THE SHAH'S REVENGE

Volume 60 Number 5
May-June 1981

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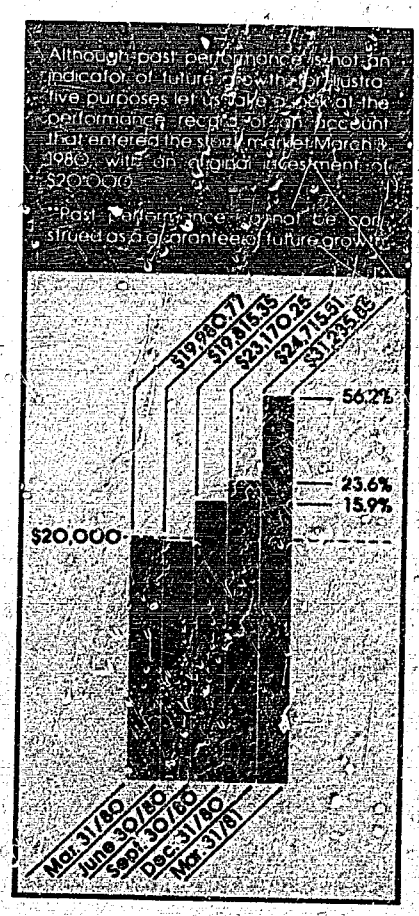

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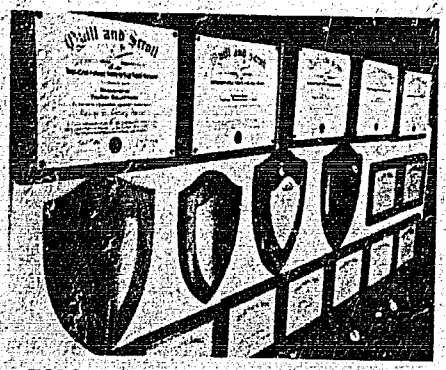

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COVER STORY

Arnie Smith, vice-principal of Sentinel Secondary School in West Vancouver, was principal of a school in Iran when the revolution broke out. In December 1978, shortly before they were forced to leave Iran, Arnie and his family went by bus to Rasht, a city of about 150,000, to buy Christmas gifts. In the first village they passed through, Bandar Pahlavi (the latter word the shah's family name), they encountered the pro-shah demonstration shown on our cover. The demonstrators, some of whom carried clubs, paraded photos of the royal family, and chanted slogans, led by megaphones. The bus driver turned on his lights and beeped his horn to signify his sympathy with the demonstrators. He also obtained several pictures of the shah and displayed them in the bus windows.
The next village they came to supported the Ayatollah Khomeini forces. The shah's pictures were still in the bus windows, and the villagers shook their fists at the bus. The driver stopped and changed the pictures for ones of the Ayatollah.

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From Our Readers

LOOSMORE APPRECIATED

●I read with interest Robert Loosmore's article, "Why Many Teachers Burn Out" (Jan.-Feb.). It was encouraging to know I am not an "oddball" as many teachers today have tried to tell me. I, too, believe we need standards of achievement and a return of the work ethic for students AND teachers.

Teachers do neither themselves nor students any favor when they expect and accept less than the best. I, too, can see the effects on society of our "no failure" schooling, and I am fairly new to the teaching field.

Unlike Mr. Loosmore, I didn't drop out of teaching, but I did look for a job where values are valued by both staff and students. I now teach in a private school.

Janette Peake,
Lake Cowichan

●I wish to thank Robert Loosmore for his article.

For several years I have observed similar situations to those described by Mr. Loosmore, and experienced frustration and anger that the hard working teachers, those who have the education of their students at heart, receive virtually no recognition within the school system. In fact, their cries for higher academic and behavioral standards from their students go unheard.

All too often these days teaching success is measured in terms of extra-curricular commitment. People whose dedication to duty — the old, outdated "work ethic" — whose personal integrity and commitment to teaching are beyond reproach are leaving the profession. With them goes their fine example, to be replaced by the laissez-faire attitude of the teacher "loaded with activities" