of the ship.

At recreation time and during the Fun Fair it was good to have some space between students and the remaining 300 passengers, but at quiet intervals, being accustomed to crowds of young people, I found it a privilege to chat with a few about their impressions.

On one such day a sad-faced young lad stood beside us as we watched white houses on the Greek island of Mykonos grow and glisten in the sun.

"How are you enjoying it all?" I asked by way of introduction.

"Very well, thank you," he replied as a young English school boy is trained to speak, then added, "but I'm a bit homesick."

We had a little conversation about that curing disease and I hoped I helped him [illegible] the pull of beautiful Sussex less. It was cheering to see the small lad later enjoying a lively time splashing in the chilly Mediterranean with a crowd of tough British boys.

How did this idea of education at sea begin? Regular mail-carrying ships from Britain have called at ports in India since the 19th century. By 1932 some of the officers, perhaps to educate the young in seamanship, conceived of the idea of adding schoolboys as passengers from Britain. They were expected to help pay for their trip by doing useful tasks, and in turn learned something of the ports they visited. The idea grew and expanded until World War II interrupted the venture.

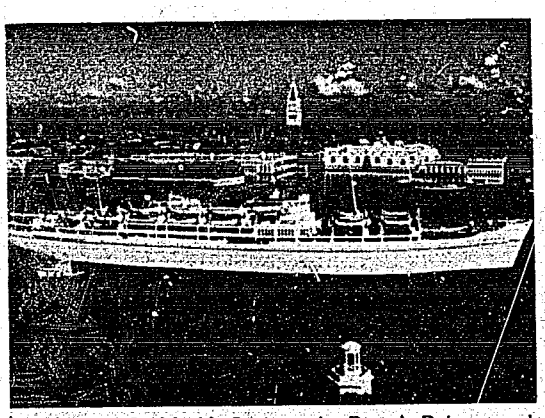
The experience was revived in 1961 and there was never a shortage of applicants. In 1968 the S.S. Uganda sailed with 900 students and 307 cabin passengers. Since that year this ship has been home for two weeks to thousands of young people. By 1971 over 2,000 Canadian students had benefited from cruises.

To accommodate such a group of raw recruits, and to make the trip worth while, a large well-trained staff is needed. A resident "headmaster" and "headmistress" commanding the respect of all are on board. These two are true professionals with an empathy for the teenagers that shows immediately.

To help them are teachers for regular school work, party leaders to assist with land tours and matrons and masters to help with physical needs. A doctor and nurse and other staff are also on deck. The aim is to create a "happy ship" and to pass on the happiness and esprit de corps to the students to help make a memorable cruise.

For each student the general values might be different. Some find that learning to live in somewhat cramped quarters with crowds of strangers from other schools is the greatest challenge. Just surviving without mum, one of the teachers told me, was the most valuable lesson.

A few of the students are as young as 11, but most are teenagers. The disciplined community life of school at sea came as a shock to some who had experienced more casual rules in regular school. To cruise and work represented a paradox to some. Although there was ample time for deck games, swimming in the heated pool, evening concerts and dances, every morning was spent in classrooms and every shore



St. Mark's Square, the Doge's Palace, and the canals become unforgettable memories of Venice to students who have visited there aboard the Uganda.

Like other passengers, the students visit the bridge, and add to the many things they learn on their educational cruise.

tour was preceded by lectures and slides to bring meaning to time spent ashore.

The land trips highlighted the cruise. Ours started from Malta and stopped at Alexandria, Haifa, Izmir and a couple of Greek islands before sailing north to Venice, from there to board the plane for home. On shore adults could mingle with students, observe their enthusiasm and hear their impressions. Being accustomed for so many years to the commotion of young people around me, I tried to be invisible as I looked and listened.

Two girls sat on the honey-colored ancient stone walls, pock-marked with enemy shells near the harbor at Valletta, Malta, talking over their few hours spent there.

"What must it have been like during the war, surrounded by enemies?" one wondered.

"Even worse than in London," her friend added. World War II had been their grandparents' war and they had heard many stories about it. They were impressed by the fact that the whole island had been awarded the George Cross for bravery in that war. Then they talked of the crusades and the Knights of St. John, but it was the huge silver cross that made the impression.

"I wonder if it is solid silver, that cross the crusaders brought from Jerusalem?" one girl questioned.

"Sure to be if it was in a church," her friend decided.

Others wandered on the wharf admiring the Grand Harbor as they munched on food bought from a street vendor, keeping close to the ship for fear it might leave without them.

The colossal appetite of children proved itself at every stop. In their bleak dining room on board ship six sittings were processed through in an hour and a half while regular tourists required that long for one sitting. But plain nourishing food collected on an indented tray by each student was something to complain about or reject as the fashion is.

On a tour of the students' quarters I remarked about tomato ketchup bottles at intervals on the long tables.

"Yes, they go through 76 bottles each meal," the matron told us, so all taste was concealed with ketchup.

And except for time spent at lessons, lectures and church services all waking hours were filled with noise.

At seven each morning the sleeping crowd were awakened with the loud strains of pop music.

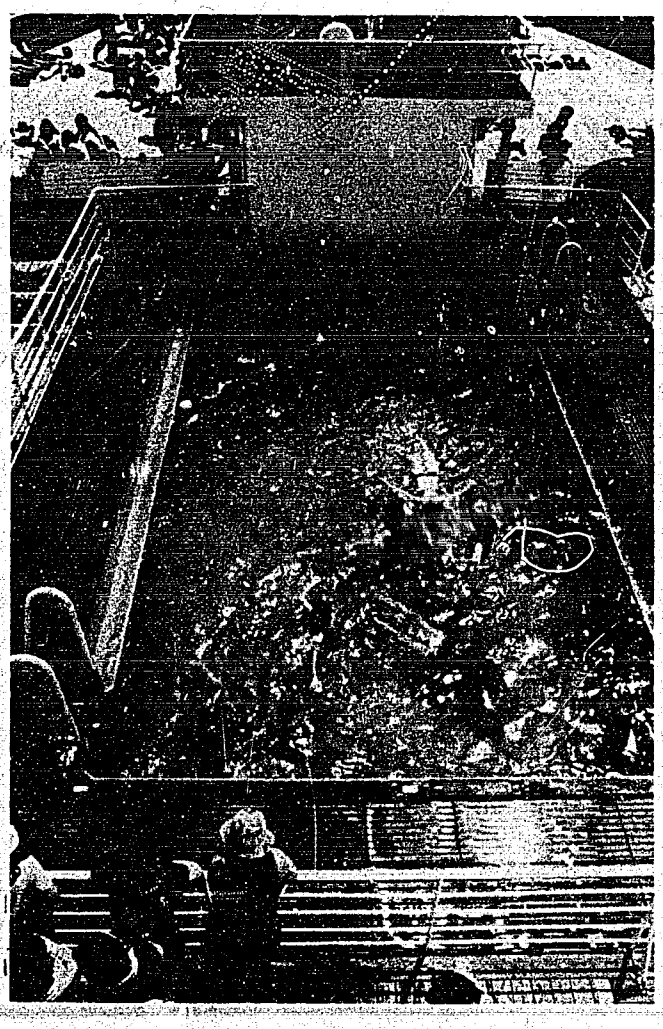
"Why not change the record? We don't like your choice," one asked a matron.

"We don't want you to lie in bed enjoying it, but get up and get away from it," was her reply.

It is often a good sign of contentment when young people complain. Some of the more thoughtful asked where they could go to be quiet. Accustomed at home to being entertained by television each evening, they soon learned the stimulation of using their own initiative when planning their Fun Fair, making a costume for the masquerade and taking part in a concert to entertain the ship's company.

It was during the two days at sea between Malta and Alexandria that most of these events took place. Being in a confined space on deck with no land in sight, some had to fill every minute with activity. Others paced the deck, enjoying the new experience, perhaps thinking of the wanderings of Ulysses, whom they had recently studied.

The amazing recuperative powers of children proved themselves after the long day in Alexandria and Cairo. One hundred forty miles of rough bus travel while watching primitive farming and seeing the congestion of Cairo with only a bag lunch to sustain them was the first test. Then followed the long walk through endless rooms of museums where the accumulation of history of this ancient land was collected. The concentration of ardent students outshone that of the weary footsore adults.



(Left) the cruise is not all study. The students have the use of a separate games deck and swimming pool from those used by the other passengers. (Above) A library and reading room are important facilities to students taking an educational cruise.

Where the older passengers were content to look, the young people took an active part in everything.

When buses spilled out their crowds at the pyramids there was a stampede of students to clamber on those ancient stone blocks. Some tried riding the smelly, cranky, flea-covered camels or bartering with street merchants for souvenirs.

As always, a few students stood apart gazing at the eternal enigma of those massive structures of sphinx and pyramids, talking quietly to each other as they took photographs of them in the sunset.

QUIZ TIME

After the drive back to Alexandria, swaying over the desert road, the long day was not over until the students had completed their regular quiz.

"It is amazing what they saw and learned," boasted one of the teachers. Adults were thankful to rest minds and bodies after an arduous day.

For many aboard, the journey from Haifa to Jerusalem was the highlight of the trip. Students from Ireland, and perhaps those from Canada, could give some credence to the strange dichotomy in this "city of peace." Gun-carrying soldiers, barbed wire and rusting tanks line the road as one visits the cool dark cave where allegedly Christ was born.

Solemn faced young people crept in and out of the damp, dark tomb after viewing the "place of the skull." Some lit candles in the Church of the Rock, noting with a smile the candles stored in a Johnny Walker whisky carton.

It was one of those unusual rainy days in Jerusalem that please the residents and discomfort tourists when a long procession of young people followed their guide around the Stations of the Cross. Perhaps it was fitting, this discomfort, as crowds pressed together to view the commemorative carvings.

"Watch for pickpockets in these narrow streets," the guide admonished.

Reality was vivid that day. It would be revealing to read the little notes tucked between the stones in the Wailing Wall by young visitors as they follow the habit of regulars.

BEAUTIFUL MYKONOS

It required a day at sea to sort out the many impressions before a glorious sunny day on the Greek island of Mykonos where the young crowd could swim in the chilly blue Mediterranean, delighted by the tame pelicans and little work-worn donkeys. Some engaged in an orgy of shopping.

"Would these figs be fresh when we get home?" one small boy wondered. It is amazing the choice of presents. Some bought sponges. Wealthy boys chose embroidered blouses for sisters and girl friends. It was evident all luggage would be bulging at Gatwick Airport.

The last long day was spent in Turkey with a ride through the busy city of Izmir seeing Coca-Cola signs emerging behind palm trees as the bus passed oil refineries, auto works, tobacco factories and the universities on its 45-mile run to the ancient ruins of Ephesus. Here again students could piece together the remains of the temple to Hadrian, trace the grooves made by chariots on the ancient stone slab road, and put on an impromptu concert at the amphitheatre.

Again, while regular tourists were content to look and listen and record in photographs, students climbed to the last row in the theatre to test its acoustics on their amazed friends far below. A couple staged a mock sword fight to entertain the others. A real geography lesson on the death of Ephesus presented itself when students could see where the river had silted up preventing shipping, so cutting off commerce and communication.

LITTLE TIME LEFT

Before leaving Izmir that evening every student carried at least one box of Turkish Delight to sample or as a present for mother. Now time grew short, with only a visit to picturesque Corfu with its legendary history. Those satiated with visits to churches and museums remembered best the beauty of the almond trees covered in pink-white blossoms, and the lemon and orange trees loaded with fruit.

Here I noted one Canadian student climbing on another's shoulders to reach lemons behind a fence. There were plenty on the ground to pick up, but it's more fun to pick your own.

"How do the Canadians behave?" I asked that evening with a mixture of maternalism and nationalism.

"They're all extroverts," was the reply. "Like the Irish and Scottish they are such a small minority they have to make their presence felt."

I noticed this to be evident in the quickly prepared concert where Canadian students were well represented. A row of girls pleased the audience with their unaccompanied singing of "This land is your land, this land is my land." A group of boys performed a comic act enlightening the audience about a B.C. logger. One boy gave a piano solo and a group brought the loudest applause with their comic skit. So they learned to contribute as well as to receive.

A tour, seemingly endless at first, comes to a sudden end. At Venice there were sad farewells by friends from distant lands and the homeward flight began with bulging suitcases and a kaleidoscope of memory pictures.

Like all travellers, the students had been inclined to carry their home environment with them. Now it had extended so far. They had talked with Turks, Arabs and Greeks in their own lands, glanced at the remains of ancient civilizations, smelled the pungent odors of crowded southern cities and the sweet fragrance of early blossoms, tasted oranges in Jerusalem and touched the stone blocks of the Pyramids. And they had grown in wisdom and learning.

Now they were returning to school to catch up on subjects missed and to inform those who stayed home of their education abroad.

"Are these tours worth the effort and expense?" one might ask.

After living with 975 young people for two weeks and seeing their hunger for live education I answer, "We need more educational tours."○

Phyllis James is a retired teacher living in Qualicum Beach.

HOW NOT TO TEST FOR SKILLS

SYDNEY BUTLER

A widely used "Canadian" test of basic skills is not Canadian, and has so many weaknesses that one wonders why it is used at all.

●Teachers must beware of an old testing dragon that is once again raising its ugly head in B.C. classrooms.

The shiny red covers and modish title of *The Canadian Tests of Basic Skills* (CTBS) camouflage the familiar monster of standardized testing designed to separate the sheep from the goats. But CTBS is not, by origin, Canadian, and what it measures cannot be considered as basic to Canadian education.

The language section, among this battery of reading, maths, and study skill tests, is particularly dangerous, because the test-makers used only children whose mother tongue is English in their standardization procedures. Consequently, any comparison between the mean scores of a B.C. community or school in which a sizeable proportion of the students have English as a second language is bound to be invalid in comparison with the local or national norms supplied by the publishers.

While it is invidious to use these test results to make any judgments about the standards achieved by a particular school, class, grade, or teacher, it would be even more misleading to use CTBS language tests as an assessment or diagnosis of an individual child's ability in language.

The language skills covered by CBTS are vocabulary, reading comprehension, spelling, capitalization, punctuation, and usage. Because these are standardized, objective tests, they are necessarily dependent on the students' choice of one correct answer from four or five alternatives. The skills involved are the test-taking skills of recognizing the "right" answer, or eliminating three or four other choices as being incorrect — or at least inferior — answers.

It would be extremely naive to think that these tests measure the students' mastery of language skills. At no point does the student generate language. Simply, the tests face the student with examples of the examiners' language and their contrived errors. The student taking this test does not have to spell, punctuate or capitalize — skills that in themselves rank low in the hierarchy of composition skills.

Similarly, the reading comprehension test measures a very narrow sector of the student's ability in reading. Again, this is a

test-taking skill in which the student scans or plods through a reading passage merely to find answers to trivial and meaningless questions. There is no attempt to make the student aware of any real purpose for reading other than answering questions about matters of less than passing interest. The effect of the test is to help students to become non-readers in the true sense.

The vocabulary test gives the student a list of words to deal with, ignoring the fact that one of the most valuable skills in language is the ability to recognize words and determine their meaning from the context. Without the necessary syntactical and lexical context for their random choice of test items, this test measures merely the students' ability to become a walking dictionary.

DEPENDABILITY SUSPECT

While objective tests with computer scoring may give these tests a high mathematical or statistical reliability when used on a large student population, the dependability of individual results may be highly suspect when students have to transfer their recognition of the right answer to the appropriate space on a separate computer-scan answer sheet. This reliability gap is further widened when the numbering of questions does not follow the same left-to-right or column sequence of the page in the test booklet. The reliability of individual scores is even further in doubt when the student has to transfer the vertically-arranged answers in the booklet to the horizontally-arranged answer spaces. There are too many opportunities in the mechanics of writing these tests for even knowledgeable students to make transcription errors in their answers, especially at the Grade 3 or 4 levels.

VALIDITY IN DOUBT

Much more serious is the *construct validity* of these tests. Examination of individual test items shows that there is far too much ambiguity in many of the questions, and that many of the alternative answers can be argued to be as acceptable as the "right" answer. In fact, CTBS may well penalize the creative or divergent thinker who is able to see more possibilities than the single correct answer planted by the test makers. A person who actively *thinks* about each of the possible answers is at a great disadvantage, considering the pressure of time, compared to the student who makes an impetuous choice.

For example, in Level 9 (Grade 3) vocabulary test the student has to match a given word with one of four possible synonyms. "A *final* look" is supposed to evoke the response *last*, but a last look is frequently a long and backward look. Similarly, "*join two ropes*" could mean *tie with* or *tie together*. *Scream* might be a loud cry, but it also describes the sound of a *whistle* or *siren*. *Precious* stones may be *very valuable*, but they can also be *ancient*, *polished*, and the *prettiest*. If you *approach* the zoo, you may very well walk into it as well as come near it. A policeman's *badge* is part of his uniform, but it is also a *decoration*, and a *mark of authority*.

So many of these test items are ambiguous that the validity (as well as the reliability) of any individual or group scores should be treated with great caution. A good exercise for both teachers and students would be to read through the test and discuss the relative merits of alternative answers. Certainly there are many more right answers than the test makers ever dreamed of.

The reading comprehension test provides the usual, dull, disjointed paragraphs typical of these tests. Under pressure of time the most successful test-taker does not, of course, attempt to read the passages, but merely takes each question in turn and scans the passage for a clue to the right answer. The ingenuity of the examiners ensures that there are sufficient false clues to mislead the student.

Scores should be treated with great caution.

But even these items can provide some ambiguity. All of the given answers to the question "When can ice fishing begin?" have some justification. Similarly, the "best name for this story" is a very debatable matter of the test-makers' opinion. Or the question "Why did Paul make one hand do the work of two?" could be answered quite correctly either by "because his right hand was hurt," or "because he had only one hand."

While the reading and vocabulary tests, with their ambiguity and vagueness, are sufficiently flawed as to be useless, the language skills section is positively dangerous in its effect on the student.

The spelling test asks the student to recognize one mis-spelling among four given "words." To be successful, the Grade 3 student must know that *abel*, *ovin*, *kage*, *danse*, *tigre*, *howse*, *bloon*, *rize*, *radeo*, *ful*, and *cace* are not to be considered as part of our language. Even the mature user of English, much less the eight-year-old student, may have some doubts about the existence of some of these words. And in a rapidly changing world, in which new words are frequently created to accommodate new concepts, who knows whether any of these "words" may not already have been coined. Moreover, the knowledgeable third grader with experience of French may well argue that both *danse* and *tigre* are used in the English-speaking community.

The real objection to the spelling test is that it does not test the students' ability to spell; nor does it determine the students' abilities in any of the specific sub-skills of spelling. It merely asks the student to guess that some words are not currently a part of the English language. Moreover, analysis of the test scores will not give any indication of which spelling patterns and rules a student is lacking.

The capitalization test is even more of a disaster, for it gives the students samples of non-language as produced by the craziest of compositors. The typographical lay-out confuses sentences with the line-responses. In a world of rapidly changing printing conventions, when even poets and columnists print their names in lower case, it is nonsense to face the student with this chaotic hodge-podge of the printer's craft.

The punctuation test gives the student samples of printing that could never exist in the real world. This is not a test of the students' skill to use punctuation as part of the natural art of composition. Rather, the test functions as a test of intelligence in deciphering what was the test-makers' message before their words became riddled with non-errors.

Probably the most invalid section of a test that purports to measure language skill is the usage test. Here the students are expected to recognize whether words are used "according to the standards of correctly written English." The first objection is that many of the items in this test are examples of supposed errors that do not occur normally in the language of children or any native speaker of English. A preponderance

Continued on page 110

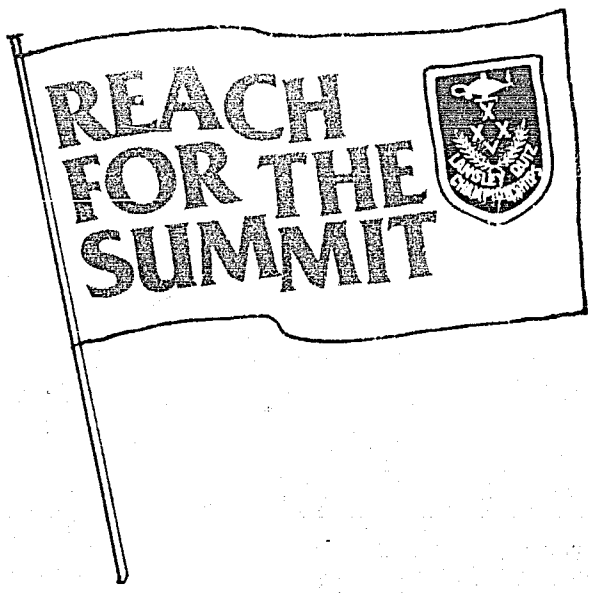
MORE ON READING

●In the fall 1980 issue of *Curriculum Inquiry*, James L. Heap argues that "test scores and interpretations of them need to be regarded with suspicion as well as tentativeness."

He states that teachers are in the best position to assess the reading skills of students because "reading competence is shown over time and is best seen through performance on a variety of reading tasks."

He cautions against using reading test scores as a measure of teaching accountability.

Heap is a faculty member at the Ontario Institute for Studies in Education. The article is entitled, "What Counts as Reading: Limits to Certainty in Assessment." ○



JEFF WATTS

Langley has organized a district-wide quiz contest that junior secondary students really enjoy. Even the teachers get into the act.

From the sublime: ("Give the square root of $(x^2-2xy+y^2)$.") to the ridiculous: ("If you lived in Ronald McDonald's town, who would be your mayor?").

These are samples of questions asked in a highly successful junior secondary quiz contest called "Reach For The Summit" (no relation of "Reach For The Top"), which has been running for the past two years in Langley.

We originally started off with the idea of being a preparatory version of Reach For The Top, but soon diverged in so many ways into such an individual style of our own, that we really ought to change the name.

To begin with, we concentrate on having fun just as much as mind-battling, and give equal time to "street" knowledge and academic knowledge. We therefore feel that our contests reflect more of what could be called general knowledge.

We use a basic 20:10:20 (20 academic, 10 student-interest, 20 community-interest) question matrix, but diverge into every field of human activity open to the 12 to 16 age group. We find the 50-question quiz games, taking about 18 minutes to run off, tuck neatly into a Friday lunchtime. The matrix is doubled to a 100-question game for interschool competition, and in all games the questions are given a random "mix" so no one except the moderator knows what is coming next, except that we always try to end on an "up" beat.

We don't compete against a clock; there are no half points or penalty points; the moderator can give small clues if neither side can get a question, or even delete a question and substitute another. From September 28 to June 4 we keep some form of the contests moving, so they're very much a round-the-year activity in the life of the school.

When I first started making up questions, I used to take two hours to make a reasonable 50-question quiz plus five reserve questions, but I learned lots of short cuts. Some things you can't do — for example, escape your own personal biases and preferences in question making, so you use resource advisers to offset fields you know little about. By definition, a fair question is one that can be answered by at least one person on each team, so the determinant becomes reaction-time. Dictionaries, local newspapers, school texts, etc. all give you ammunition; the main thing is to have something for everyone.

To get the contests going, you need only one school with the hardware, especially if the school is central and will host the contests. You also learn little tricks as you go — for example, don't sit with your back to the sun and a fairly transparent game page in front of you. Should overall ties occur, it is a good idea to break them with a reserve game played until one team has a five-point advantage.

Reserve team members in interschool games can be rotated at the 50-question mark, or if both captains agree, play five a side. Avoid subjective answers on questions with multiple answers, because these tax your judging powers. A 10-question warm-up can be useful to get the show on the road. Above all, the contests can be a learning experience combined with a load of laughs and fun.

CONTEST PRESENTATION

At Stafford Junior Secondary School, the competition begins with a reusable general

knowledge test for the incoming Grade 8 students (the whole school was given the test the year before), consisting of 50 general knowledge questions patterned on the matrix, each with five multiple choices. Students are assured that results will be revealed only to individual students and do not count toward schoolwork.

After scoring, the results are doubled to give percent. Papers are then divided into the four houses, groups and marks tabulated in ascending order. Students with a C+ (68 per cent) or above are gathered at four separate house meetings, and those interested in participating elect a house captain of the team. A smaller group is preferable if everyone is to get two games minimum, but because the aim of the contest is more fun than elitism, a general call to the student body is made for those interested in participating who were not called to the house meetings. We have always given everyone interested at least one game even if we had to run a five-a-side, with two people sharing end consoles, one finger on the other to work the button.

Once this is done, a contest schedule is made up and a copy given to each contestant. We have found with interest that there is only a moderate connection between academic and general knowledge-oriented students. If a house is too overloaded with talent, we keep individual scores recorded but scrap the house system and use the four directions of the compass to redistribute the contestants until competition is over.

House-level games are on a six-game round robin basis, each house getting three games, and stretched over six weeks. If any student proves too good and begins dominating the scene, he or she is guaranteed a seat on the school team as a full member and sat on the sidelines to give the others a chance.

In addition, talented Grade 8 and 9 students can advance to the next grade level of contests. Aldergrove had one student, Chris Hughes, who was so good that he ended up captain of the district Grade 8 team, captain of the district Grade 9 team, and set a record of 42 points in one game. (One disgruntled Stafford teacher was heard jokingly muttering under his breath that a 0.5 millisecond delay should be built into the Aldergrove consoles for the next interschool games.)

After the conclusion of the house games, house points are tallied out of 300 (6 x 50) points, and the top five contestants, obtained by averaging the best two individual games played, become the school team (first place as captain, fifth as reserve team member). A word must be said for the house captains: they remind contestants of the game, the day before, fill in for a missing team member, and appeal on behalf of their team if ever necessary. We also used to use anyone of the grade level or below in the library who was a spectator and wanted a game, if the captains could not cover all missing team members.

Once the school team at each grade level is formed, three student-versus-teacher games are arranged. School team vs (a) Upstairs Teachers ("The Eagles"); (b) Downstairs Teachers ("The Trogs" or Troglodytes — the teacher captain of this team is styled "Head Trog") and (c) The Administration ("The Heavies"). Last year, the junior secondary team beat the teachers on overall point-score, and I have never ceased being accused of fixing the last game in the students' favor — which I did, but just a little bit.

The 1979-80 district Grade 8 team. Front row, left to right: Chris Hughes (Aldergrove), captain; Jeff Sahadeo (Stafford), Laurel Proznick (Stafford); David Gibb (Fort Langley); Bear Eggenberger (Mountain). Back row, left to right: Jollean Gainer, contest clerk, Jeff Watts, contest chairperson, Cornelia Schuster, contest clerk. Raul Verzosa (Stafford) was also a member of the team but is not shown in the photo.

INTERSCHOOL COMPETITION

District interschool competition runs as follows: Grade 8 finals — December 12; Grade 9 Finals — February 20; Junior Secondary Finals — April 30, with the semi-finals a week before and team list pickups two weeks before.

We use a standard day, time, and place for all interschool contests: Stafford library, Wednesday, beginning at 14:45. Reserve members are not noted — this is an internal matter — just as semi-final team scores are not given to the Langley Advance, only the names of the three finalist teams.

In the event of an uneven number of entrants, the officiating district moderator can bring in a second team from his/her school to balance the runoffs; these members also receive contest crests. One district moderator takes all semi-final and final games to ensure consistency of judgment; in addition, it is best to use moderators with local accents for the younger grades (I have a broad Australian one, so do only the senior contest).

The pairings for the Grades 8 and 9 semi-finals are decided by drawing lots, but by a form of seeding for the junior secondary level to ensure that one top level team does not eliminate another in the runoffs.

The finals are a triangular contest between the three highest scoring teams, each getting two games and being marked out of an aggregate of 200 points. The winning school receives a contest crest for each member with felt-shield backing: Grade 8 — white; Grade 9 — light blue; Junior Secondary — dark blue. A plaque with a felt backing of the same color is affixed to the district shield. The five highest-scoring students (score per single game, not total score, so as not to eliminate worthy players from defeated teams in the semi-finals) become the district team, receiving honor crests with a red felt-shield backing.

If standards are high enough, all above a certain score become runners-up and receive the same honor crest (Fort Langley had two on the district team at Grade 9 level, and two as runners-up).

The junior secondary finals are a gala occasion, played in the Stafford gymnasium complete with a top quality junior secon-

The author is shown conducting a typical game during a Friday noon hour. This game is one between two house teams.

dary band performing for 10 minutes between games and TV coverage. Light refreshments are served afterward in the cafeteria.

One problem with an open area — the contestants, if they don't have individual mikes, aren't picked up well on the videotape. The district visitor, by tradition, throws in the first question to initiate proceedings.

Once we have a district team, we try to arrange external games, but this is not easy, since none of the districts around us have junior secondary teams. We have found the best method is to challenge already existing "Reach For The Top" teams at senior secondary level, or to contact a willing Grade 12 student at the school and ask him or her to form a team.

One local senior secondary team has not yet recovered from the trauma of being beaten by our district Grade 8 team, a particularly fierce and aggressive little bunch. We try to arrange three external games for Grades 8 and 9 district teams and vie for the junior secondary district team.

CONTEST ADMINISTRATION

The governing body in the district is the Contest Council, composed of the six moderators from the local junior secondary councils. Interestingly, one year Fort Langley had a student moderator, Jock Elias, who also captained his school team.

A contest chairperson is elected, the district moderators for the three levels are appointed for the year, the host school (or schools) is chosen, the district contest clerks are appointed for the year, and a school trustee is approached to be district visitor, to present the awards in person.

The contests run for two years, then take a one-year breathing spell, during which time individual schools can compete internally/externally as they please. Ours is a low budget operation but the contest crests can run up to $243 per 100 minimum loom-run, although we can get exemption from federal sales tax. Student councils are approached to contribute $25 per school, as well as the board, which has been very generous, as have the secondary directors. A district might even create the formal position of contest co-ordinator; the person would handle among other things, the Reach For The Summit organization.

COLOR ENCOURAGED

We encourage color in the contests; school teams are encouraged to wear their school jerseys and crests; the district contest clerks wear light blue shirts of their own making (I paid $25 out of my own pocket for the material) with the district contest crest embroidered on them. The district teams are encouraged to buy light blue turtlenecks, with the contest crest on them, and the district crest in facsimile is displayed behind the moderator during games. In addition, I have found a little newspaper publicity works wonders both in publicizing and drawing public assistance — our local newspaper has proved very helpful in giving us all the free publicity we need.

Once the contest schedule is set for the year, each district moderator accepts complete responsibility for his or her level of contest and correctness of questions. At the end of the year, gold crests are presented to all major supporters of the contests. The contest crest is also presented to each contestant who has represented his or her school.

If a district can provide it, an advisory team to gather questions and make up games is very useful, sending practice games free of charge to participating schools. Otherwise, moderators are encouraged to share games and general knowledge tests.

I must also say a word about the three students who act as contest clerks (two Grade 10 and one Grade 8); without them there are no contests; they assemble and disassemble the equipment, run the master console and record the scores.

The contest crest has as symbolism the roman number for "35" (we are district 35) arranged in pattern, and is designed to be used at any grade level. Any other district is welcome to use our pattern.

I must commend Fort Langley's contribution to the contests in time and effort, especially since they have the smallest staff in the district, yet on average have had more members on the district teams than any other school. I also want to thank Les Dukowski, district moderator, Grade 8; Carol Hebden, district moderator, Grade 9, for an excellent and hard-working job each did to make the contests a success.

I will send free of charge to anyone who wishes, the contest matrix plus a copy of the circuit diagram for the consoles, if you'll send me a self-addressed envelope. My address is c/o H. D. Stafford Junior Secondary, 20441 Grade Crescent, Langley.

May you too have fun in the contest! ○

Jeff Watts teaches at H. D. Stafford Junior Secondary School in Langley.

SCHOOL SELF-EVALUATION MISSES THE MARK

SUSAN DEBECK

School self-evaluation has hit the teacher's agenda.

I welcome the shift away from "learning" evaluation to "institution" evaluation. The medium becomes the message. At last, we have an opportunity to examine critically the school itself.

Unfortunately, the *Elementary School Self-Assessment Book* issued by the Ministry of Education leads us through the school on a route carefully constructed to avoid questioning fundamental issues.

It is not my intention to dismiss the benefits of an evaluation of this nature. It can be a source of practical recommendations based on the specific information collected. Teachers will undoubtedly be assured that generally students and parents have positive attitudes toward the school and in turn, teachers, in answer to the community, will have a document to say that this is what is happening in our school.

But I must ask in whose interest the evaluation is being undertaken, and I suggest that it is not the child's. To illustrate this point, I quote two statements from the book.

"No really worth-while evaluation will be possible unless the objectives are stated in clearly defined, operational and as far as possible measurable terms."

"The use of the questionnaire for elementary pupils is not endorsed by the ministry." (it is only for the parents.)

I object to the assumptions that are made in the first statement and I object even more to what is left unconsidered in the second statement.

What is the perspective on valuing contained in the first statement? The main function of the school seems to be to develop standardized means to get to chosen ends. Evaluation is based on the discrepancy between goals and performance. Is it assumed that education should be valued only if it reaches predetermined goals efficiently?

The basic intent of this technological mode is control. All actions are to be predictable and the environment manipulated to meet only set objectives. What becomes of the moment of interaction between the teacher and student? What if it brings conflict, change, uncertainty, spontaneity? In our desire to make the process of education systematic, we strain out its human essence. If the evaluation is giving feedback to merely make the "system" function more efficiently, I question its use.

I believe that the goodness of the education environment is an ethical question that cannot be reduced to a quantitative means-ends schema. If we took advocacy positions on political-ethical issues that face schools, conflict and debate would flourish, and such is necessary if we are to do more than serve existing practices. Evaluation can do better than shy away from social dissent. Let us recognize the role of critical evaluation in the process of change. Politics should not be a way of manipulating, but a way in which individuals positively reshape their institutions.

Interpersonal reaction is basic to a child's life in school.

What do I consider the unasked political-ethical questions of the evaluation? The second statement I quoted emphasizes that the ministry does not endorse the use of the questionnaire for the students. One wonders how an evaluation of a school can be considered complete without considering the student's place and view of the institution.

Basic to a child's life in school is interpersonal interaction, yet there is no mention of student-teacher, or student-student interaction in the evaluation. Is this portion of a student's life a threat to the taken-for-granted regularities? If one of the purposes of institutional evaluation is to *assess the quality of life a student experiences in school*, the style of interaction cannot be overlooked.

If we can take an advocacy position, it might well be in the area of student rights. Should the interpersonal interaction of the school not reflect a commitment to treat students justly and provide them with a significant distribution of the power in the school? To evaluate is to place value and, therefore, to address ethics. Ethically, can the question of students' rights go unasked?

What does a school mean to a child? The *Self-Assessment Book* does not include a question of this nature. If school has no meaning to the child, can we expect him or her to attend? In a school, shared meanings create the feeling of belonging. Although students have different views of events and issues, they find resonant chords and link together by what is significant to them. If part of the school evaluation were aimed at interpreting situations — for example, on what the school means to the students — the school might be exposed in a daring light.

As a final question, I ask why a self-assessment book becomes a task separate from the general operation of the school. We shall fill out the book and the task of evaluation will be complete. Does fundamental change occur?

This kind of change will occur only when teachers are permitted (and permit themselves) to enter into dialogue with students, parents, community, school boards, and the Ministry of Education. It is only when we teachers are allowed to act critically on our situation with those concerned that we can transform it.

But how can our action be personal and effective if ambiguity is to be eliminated? The dialogue that binds us together breaks down, and we are bearing the stress that comes with this condition. Teachers are issued many communiqués but rarely are we subjects in authentic communication.

The purpose of the school evaluation is to improve the school. Does "improve the school" mean improve the quality of life of the students and teachers? I suggest that an evaluation that has as its prime interest control, predictability, and efficiency will not advocate the kind of change needed to improve the quality of life of the students and teachers in the school.O

Susan DeBeck teaches at False Creek Elementary School in Vancouver.

TEACHING

JAMES BERGEN

Education in Australia can teach us a thing or two.

"How do you spell UFO?"

That question, asked so seriously, was not one of the most difficult I have had to answer in nine years of teaching. The student was a Year 5 boy in Murray Bridge, South Australia.

I was there in 1979 on a one-year teaching exchange. The deputy principal from Murray Bridge South Primary School (elementary school) and I traded houses, cars and jobs for the year. He inherited my Grade 4 class in Williams Lake. I taught full time in the classroom there and was given no administrative duties.

The year in Australia was undoubtedly the most valuable of my teaching career. Working in another system certainly showed me that "there's more flavors than vanilla."

The school had over 500 students. It was on ten acres of land, as are most other South Australian country schools with a comparable population. We had three teachers' aides, three and a half hours of non-teaching time per week, and full time physical education, art and music teachers.

The only adjustment I found difficult initially was the long working day. We began the school day at 8:55 and ended it at 15:30.

The school year goes from February to mid-December. Schools are in session for roughly 200 days a year. Despite the longer school day and school year, teachers in South Australia appear to suffer less tension generally than many of their B.C. counterparts. This observation was a consensus of the B.C. teachers in Australia on exchange.

Most subject curricula are school based. The South Australian Department of Education sends out guidelines and statements in some specific areas, like health education. There is, however, no overall state curriculum to which one must adhere. The rationale, of course, is that the curriculum of any school must respond to local needs. In my opinion, some students who change schools suffer from the lack of central co-ordination.

Money to operate schools in the state is raised in four principal ways: the state government raises the bulk of what is needed through indirect taxes; the federal government tops this up through income tax; parents have to dig into their pockets for the "extras," such as swim lessons, bus travel and movies; most schools have canteens, whose sales of meat pies, pasties, lollies, (candies) and ice blocks (popsicles) provide cash for other extras. The school council, a parent body somewhat like our home and school federation but more local in scope, decides how the canteen profits are disbursed.

As far as I know, all primary schools in the state have access to free dental clinics. If there is no clinic on a school's premises, the students have the use of one elsewhere, often at a nearby school. Dental therapists do most of the basic work. A dentist, who often circulates among several clinics, does the more complex tooth repairs and realignment. The therapists will give class talks on preventive maintenance if so requested.

Most South Australian country schools consist of several small (one to five classrooms) buildings. When the student population of a school grows, another "transportable" is moved onto the grounds. I did not see any classrooms being built onto existing structures. At the school to which I was assigned, there were 10 buildings.

Open area classrooms, or open space units as the Australians call them, are still being constructed. I was assigned to one that had five teachers. What little swapping of ideas and students that we did do could have been accomplished as easily in conventional classrooms. Many other open space units I visited were not being used in the manner in which the departmental visionaries thought they would and should be. Most successful team teaching I saw was on an two-teacher basis.

Staff promotion in South Australian schools is a highly structured process. If a teacher wants to be promoted, he or she must first undergo a period of assessment. This involves a year of being the model teacher, of taking part readily and willingly in a variety of tasks.

For example, the prospective department head or administrator may be asked to do the secretary's job for a day or to join various school committees. The school principal and the principal education officer (akin to a district superintendant but with fewer powers) judge the person's suitability for advancement. If the teacher passes the test, his or her name goes onto a waiting list. At present, there are over 700 names on that list.

I talked to one teacher who was number seven. He said that it took him a year to move up two places. Promotion comes slowly these days. The people at the bottom of the list will be fairly well fossilized before they begin to climb the ladder.

Long service leave is a grand Aussie tradition. After 10 years of faithful service to an employer in either the public or the private sector, each employee is entitled to three months holiday at full pay or six months off at half pay.

Until fairly recently, education students were bonded to the department. This meant that the neophyte teachers had to pledge three years service to wherever in the state they were needed. The bonding also meant that the four years of teacher training was considered to be work experience. As a result, teachers could take their

DOWN UNDER

long service leave after only six years of teaching. Now you know why you see so many Australians travelling in Europe.

My role as an exchange teacher presented me with several opportunities local teachers did not have. I was given 10 days to visit a cross-section of city and rural schools throughout the state. I was truly impressed with the many progressive moves made in many areas of education in South Australia.

Schools in lower socio-economic areas of the state are given special status. They are known as "priority project" schools and are eligible for extra funding. This money, which comes from the federal government, goes mainly into areas of community development. Many priority project schools have toy libraries. The deprived children of these neighborhoods sign out toys in the way you and I sign out books. These schools often have a community projects officer, who establishes a liaison between home and school.

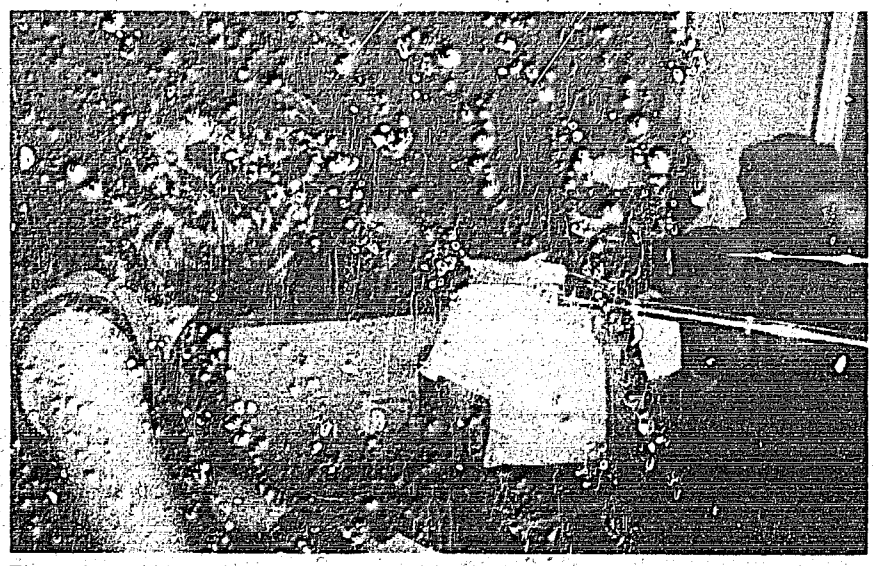
I saw parent-child centres also in some of these schools. These centres are places where mothers, who often have no husband and few home-making skills, can bring their pre-schoolers. The mothers can learn sewing, cooking and diet-planning from a home economics teacher who is in attendance. The centre also affords these women the chance to socialize with other mothers who are in a similar situation. Some of these centres also have social workers and nurses to give assistance if and when needed.

LANGUAGES MAINTAINED

Schools with a high ethnic population, mostly Italian and Greek, also have teachers in those two languages. These teachers have the task of carrying out a maintenance program for children of Italian and Greek parentage. The teachers endeavor to keep up the children's speaking skills in their native languages, while improving their writing and reading ability in them.

In the state capital of Adelaide is found a valuable, pioneering institution, the Wattle Park Teachers Centre. I spent half a day there, gathering teaching ideas and talking to staff.

As its printed guide says, "The Centre was established on the concept of a Teachers Centre being a various and many-sided place. The Centre's purpose is basically threefold — educational resources, in-service education and curriculum development. Teachers therefore are constantly arriving for many diverse reasons: those who drop in unannounced to search for material in the Resource Centre or to make things for themselves, those who attend year long formal courses for credit or short evening courses for their own interest, those who are formally enrolled in daytime conferences or who are members of committees and planning groups, those who are seeking help from consultants and advisors and those who are involved in curriculum development projects."



The author and his father were interviewed for the Port Augusta School of the Air, and the Australian students were so interested in Canada that the 20-minute lesson lasted over an hour.

The 100 or so people based at the centre are available to all teachers in the private and public schools of the state. The main aim of the teachers centre is to help to provide teachers with resources, services and facilities.

The teachers centre is truly a wondrous place. In one section is a gargantuan collection of learning aids that teachers have prepared. Materials are available that enable visiting teachers to duplicate any ideas they find valuable. In another section is a workshop where a skilled craftsperson will build free of charge a prototype of any great idea a teacher may have. When I visited, he was constructing collapsible chicken crates. He had just finished a rather innovative terrarium for another teacher somewhere in the state.

Incidentally, the principal of the teachers centre, Colin Thiele, is also the author of two Australian best sellers, *Blue Fin* and *Storm Boy*. Both books have been made into successful movies.

In 1964 the South Australian Department of Education had the foresight to purchase the palatial residence of a former federal politician, who did not like a new freeway that bisected his 250 acre estate. The Department quickly established the Raywood In-Service Centre in the mansion. The centre has a permanent catering staff and allows in-service activities in any field, education or otherwise, to be held there.

On another portion of the estate is the Arbury Park Outdoor School. The school has a fresh and exciting concept of education. The four-teacher staff is highly competent in different areas of learning. They act principally as resource people. All activities, which are planned individually for each group of visiting students, can be duplicated in less specialized surroundings. The idea is that visiting teachers can use the experience at the outdoor school as a living in-service activity. The resident staff and the visiting teachers discuss the program before and after the stay. The school is so popular that it is necessary to book up to 18 months in advance. The outdoor school, like the teachers centre, is open to private school people.

The school at which I was based is 80 kilometres from Adelaide. The other schools and educational institutions I have mentioned so far are all in the Adelaide area. I visited them during a week in September. My second week of observation, in November, was spent in more rural schools in northern South Australia.

My parents, who came to Australia for a four-week visit in November, accompanied me on my northern tour. My exchange partner had left me his camper van, so travel was cheap and convenient for us. The half day we spent at the School of the Air in Port Augusta was the highlight of the trip.

There are 12 schools of the air in Australia. The ones in South Australia work in conjunction with the correspondence division. The idea of education by radio developed from the formation of the Royal Flying Doctor Service. Communication between teacher and student, as between the base doctor and the outback nurse, depends on the transceiver or two-way radio. Teachers have 20-minute lessons on

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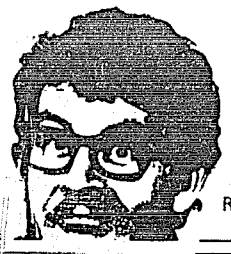

Rolf Harris

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the air with their classes. The rest of the day is spent marking.

Virtually all of the students are the children of cattle and sheep station employees and owners. There are no aboriginal students at the school I visited. As I understand it, a previous federal government made school attendance optional for aboriginal children who live in isolated areas.

The Port Augusta school has two itinerant teachers on staff. They spend two weeks out of three travelling to the outback, giving individual tutoring to the School of the Air students. The South Australian schools cater only to children from reception (like our kindergarten) to Grade 7.

The principal told me that his school's students fit in well academically when they come to town schools for their secondary education. He admitted that many of the children do encounter some social problems because of the isolation of their earlier years. The school attempts to rectify this by organizing periodic get-togethers. These take the form of camping trips and tours to the city.

The school's transceivers are used also for extra-curricular activities. At the Port Augusta base, the Boy Scout movement uses the airwaves once a week. In addition, the students of each grade have one lunch hour a week in which to converse with each other.

While we were at the school, a teacher asked us if we would mind sitting in on her daily lesson and answering questions on Canada. My father, who is a farmer, and I accepted the offer, of course. The children were so interested in Canadian farming, education, climate and geography that the 20-minute lesson lasted over an hour.

In the days following our visit to the School of the Air, we saw several area schools. Each caters to a large geographical area. The students, from reception to Year 12, are bused to school and back home each day. In South Australia, as in Canada, the trend is to centralizing education and to closing down the one- and two-room schoolhouses.

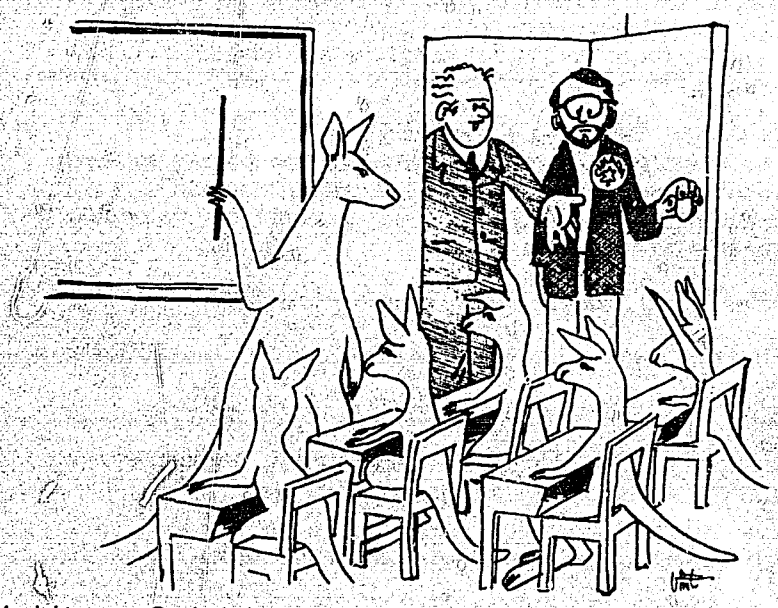
We felt that the tone was very good at the area schools we visited. The children were well behaved and the teachers appeared to enjoy their work. We were told that vandalism was virtually non-existent. At one school, for example, the control box for the well's pressure pump was not even locked. Vegetables in the school's agriculture plot were never disturbed either.

Area schools cannot, however, cater to all country children. Some settlements are too isolated for buses to be practical. Most of the very small, very isolated schools have a largely aboriginal student population.

South Australia is ahead of B.C.

In August of last year, a party of SAIT (equivalent to our BCTF) executives visited these schools to meet teachers in those lonely outposts and to hear what each one had to say about living and teaching in aboriginal settlements.

Most of the teachers complained of the high cost of food. In the far north, summer temperatures can reach 50° C (122° F). Communications are poor with radio telephones. There are often delays of several hours in calls. Lack of sporting involvement, theatre visits, professional development and study opportunities were other problems cited.



"And this is our Grade 4 classroom."

Aboriginals have a different concept of ownership and sharing and this leads to problems of security whenever teachers' houses are unoccupied.

Cars do not last long on outback roads. Mechanics are generally non-existent in the far north. Most items have to be fixed by teachers in a self-help operation that requires the community to be completely self-sufficient.

These teachers are involved in "total education." They live in accommodation near the school and are on call at all times for help with community tasks.

Exchange teachers are not assigned to such isolated areas. I consider myself fortunate to have been assigned to South Australia. The state leads the country in several features of its educational system. The Arbury Park Outdoor School and the Wattle Park Teachers Centre are unique and pioneering institutions in Australia.

In some ways, too, I feel that South Australia is ahead of us in British Columbia. The paid teacher aides, the community-education marriage in schools in the socially-deprived areas, the non-teaching time allotments in primary schools and the advanced state of outdoor education are examples.

Yet curious anachronisms persist. Chalkboards are still black and generally hard to clean properly, chalk is very soft and dusty, and many classes still use double-seater wooden desks.

STUDENTS COURTEOUS

The Year 5 students I had in Murray Bridge were generally neat and courteous. Their previous teachers had fairly standard expectations for notebook appearance, handwriting style and classroom behavior. In fact, I could not tell which students had come from which teacher. It certainly made my job much easier.

I believe that the teacher exchange program should be promoted and enlarged here. The only South Australian teachers whose applications are considered are those who have at least ten years of teaching experience and who are in a promotional position. Yet B.C. teachers are required only to have taught in British Columbia for five years. A degree is helpful.

Even though the requirements for exchange applications are so much easier for B.C. teachers, the South Australian applicants outnumber us 12 to one. Further information is available from the Ministry of Education in Victoria.

The opportunity is there. Have a go, ya mug!○

James Bergen teaches at Mountview Elementary School in Williams Lake.

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The current salary schedule, which concludes on August 31, 1981 is:

	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
MIN	17,285	19,654	22,980	24,731	25,573
MAX.	24,614	28,110	33,804	35,725	36,736

The salary scale as of September 1, 1981 to August 31, 1982 is:

	CLASS II	CLASS III	CLASS IV	CLASS V	CLASS VI
MIN.	19,186	21,816	25,508	27,451	28,386
MAX.	27,322	31,202	37,522	39,655	40,777

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

Application forms are available from the Teacher Recruitment Officer, Department of Education, P.O. Box 2703, Whitehorse, Yukon Y1A 2C6

Applications should include copies of university transcripts, teaching certificate and most recent report on teaching performance.

A Matter of Opinion

WHY MANY TEACHERS BURN OUT

ROBERT LOOSEMORE

Two of the articles in your May-June 1980 issue were probably more closely related than appears on the surface. "Schools without Failure" may often be a major cause of "Teacher Burnout."

Many of us who have retired early and/or taken up other occupations did so because we found ourselves "burning out": we came home day after day with a snarl, not a smile; we braced ourselves for another day; we became snappish with our colleagues and pupils.

After years of feeling that our teaching was effective and rewarding, we were finding that changing circumstances were making our efforts ineffective. Moreover, we could not see that those with "new" approaches (some of which we had tried and discarded a decade or more earlier) were accomplishing any more than we were — by our standards.

Actually, we were "burning out" because we were "burned up" over the practices associated with "schools without failure" — schools that made great demands on the teachers but demanded little of the pupils. We found our mental and physical health being eroded daily by a flood of situations we felt to be pedagogically unsound, philosophically wrong, and socially disastrous, but which were approved by administrators, many other teachers, and the Ministry of Education.

Item: A Grade 8 class was divided randomly for social studies. In comparison with previous classes it was not on the average a particularly capable group; it had a history of fairly low achievement. Teacher A worked hard to get across the geographical and historical information, techniques, and concepts involved; Teacher B, being preoccupied with administrative and PR work, left his class mainly to its own devices. In June, after testing, Teacher A was able in fair conscience to award passing grades to half his group. *All* of Teacher B's pupils passed. Their lack of failure could hardly be called success; in effect, they had lost a year of social studies, but their records would not show it.

Item: A student transferred from one school to another with credit for Grade 10 in a second language, and wanted to continue. Her command of the work being low, it transpired that her previous teacher, being loaded with other activities, had been too busy to teach French but had given credit for the course. Although the student was unable to handle the work of the next level she was allowed to enrol and pass; it wasn't *her* fault she hadn't learned the prerequisites.

Examples like the above can be multiplied; they will happen in any education system. It is when they become the rule rather than the exception that they indicate a failure of the system and lead to "teacher burnout."

"There must be no failure" is an impossible goal, in the nature of the universe as we know it. As Robert Ebel pointed out in his May-June article, success has no meaning without failure. Without sour there is no sweet — just bland. True, people need not be ashamed of failure not of their own making, but they need to feel shame for failures they could have avoided. The first are signposts to other paths, other means, other goals; the second are demands for personal improvement. A society that abandons standards of achievement, that fails to reward success and penalize failure, is on the way to its own failure. Societies (read cultures, classes, nations, states as you will) are in competition. It is pleasant, it reduces stress, for individuals not to compete, not to be judged, for each to be matched only against himself or herself, for each to do what he or she wants and to reject what he or she doesn't, but that is not how people or societies progress or even survive.

It does seem unfair that some succeed while others fail, but fairness is a concept only; it is not a quality of the universe, and the universe will punish those who assume that a society without failure can succeed. One dominant group after another has dropped into the waste basket of history because it has relaxed — it has insisted that its members have the rewards of success without the cost of effort or the spur of failure: the Roman senate, most of the European aristocracies, for examples. Who's next? This is what I mean by "socially disastrous."

As the historian-philosopher Arnold Toynbee remarked in one of his later works, where previous civilizations were destroyed by outer barbarians, we are producing our own barbarians. (A recent literary essay usefully defined the barbarian as one who has lost his or her traditional culture and its values but has not assimilated another.)

Several years ago at a conference on Indian education, one native spokesperson from the North complained that their young people were not interested in the traditional culture and were losing it. I thought then that we were all in the same boat — too many young people were engaged in tearing down our Western culture holus-bolus, without finding a workable replacement.

Teachers with a sense of traditional cultural values — and this includes radicals as well as conservatives — have been burning out because they see these values ignored, denigrated, or trampled on, in the names of fairness, kindness, freedom, and human dignity. In their opinion, schools without failure are unfair and unkind to the pupils. They do not promote the qualities of responsibility, self-support, and application to distasteful activity that allow a person to achieve real success, with concomitant freedom, self-esteem, and human dignity.

Mr. Patterson made many constructive suggestions in his article on burnout, suggestions that will be useful to the "organization" or "consensus" type of teacher. However, they do not apply to teachers who have high standards of pupil achievement, obligations outside teaching, and who find themselves in an education system that is increasingly antipathetic to their values. They most certainly should defend and advance their principles, and criticize those they oppose, as long as they can, if only to maintain their self-respect.

And when all else fails, when they can no longer keep up the good fight, they should (when they can afford it) shift their activities to some more congenial field.

As I heard said several years ago, "Make it easy for us old fuddy-duddies to drop out, and see what the young fuddy-duddies do with the system." We do wish them well, and we hope they learn what we learned, before it's too late!

Robert Loosemore taught at Hagensborg in the Bella Coola Valley for 21 years. After retiring from teaching he took up commercial fishing, which he has done now for three seasons. He holds an M.A. in History.

Continued from page 98

of faulty past tenses — telled, buyed, taked, knowed, flied, seed, throwed, broked — penalize the student who applies the regular grammatical rule of the English past tense to irregular or "strong" verbs.

This test also penalizes the student who is accustomed to the use of common construction in children's language: brung, leave me, that there car, most smart. The student who reads a lot of children's books and comics may well accept the usage of "gonna" and "git along" as conforming to the standards of the printing trade. The double negatives — "hasn't never" and "don't tell nobody" are typical test-makers' shibboleths, despite Shakespeare's use of double, triple, and even quadruple negatives. The test penalizes, without grammatical justification, the use of "I and Dan," "me and him," "him and me," but how many teachers will recognize that the item that contains "Andy and me" is actually correct in strict formal usage?

What is apparent is that this battery of language tests does not measure a student's skill in language. Instead of evaluating the student's mastery of language, CTBS deals only with the students' ability to recognize the test-makers' misuse of the English language.

Because CTBS is a standardized test, the results for a given population are predictable. The mean scores will follow the national or regional norms, varying only according to the socio-economic status of a particular school or classroom. In effect the test functions as does any standardized test of verbal intelligence, measuring the students' language environment, and, of course, penalizing those areas with a large proportion of students from homes in which English is not spoken. But CTBS is an extremely blunt instrument for measuring language growth, certainly on a year to year basis, when any increase in a student's score may be the result of increased maturity, rather than any surge in academic achievement.

What CTBS does *not* do is to diagnose any specific weaknesses in any area of language skill. No analysis of specific items will provide information of any use in diagnosing a student's abilities and weaknesses.

Perhaps the biggest weakness of CTBS is that all of the tests are dependent on reading ability. A weakness in reading will be reflected in all of the other tests, including mathematics. CTBS will not give a true indication of a student's control of vocabulary or skill in writing if the student is unable to readily decipher the test items. What will still be needed is a true diagnostic test that will measure the student's mastery of sight words and use of context, structural, and phonic clues in word recognition.

This is the information that any competent teacher will learn about the students as part of the normal class routine through the use of an informal reading inventory. The teacher's personal knowledge of a comprehensive range of the student's skills and interests far outweighs the meagre, culturally-biased results provided by a test of doubtful reliability and poor validity.

There is a grave danger that school and district administrators will be inveigled by the bright shiny format of CTBS to think that this test provides accurate measurement of the student's progress in language. Some administrators may be fooled by the title of the test into thinking that it is really Canadian, instead of, of course, a Canadianized version of tests developed at the University of Iowa. Nor does the use of "Basic Skills" in the title have any real significance. What CTBS measures is not *basic* — either to the students' total language development or to our schools' curriculum. The tests do not even relate to the skills defined in the provincial core curriculum.

The administrators must be aware of the dangerous side-effects that come from the administration of these tests. Teachers, of course, already know of the tears of anger and frustration that result when keen and bright students are pressured with timed tests that deliberately include many test items that are beyond their reach. In fact, the ideal test item from the test-makers' point of view is a question that one half of the target population will fail to answer.

In other words, in the administration of these tests we put our students in a no-win situation in which even the brightest students are doomed to experience a sense of failure. The harm done to the slower students is immeasurable. Even the most unimaginative administrator should see that the use of these tests is harmful to the establishment of a good learning environment.

The administration of CTBS to large numbers of students is a costly and time-consuming process. Apart from the expenditure of school or district funds in buying these expensive test booklets with their sets

THESE TEACHERS HAVE RETIRED

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

Marion C. Benson, Burnaby
James W. Bryant, Smithers
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of instruction and answer sheets, there is also the cost of processing the students' responses through the computer. Yet the net result of all this extravagantly sophisticated technology is a print-out of test scores that are worse than useless. Given the poor validity of the test items, the results can be dangerously misleading if any school trustee or administrator should naively accept them as being an accurate measure of student achievement or progress, or more invidiously, think that the test scores reflect the strength or weakness of the school curriculum or teacher effectiveness.

Yet the real damage of CTBS is not in the misleading of school administrators. If the school endows these tests with value and importance by devoting hours of classroom time to the answering of trivial questions without adequate discussion and feedback, we are effectively corrupting our students into thinking that the complexity of language can be reduced to simple-minded questions answered by check marks on a score-sheet. Not only does CTBS ignore current knowledge of how children develop their language abilities, but quite insidiously the tests establish a classroom environment that will inhibit the growth and development of the students' language.

When Professor Birch reviewed CTBS some 10 years ago, he warned administrators that these tests, because they deal with generalized skills, could not be considered as attainment tests, especially because they do not cover any particular curriculum content, while the punctuation and capitalization sub-tests seemed even at that time to be getting out-of-date. In addition, he cautioned against the misuse of the test and the pressure on teachers who will be induced to "teach to the test."

Yet we know that this effect is inevitable when such tests as CTBS are used widely and regularly. There is, in fact, a double jeopardy. On the one hand CTBS results can be misused to label individual students according to their supposed deficiencies. On the other hand, even conscientious teachers will feel that they have to give their students a fighting chance to defeat the tests. When such coaching and cramming for commercialized tests becomes commonplace in B.C. we shall know that we have given up control of our school curriculum, and that decisions about what our children are learning will have been made in the publishers' offices in Toronto and New York, whose main interest is to sell their test booklets and answer sheets.

It is time teachers resisted this tendency to allow commercialized testing programs to dominate good learning and teaching.

Dr. Sydney Butler teaches in the Language Education department of UBC's Faculty of Education.

New Books . . .

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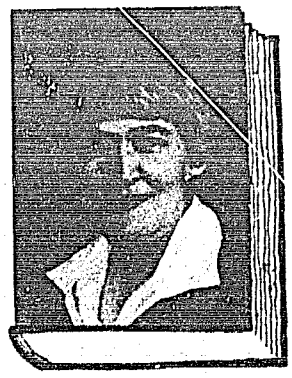

Opinions expressed in these reviews are those of the reviewers, and not necessarily those of the B.C. Teachers' Federation, the editor or the new books editor. Reviews are edited for clarity and length.

Addresses are given for publishers not listed in Books in Print, Canadian Publishers' Directory, *or* Books from British Columbia.

ADMINISTRATION

Humphreys, Edward H. *Privacy in Jeopardy: Student records in Canada.* Toronto, OISE, 1980. 145 pp. paper, $9.95. 0-7744-0188-5.

Humphreys presents a thorough discussion of a topic of concern to all who record or have access to information concerning pupils in our school systems. The author is the executive director of the Ontario Council for Leadership in Educational Administration and an associate professor in the Department of Educational Planning for OISE. He has been active as a teacher, teacher educator and school trustee. This work is one of a number of research studies dealing with student records that he has done for OISE.

The publication is based on an examination of policies and procedures followed in the compiling and maintaining of student records in 30 Canadian school systems from Newfoundland to B.C. As the title suggests, one of the main themes of the book is a stress on the necessity to maintain the confidentiality of information retained in student records in our schools; however, such other aspects as the recording, preserving and dissemination of this material are discussed and given careful scrutiny.

The author quotes from regulations drawn up by provincial governments, school systems and schools to show the lack of uniformity in the type of information gathered, its accessibility, and the methods of its final disposal. He is highly critical of the general lack of security for confidential information on students and their families retained in many systems surveyed. He is critical, also, of the frequent retention of out-of-date information and the manner of its disposal in some systems.

Another aspect of the study deals with the adequacy of access to information by those who require it to serve the interests of the students.

The greatest importance of the work lies in its wealth of suggestions for improvement in the methods used for selection of significant data, their security, and their final disposal. These suggestions aim not only at maintaining security, but at permitting access.

An extensive bibliography is supplied. An appendix provides a list of the vast number of items of data that are called for in the records in the 30 large school systems surveyed; the reader is left to judge how pertinent these items are. The author points out, however, that all the information indicated will probably remain in the record throughout the student's school career regardless of whether it is of current relevance to the child's education, or of demonstrable utility to the school or system.

Privacy in Jeopardy is a careful, well-documented study of general weaknesses in the accumulation and maintenance of student records in Canadian schools. The information it contains should be pertinent, in particular, to administrators and counsellors, but of interest to all who have need to make use of student records.

Roger Winter, Langley

Editor's Note: See "Guinea pigs and the English Placement Test" by Larry Kuehn in the BCTF Newsletter, *November 16, 1980.*

CANADIAN LITERATURE

Woodcock, George. *The World of Canadian Writing: Critiques and Recollections.* Vancouver, Douglas and McIntyre, 1980. 307 pp., hard, $16.95. 0-88894-248-6

Any book by George Woodcock is worth noting and this one is no exception. It deserves the attention of any serious student of Canadian literature.

The introduction to this collection of essays is perhaps as important as any of the two dozen pieces included. In it the author announces that he regards the book as "a personal statement as well as a view of an era" and that the writers have been selected because "in some way they speak directly to me." This explanation serves a worth-while purpose. Firstly, it helps the reader come to terms with the omission of several illustrious names (Alice Munro, Robertson Davies, and Richard Wright, to name three). Secondly, and perhaps more significantly, it allows Woodcock to make the book more immediate, more intimate, than might otherwise have been possible had he attempted to write some sort of definitive work about Canadian writing.

The personal touch lends the book a certain charm, somewhat uncommon in academic writing. That the writers dealt with have touched Woodcock, have meant something to him as a reader, is reflected in his treatment of them. He writes enthusiastically, yet fairly, so that the reader is moved to investigate the works referred to. The book's range, therefore, is considerable, leapfrogging about in time among authors as diverse as John Glassco, Roderick Haig-Brown, and Malcolm Lowry.

Early in the collection, Woodcock, in two engaging pieces, takes time to reminisce about the state of writing in Canada during his 19-year tenure as editor of *Canadian Literature.* Toward the end he discusses recent developments in poetry on the national scene and in British Columbia. Although it would be futile to try to cover the breadth of Woodcock's comments, the essays on the work of Margaret Laurence, Matt Cohen, and Mavis Gallant deserve to be singled out as remarkable pieces of critical writing. Any reader familiar with those authors will find his understanding and enjoyment of their work greatly enhanced.

The other essays in the collection offer almost equal value and make for stimulating reading. In seamless, elegant prose Woodcock accomplishes two things: he intensifies the reader's experience and whets the appetite for more. Simply put, the book is a credit to its genre.

—Alan Millen, Ft. St. John

CANADIAN HISTORY AND CIVICS

Bennett, Paul W. *Rediscovering Canadian history: a teacher's guide for the '80s.* Toronto, OISE, 1980. 180 pp. paper, $10.50. 0-7744-0192-3 (curriculum series 39)

This is one of the most stimulating and challenging guides for teachers of social studies that I have had the privilege of reading. Paul Bennett, recognizing that knowledge and understanding of our history can and should play a vital part in promoting "greater mutual understanding by emphasizing the pluralism and diversity of Canada and the opportunities and difficulties presented to Canadians by our regional, economic, social, cultural and linguistic differences," has produced a unique, outstanding reference.

In this book he explores and analyzes new approaches and alternatives to the traditional teaching of Canadian history in our schools. This is no reference for the timid mouse who depends on a single text and an externally prepared course of study. It will be of inestimable value for the teachers with the guts, knowledge and desire to develop their own curricular initiatives adapted and directed to serving the needs, interests and concerns of their students.

This is not a theoretical guide. It is the result of Paul Bennett's work with Grade 13 students in his Canadian history program at Aurora High School in York County, Ontario.

Chapter 1 outlines the challenge to teachers of history to make the study of Canadian history relevant to the '80s, lists the aims and objectives that may be considered, and provides a list of references by which the objectives can be evaluated.

The second chapter deals with changing perspectives in Canadian history: the traditional Laurentian thesis; metropolitanism; the two distinct historical interpretations, French-Canadian and English-Canadian.

Chapter 3 examines and evaluates the seminar, the thematic-chronological, the inquiry-discovery, problem, public issues, formal lecture, group work, audio-visual, and field studies ap-

approaches to instruction and learning in history.

Actual projects used in the classroom are described and presented in constructive detail in chapter 4 with supporting references.

The many conflicting concepts of Canada are identified in chapter 5. One striking illustration is provided by contrasting the French and English lyrics of the first verse of O Canada . . .

Chapter 6 outlines in detail with supporting references two alternative approaches to Canadian history. The first course (34 weeks) treats chronologically the "continuing struggle to maintain a unified independent nation". Starting with the definition of regionalism and its determinants, the second course (13 weeks) is a seminar examination of regionalism and its effects on Canadian development from Confederation to current times.

The seventh chapter provides detailed outlines on units: "The MacDonald Era, A Great Age of Nation Building" and "Canadian-American Relations, The Drift Towards Dependence Upon The United States (1939 to present)." Each unit is fully developed with reference and learning aids and sample unit tests provided.

Chapter 8, "Core Textbooks and Resources in Canadian History, A critical analysis", lists with brief reviews over 30 standard works on Canadian history followed by lists of pamphlets, booklets, documentary sources, 10 pages in all.

Chapter 9, "Beyond the Textbook", was 26 pages standard references, specialized studies, tapes, films, film strips, slides, Jackdaws, cartoon resources, transparency sets, and videotape programs. Somewhere in this vast array the needs of every student and teacher should be met. These final chapters are, by themselves, of inestimable value to students, teachers, librarians — to anyone concerned with and interested in the history of our country.

Paul Bennett and those associated with the production of this book are to be congratulated on their great contribution to the teaching, learning and understanding of the history of Canada.
—Frank Stonehill, Kelowna

Miller, John A. *Exercising Power: government in Canada* rev. ed. by John A. Miller and Donald A. Hurst. Don Mills, Academic Press, 1979. 135 pp. paper, $4.25. 0-7747-1123-X

Miller, John A. *Gaining Power: democracy and elections in Canada* rev. ed. by John A. Miller and Donald A. Hurst. Don Mills, Academic Press, 1979. 103 pp. paper, $3.75. 0-7747-1122-1

Miller, John A. *Challenge of power: Canada and the world*, by John A. Miller and Donald A. Hurst. Don Mills, Academic Press, 1979. 135 pp. paper, $4.50. 0-7747-1120-5 (The Power Series)

These three books contain a detailed study of the federal government of Canada. Municipal and provincial governments are not covered although there are incidental references to them. In Book I are listed the responsibilities of the federal and provincial governments as assigned in the BNA Act.

Gaining Power illustrates why some people enter politics (quoting, for example, former Mayor Arthur Phillips of Vancouver), reviews historic events and leaders, and describes in detail the selection of candidates, party conventions and the mechanics and problems of electioneering. It concludes with an unnecessarily long description of Ottawa.

Exercising Power describes the structure and functions of the federal government from the queen and prime minister to the civil servants and the courts. Various viewpoints are presented to illustrate the rewards and problems of each position.

Challenge of Power outlines Canada's foreign relationships. As might be expected, about one-third of the text is concerned with Canada-U.S. relations and the remainder considers such other phases as the Third World, NATO, foreign aid and business. The book concludes with a useful summary of Canada and the UN.

The pages are divided into two columns. Sometimes these are used as a continuous text; at other times one column will be reserved for questions. There are numerous clear illustrations — photographs, charts and cartoons. This variety of pattern makes an interesting format. Some pictures have no titles, presumably because they are relevant to the adjoining text, but this connection is not always obvious. There is no index but each book has a detailed table of contents.

The style is similar to resource books. A short author's summary is followed by a number of quotations revealing various viewpoints. The quotations may be from popular magazines (*Maclean's*), recent books (Thomas Van Dusen's *The Chief*), statements by specialists or officials, and selections from *Hansard*. Sometimes these excerpts are interesting but thought-provoking; at other times they demand concentrated study. They are followed by questions. The quoted selections give a solid base for class discussion and projects.

There are lists that ask for students' viewpoints on contemporary issues: "Canada should maintain her ties with the British monarchy", "The death penalty should be mandatory as a punishment for murder." There is a quiz on Canada (Ill, p. 27) that lists 27 Canadians for recognition and, interestingly, presents a real challenge with no answer page. I question whether questions that begin with "discuss," "consider" or "find out" will be used by many students unless the teacher assigns such problems to the class or, more logically, to small seminars. Each book has a suggestion for simulation.

The excerpts include many case studies that contain a wealth of significant information. The nine pages on the FLQ crisis support Prime Minister Trudeau's contention that everything is known about this event. Other sections include Pearson's opposition to Viet Nam, with its repercussions in the United States, the problems over control of ocean resources and Cosmos 954, which crashed in the Northwest Territories. There are excellent summaries of Canada-U.S. relations and international organizations.

These books were begun in 1976 but revised in 1979 after Joe Clark's victory. Nevertheless, the previous long period of Liberal control under Trudeau maintains the relevance of the text. Even if the BNA Act is "patriated" these books will be pertinent for several years. They would be very useful for senior high school classes and in class sets could provide guidelines to an understanding of Canadian politics and the federal government.

—J. Arthur Lower, Vancouver

CHILD CARE

Mitchell, John J. *Child development*. Toronto, Holt, Rinehart, 1980. 260 pp. paper, $7.95. 0-03-920126-0

Mr. Mitchell is a professor at the University of Alberta and wrote the book primarily for undergraduate students. His sense of style makes this an excellent resource book not only for those teaching child care courses but also for prospective parents. The author deals with all aspects of how a child develops physically, emotionally, mentally and socially from birth through age 10.

The book is well illustrated in the area of prenatal development and includes a section on the causes of abnormalities that may occur during pregnancy. The sections on birth, methods of giving birth and causes of abortions are well developed. After birth, the child is followed through all stages of development. The book is thorough in its treatment of the way in which a child learns trust, how toddlers learn affection, aggression among toddlers, the social world of the 6-10-year-olds and their moral development.

The last section of the book includes the "Charter of the Rights of the Child" as formulated in 1950 by the Convention of the International Federation of Teachers Associations. The book is factual without being technical or judgmental on issues. The references used are fully listed and would form the basis for continued reading in the area of child development.

—Jean Cawley, Surrey

COMMUNICATION

Millyard, Anne W. *Working with kids: Creative communication* by Anne Millyard and Rick Wilks. Toronto, Annick Press, 1978. 110 pp. paper, $4.95. 0-920236-07-3. Distributed by Firefly Books, 2 Essex Drive Unit 5, Thornhill Ont. L3T 3Y7

Working with Kids means what it says, for the emphasis is not on an adult's instructing a child, but rather on discovering the child, with all his or her weaknesses and strengths, and working from there.

Although not designed specifically for teachers, this handy little "how to" book would receive many. The ideas are presented compactly and simply and demand little equipment.

Of particular value is the emphasis on the child's awareness of, and involvement in, the troubles and difficulties of others. Such subjects as the aged, the poor and the culturally different are skillfully handled through exercises designed to place the child in the other person's moccasins.

Though many examples are aimed at the intermediate level they are fully applicable to any age group, with the possible exception of the outdoor activities, which seem unsuited to young adults. I am already planning lessons for my Grade 10 and 11 students, for the strategies demand that the student think, evaluate, weigh cause and effect, and, more important than anything else, move into the position of the person or group under discussion. This type of thinking is often hard for TV-bred youngsters and we need to spend much more time on it.

Role playing is a vital part of many of the schemes discussed, especially valuable for anyone who teaches rehabilitation classes. Two examples come easily to mind: "The Art of Persuasion" (pp. 38-44) and the creative writing-discussion exercise on page 24. Another absent or poorly developed skill in today's kids is the ability to listen "creatively." An exercise, credited to Dr. Rachel Pinney, sounds a very dramatic way to create and nourish this important ability. Tying in, as it does, with a Grade 11 novel, this idea holds hope for me!

Research into learning tells us that we learn 90 per cent of what we teach, as any anyone who works with children can verify, so "Teach Me Something" should be invaluable with the withdrawn child, for every child has something to teach if we possess the sensitivity to coax it out of him or her. The value of such an experience to a child's self-esteem cannot be overlooked.

Social studies teachers, at any level, will welcome the "family background" research project. Apart from its educational value in the classroom, it should do wonders for the child's self image as he or she discovers the obstacles his or her ancestors fought and overcame. Minority group children, often reluctant to take part in classroom discussions because of shyness and traditional behavior, could probably contribute more than most here, because their family solidarity is strong, and traditions are passed from generation to generation.

If you teach older children, perhaps in a rehabilitation program, "Help Wanted" is perfect for you. It involves various aspects of the job search beginning with the resume, through the interview, the decision to hire a specific person and finally, an analysis of the reasons for the employer's choice.

The varied ideas contained within this book cover writing, role-playing, learning specific skills, recognizing and dealing with personal feelings and prejudices, and outdoor activities. It shows an awareness of, and sensitivity to, the needs and desires of kids. It would make an excellent text for a teacher training course and a must for a teacher's library.

—Kay Bohanna, Maple Ridge

Classified

ACCOMMODATION AVAILABLE

Unfurnished house for rent—Surrey. Modern 3-bedroom and family room. Available March 1981. $675 per month. 596-2441.

Retired couple wanted to house sit Vancouver home for about six weeks, late February to early April. For further details, call 879-5671 collect after 6 p.m.

BOOKS AND PERIODICALS

The Friendly Games—XI Commonwealth Games—The Official Edition published by Commonwealth Games Foundation, December 1980. Final Report. Tells the whole story in text, tables and over 500 color photos. 456 pages, hardcover. Relive happy memories; beautiful gift. $49.95. (Individuals enclose payment, postage free.) Order from Koala Books of Canada Ltd., 14327-95A Avenue, Edmonton T5N 0B6.

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CURRICULUM

Curriculum planning for the classroom edited by F. Michael Connelly, Albert S. Dukacz and E. T. Frank Quinlan. Toronto, OISE Press, 1980. 115 pp. paper, $6.95. 0-7744-0196-6 (Symposium Series 11)

This small, easy-to-read text could become the cornerstone of curriculum thought in 1981. A compilation of articles on curriculum, it focusses attention on individual development of a classroom curriculum. Such a perspective forces the reader to comb through his or her conceptions regarding a curriculum and its delivery system (instruction).

The first section challenges the reader's assumptions about learning. Teachers are required to "develop a sort of 'personal yardstick' to use in

UBC SPRING & SUMMER '81

Spring Session credit courses normally run two nights per week (M/W or T/Th), 7-10 pm, May 4 to July 24. Non-B.C. residents must apply for admission by April 1. B.C. residents deadline for application and registration (without a late fee) is April 15.

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Cost estimated at $2800; a deposit of $250* is due March 1 in order to secure economical accommodations. Additional time in Italy after June 28 is optional.

In New Zealand: Physical Education study, 1½-3 units of credit for PHED 455, PHED 499, or EDUC 598. Scheduled for June 15 to July 31 with four weeks of study and rest of time free. Broad list of possible subject areas; week-long internships in urban and rural settings; meetings with government officials; lectures and seminars with New Zealand P.E. leaders; and on-campus study in two academic locations.
Cost estimated at $1616 for June 15-July 10; a deposit of $250* is due March 15.

*Refundable only if course is underenrolled on deposit deadline date. Enrolment is limited, but some auditors will be accepted.

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In all these areas, full-time programs are possible for the 1981-82 academic year. Qualified students (B average in the last 30 units of undergraduate work) are invited to apply. Financial awards are available to academically superior students.

For additional information and application forms, write or phone **Ms. Sarah Baylow**
Secretary of Graduate Programs
Faculty of Education, University of Victoria
Victoria, BC V8W 2Y2
(477-6911, local 4383)

making decisions about what and how to teach. In this way, each teacher determines a set of beliefs (or curriculum oriented profile) to guide himself or herself in determining learning experiences.

The second section of the book moves into the research phase: research findings, literature on curriculum, and interested parties in the curriculum. We must, of necessity, use research for support of educational decisions. The literature on curriculum carries us through the "maze". The maze relates the practical to the theoretical, and determines our specificity. Readers are also asked to identify stockholders in the curriculum game. Who has a vested interest in maintaining present educational offerings? Who should be the architect of new curriculum design?

The third part of the text provides a step-by-step approach to the development of a curriculum. These steps include: (1) selecting, organizing and adopting curriculum materials, (2) involving students in decision-making, (3) evaluating student progress, and (4) organizing for effective learning. This section contains some interesting tables, including a summary of teaching strategies with role expectations.

It is an authoritative text and can be used to supplement Tyler's *Basic Principles of Curriculum and Instruction*, (Chicago: University of Chicago, 1949), and Shipman's *Inside a Curriculum Project*. But has a text — a prophet in the field of curriculum evaluation. Some readers may find it useful to consider the works of R. E. Stake and James W. Popham. However, this work is highly recommended to all educators. Ian Ferguson, Nakusp

LIBRARY

Blostein, Fay. *Invitations, celebrations*. Toronto, Ontario Library Association, 1980. 223 pp., paper, $6.95. 0-88969-013-8

A rather disturbing consequence of reading is that sometimes you may learn something new. For those of us who have lived to be over 40 *that* can be a shattering experience.

Just now Fay Blostein, who teaches librarianship at the U of I, asks personal questions in the prologue of her librarian's handbook: she wants to know if I, as a librarian, do such things as informing staff members of new acquisitions, making book displays, going after the business, well, you know. Then, when I feel all reassured and good about it, answering yes, yes, I do, yes, and congratulating myself on still being with it, out goes the rug from under me. A mean tugger, that Fay! Conscientious I may be, she chides, but still the baneful archetype — the passive librarian! Things could hardly be worse. And all this because fellow teachers and students don't exactly beat a four-lane highway to the library doors.

Produce Reaction, advises Fay. Yes, but how? Fortunately, Fay tells all. In over 200 pages she offers some of the cleverest, wittiest, definitely workable approaches on how to drum up more library business, no, on how subversively to sell reading.

This is such a completely different "handbook of ideas and techniques for promoting reading in junior and senior high schools" that to describe it would do it a disfavor. The book needs to be experienced. Here's part of her fanciful introduction to, of all things, books on math:

"How much will one cost?"
"20¢," replied the clerk in the hardware store.
"And how much will twelve cost?"
"40¢."
"O.K. I'll take 912."
"That will be 60¢."

I know that this does make sense to you, clever reader. You knew all the way the customer was buying housenumbers.

Librarians, lovers of librarians, teachers of reading, gallop to your principal and insist that a purchase requisition go out to the Ontario Library Association. Get a copy. You certainly cannot borrow mine.
—Jan van der Have, Duncan

THEATRE

Baker, Jane Howard. *A Teacher's Guide to Theatre for the Young*. Vancouver, Talonbooks, 1980. 77 pp., paper $4.95. 0-88922-160-X

This book is useful but misnamed. The back cover states the real purpose: "to assist elementary school teachers in teaching the eight plays in the Talonbooks series, "Theatre for the Young'." After a brief introduction — which is not well organized; a discussion on "improvising with sound" is abruptly followed by "budgeting for a production" — the author gives us a series of eight study guides for the plays. James Reaney, Dennis Foon and Irene Watts are the playwrights represented and there's no doubt that these eight "children's plays" have variety, depth and are fun — they are all Canadian and are good!

The study guides are a useful beginning for background and ideas teachers need to "teach" the plays. "Teaching" in this case means discussing aspects of the plays, doing projects like a crossword puzzle, matching columns, drawing a map, and playing games that relate somehow to the play in question. Each study guide consists of an introduction to the play, a plot summary, a vocabulary list, questions for discussion and suggestions for activities to involve students in the plays. (Note that none of the eight plays discussed is included: they will have to be purchased separately).

There are some handy references to other books or authors the teacher could use to increase understanding. So let's take the author's advice and have some "creative fun." Ready?

Think of an alternative title for this book . . . "A Teacher's Guide to Eight Terrific Canadian Children's Plays"?? Nope, too long . . . your turn!
—James Hoffman, Nelson
Theatre Department,
David Thompson University Centre,
Nelson

BOOKS RECEIVED

Ackery, Ivan. *Fifty years on theatre row*. North Vancouver, Hancock House, 1980. 253 pp. hard $14.95. 0-88839-50-5. Autobiography by the long-time manager-promoter of the Orpheum theatre in Vancouver, full of stories of shows, celebrities, and "characters."

Anthony, Anne. *Orienteering handbook*. North Vancouver, Hancock, 1980. 48 pp. paper $5.95. 0-88839-047-5. (Physical Education Activity Handbook series) Instructor's handbook with sample lessons, skills, drills, techniques and evaluation.

Brabenec, Josef. *Tennis: the decision-making sport*. North Vancouver, Hancock, 1980. 144 pp. paper $9.95. 0-88839-052-1. A tennis coach writes for the advanced player who wants to think his or her way to winning.

Butler, Dorothy. *Babies need books*. London, The Bodley Head, 1980. 190 pp. hard, $16.95. 0-370-30151-X. Distributed by Clarke, Irwin. Written by a grandmother and a children's book specialist, it details the books, the sharing and the developmental stages of a child from birth to starting school. Warm, perceptive, and recommended.

Davies, John. *Douglas of the Forests: the North American journals of David Douglas*. Seattle, University of Washington Press, 1980. 194 pp. hard, $14.95. 0-295-95707-7. Distributed by Douglas and McIntyre. Edited and abridged from the journal of a naturalist and collector in Oregon, Washington and British Columbia in 1824-27. Interesting and readable.

Davis, Chuck. *Chuck Davis' Vancouver appointment book: 52 little known stories about Vancouver*. Vancouver, New Star Books, 1980. 128 pp. paper, $6.95. 0-919888-39-9-pa. 0-919888-40-2-hd. More story than notebook

space, plus list of restaurants, phone numbers, etc. Spiral bound.

Downs, Barry. *Sacred places: British Columbia's early churches*. Vancouver, Douglas and McIntyre, 1980. 175 pp. hard, $29.95. 0-88894-285-0. A labor of love by a prominent architect, the story of 19th century churches and church building, from log missions to cathedrals, illustrated with over 100 photographs themselves works of art.

Drew, Leslie. *Argillite: art of the Haida by Leslie Drew and Douglas Wilson*. North Vancouver, Hancock House, 1980. 313 pp. hard, $40.00. 0-88839-037-8. A somewhat overwritten and "journalistic" account of Haida legends and history, of argillite carving and collecting past and present, of individual artists, of forms and shapes. More text than illustration; notes and bibliography.

Gault, Lila. *The cider book* by Lila Gault and Betsy Sestrap. Vancouver, Douglas and McIntyre, 1980. 166 pp. paper, $6.95. 0-914842-48-X. Everything you ever wanted to know about cider but didn't bother to ask — making, buying and cooking with cider.

Gustafson, Paula. *Salish weaving*. Vancouver, Douglas and McIntyre, 1980, 131 pp. hard, $24.95. 0-88894-268-0. Detailed research into an ancient art, now brought up to date for the modern weaver. Includes history, processes, fibres, dyeing, designs and design symbolism, and the revival centering in Sardis, B.C.

Haig-Brown, Roderick. *Bright waters, bright fish: an examination of angling in Canada*. Vancouver, Douglas and McIntyre in association with the British Columbia Wildlife Federation, 1980. 143 pp. hard, $19.95. 0-88894-284-2. Commissioned by Fisheries and Oceans Canada and completed a month before he died, Haig-Brown's last book is for Canadian fisherpersons and conservationists who value their fish. Enhanced with beautiful photographs.

Jones, Mary Fallis. La patrie québécoise au début de la Confédération. Toronto, Royal Ontario Museum, 1980. 128 pp. paper, $4.00. 0-88854-269-0. A collection of drawings and short quotations culled from many sources, to describe the problems and joys of life in rural and urban 19th century Quebec. Text entirely in French.

Kogon, Marilyn H. *Organizing the school library: a Canadian handbook* by Marilyn H. Kogon and George Whalen. Toronto, McGraw-Hill Ryerson, 1980. 269 pp. hard $18.95. 0-07-077833-7. A textbook, a complete and up-to-date organizational handbook, a cataloguing up-date with Canadian examples for the practising teacher-librarian.

Lajoie, Gesele. *Tennis handbook* by Gesele and Bob Lajoie. North Vancouver, Hancock, 1980. 48 pp. paper, $5.95. 0-88839-049-3 (Physical Education Activity Handbook Series). Designed for an instructor teaching skills and drills. Includes teaching techniques and lesson plans.

Martin, Harry. *Contemporary homes of the Pacific Northwest*. Seattle, Madrona Publishers, 1980. 224 pp. hard, $37.50. Distributed by Douglas and McIntyre. A coffee table item consisting of beautiful photographs of beautiful homes in "Pacific Northwest" style, in Portland, Tacoma, Seattle and Vancouver.

McManus, J. *Lunasa: its lands and peoples* by J. McManus, V. Rout, and I. Stebelsky. Toronto, Gage, 1981. 377 pp. hard, $10.50. 0-7715-8320-5 (Gage Lands and Peoples geographies) Upper Elementary Social Studies text with maps, charts, statistics to 1975, thoughtful study questions.

Nass, Peter J. *Growing Old*. Toronto, Guidance Centre, Faculty of Education, University of Toronto, 1980. 52 pp. paper, no price given. 0-7713-0999-9 (Social problems in Canada) The social, biological and psychological aspects of aging, plus programs and services for older Canadians.

Nuttall, David. *Mooching, the salmon fisherman's bible*. North Vancouver, Hancock, 1980. 180 pp. hard $14.95. 0-88839-072-6. Salt water fishing for salmon with a rod and line, full of technical advice on tackle, safety, feeding habits, playing, cleaning and eating fish, well interspersed with fish stories.

People of 'Ksan. *Gathering what the Great Nature provided: food traditions of the Gitksan* drawings by Hilary Stewart. Vancouver, Douglas and McIntyre, 1980. 127 pp. hard, $18.95. 0-295-95710-7. From the 'Ksan museum Book Builders, a careful gathering and preserving of food lore — cooking, preservation and storage of fish, meat, berries, tubers, greens, oolichan grease. Includes many recipes, plus food etiquette and symbolic rites.

Pethick, Derek. *The Nootka connection: Europe and the Northwest Coast 1790-1795*. Vancouver, Douglas and McIntyre, 1980. 281 pp. hard, $18.95. 0-88894-279-6. A detailed history of the voyage fur trading, charting, claims and counter-claims, during the Spanish years at Nootka, by British Columbia's dedicated and readable historian.

Reid, Lee. *From a coastal kitchen: food and flavor from Lull Bay*. North Vancouver, Hancock, 1980. 160 pp. paper, $7.95. 0-88839-071-8. Recipes collected and used at a small private fishing lodge on Knight Inlet. Some local foods, some international foods, some comments on eating.

Rushton, Gerald. *Echoes of the whistle: an illustrated history of the Union Steamship Company*. Vancouver, Douglas and McIntyre, 1980. 143 pp. hard $24.95. 0-88894-286-9. Sequel to the author's *Whistle up the inlet*. Map, ships' roster, 3 brief chapters of history 1889-1959 and many, many black and white photographs.

Shaw, Fran Weber. *30 ways to help you write*. New York, Bantam, 1980. 170 pp. paper, $2.50. 0-553-13924-X. A series of 30 "experiments" to free creativity, plus some instruction in writing business letters, résumés, term papers, and revising them. Glossary, bibliography, index, and suggestions for writing classes. Looks like a useful handbook.

Skelton, Robin. *They call it the Cariboo*. Victoria, Sono Nis Press, 1980. 237 pp. paper, $8.95. 0-919462-84-7. Brisk and readable popular history of the Cariboo from Alexander MacKenzie to 1939.

Watters, Ron. *Ski camping* photos by Phil Schofield. Vancouver, Douglas and McIntyre, 1979. 154 pp. paper, $9.95. 0-88894-256-7. A co-publication originating with: Solstice Press. Detailed, practical advice on all aspects of winter camping and cross country skiing attractively presented and well illustrated.

The world's homeless: should we help them? Regina, L. A. Weigl Educational Associates Ltd., 1980. 1 teacher's guide, 30 student newspapers, 8 blackline masters, 1 poster $20.00. L. A. Weigl Educational Associates Ltd., 2073 Cornwall St., Regina, Sask. S4P 2K6. 8 organized activities designed as a 20-hour study for secondary students. Focusses on Indochinese refugees, and Canada's response. First of an evaluative series called *At Issue*. Activities involve much research, and sorting of fact from opinion.

CHILDREN'S LITERATURE RECEIVED

Colombo, John Robert. *The Canada colouring book*. Willowdale, Hounslow Press, 1980. 40 pp. paper, $3.95. 0-88882-051-8. Large black outline pictures of Canadian images, roughly east (fiddleheads) to west (totem poles).

Dickens, Charles. *A Christmas Carol* abridged read by Tom Conti (Sound recording). New York, Caedmon, 1980. TC1657. 1 sound disc 331/3 rpm stereo, 12 in. $9.98. Distributed by D. C. Heath. Smoothly abridged and excellent dramatic reading by an English actor using a variety of voices.

Galloway, Patricia. *Good times bad times mummy and me*. Toronto, The Women's Press, 1980. 32 pp. paper, $4.95. 0-88961-066-5. Picture-book day of the small daughter of a working mother. Black and white, low keyed, and realistic.

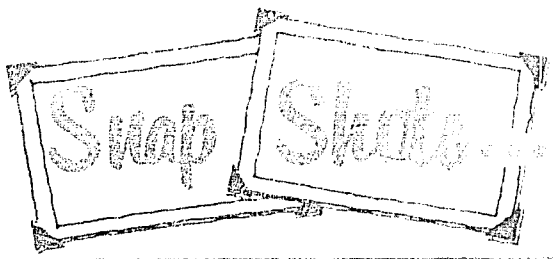
Leeder, Terry. *A trip across Canada*. Willowdale, Hounslow Press, 1980. Unpaged, hard, $9.95. 0-88882-044-5. A family travelling by camper from Newfoundland to Vancouver meet a lot of chatty Canadians. A poor second to *All Aboard*.

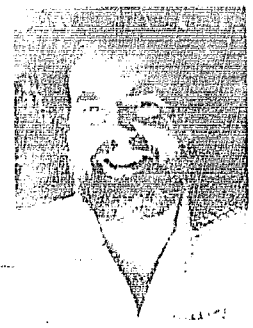
Martel, Suzanne. *The King's Daughter*. Vancouver, Douglas and McIntyre (A Groundwood Book) 1980. 211 pp. paper, $6.95. 0-88899-006-5 pa. $14.95 0-88899-007-3 hd. Vivid piece of historical fiction, the story of an orphan girl who braved ocean, woods and hostile Iroquois to make a home for the French Canadian coureur-de-bois she married.

Perrault, Charles. *Story of the Sleeping Beauty* read by Claire Bloom, music by Peter Ilyitch Tchaikovsky (Sound recording), New York, Caedmon, 1980, TC1646. 1 sound disc 331/3 rpm stereo, 12 in. $9.98. Distributed by D. C. Heath. Elaborate re-telling, with contrasts in both the voice and ballet music.

Richards, Jack. *Johann's gift to Christmas* illustrated by Len Norris, Vancouver, Douglas and McIntyre, 1972. 48 pp. paper, $2.95. 0-88894-289-3. First paperback edition of Canada's favorite Christmas story, a retelling of the story of "Silent Night."

White, T. H. *The Book of Merlyn* "King Arthur and Merlyn's Animal Council" read by Christopher Plummer (Sound recording). New York, Caedmon, 1980, TC1630. 1 sound disc 331/3 rpm stereo 12 in. $9.98. Distributed by D. C. Heath. White was writing anti-war propaganda. Plummer uses a variety of voices, but many of the animals, and the aged King Arthur, are not pleasant to listen to.





GEOFF HARGREAVES

A GAMUT OF VOICES

What triggers a person to stand up and speak at a teachers' meeting always intrigues me; in fact, the motives for saying things are often a sight more interesting than the things said.

Naturally, at every meeting, certain things demand to be said: introductions have to be made, motions moved and seconded, adjournment called. But these — the real business of the meeting, that is — take up only a small fraction of the time used. It's the voicing of opinions, many only tangentially related to the business in hand, that consumes the time and sparks my interest.

Take Jeremy, for example. Above all else, he believes in the democratic process. Now, it doesn't matter what the motion on the floor's concerned with, whether it's travel expenses for Pro D workshops or a telegram of sympathy to a librarian concussed by a set of encyclopedias tumbling off the top shelf, Jeremy always has to discuss it democratically. He squabbles, splits hairs, moves amendments, just to prove he's not a rubber stamp.

Harvey's different. His speeches are always accompanied by the tuneless squeaking of his over-ridden hobbyhorse. Harvey's obsessed by the notion that teachers are the unacknowledged legislators of humanity, that the quiet politicians, journalists, and tomorrow's generation in the shape of his sulky Grade 9s keep a close ear on even his most unintelligible mutterings. So rather than jeopardize the equilibrium of the universe by a hasty move, he discusses both major and minor issues with a total vehemence that despises yawns, eyeballs cast yearningly to the ceiling, and colleagues asking each other if their watches have stopped.

Belle's different again. She's married acrimoniously to a dentist. He's a pretty forceful character, I gather, and rarely allows her the floor at home. So when she gets it at a teachers' meeting, she really lets go. Her words come out with an explosive impact, with what, according to an obsolete code, used to be called unladylike passion. It's frequently difficult to tell which side of the issue she's arguing for, but that she is arguing nobody doubts. Then when it's all over, she sinks back into her chair with a blank, glazed expression as if she's received a complete mental and emotional enema.

Patsy, by contrast, is all sensitivity. I don't know if she has children of her own but she has certainly adopted everything maimed, despised, dented, and rusty. She rarely initiates a motion; her speeches are predominantly reactions to the callous activity of others. She rises to her feet pale and exhausted, as if something tender had just expired in her from shock. In slow, quiet, terse phrases, she represents the conscience of humanity seeking to establish peace and harmony in a world as exciting as a cup of boiled milk.

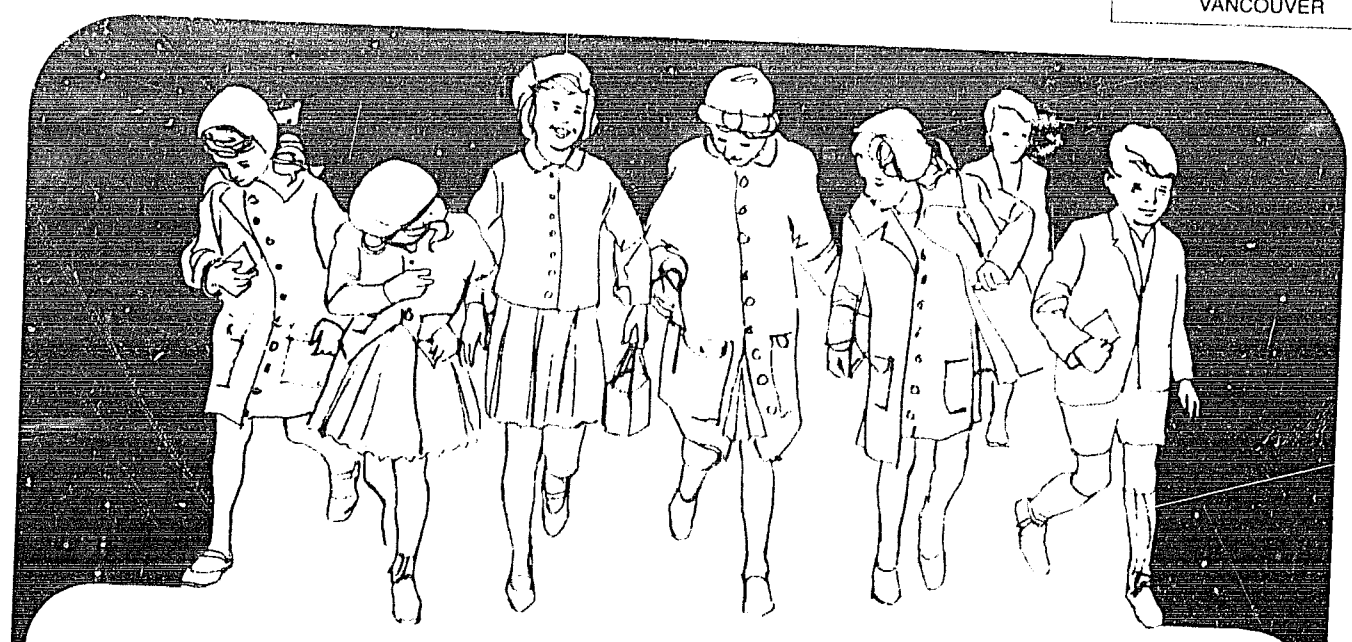
Tom has been shy from youth and I used to think that he'd been advised to speak at meetings by some correspondence course on Human Potential, in order to overcome a stutter or stage fright or to transform himself into a wow at parties. His speeches constantly refer to himself. By now I'm familiar with the finer details of Tom's autobiography; for instance, the traumatic experience of his Grade 1 Christmas party where the teacher broke his heart by sitting on the chocolate eclairs he'd thoughtfully left her as a surprise; or his traumatic response to the news that his brother Charles had lived out only six months of his lifelong ambition to be a principal in Penticton before he died of a disfiguring skin complaint. But the real motive, I see now, is that Tom's identity is threatened by crowds. He doesn't care what the issue is; he just wants you to know *he* exists.

My friend Perry has no doubt he exists. He makes speeches to ensure that all the women at the meeting also know he exists. At some point in his philandering career Perry identified the macho with the oblique, the lopsided. He wears one earring, he talks out of one side of his mouth, he tilts his head and looks at you incredulously from an angle of 60 degrees. Even when he stands up at a meeting, he contrives to loll in a virile way, one husky shoulder lower than the other, one hairy-blacked hand weighting down one side of his thick, leather belt. What he says is equally oblique. He never speaks in favor of anything. He just leaves you with the impression that unequivocal support for any line of action is definitely unimaginative, possibly effeminate, certainly uncool.

But Fred never speaks at all. Year after year, he attends meeting after meeting, sometimes even taking notes. When I asked him why, he said: "I always intend to say something. But when different people speak, the issue seems to change color right before my eyes; so I recognize it and don't recognize it at the same time. But after the motion's been voted on, I always know what I should have said." Then he added, "All the same, you know, I do feel that from time to time I've contributed some very meaningful silences."

And what about me? Well, I see myself as a Great Supporter. I always find myself agreeing with the person who's just spoken.

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



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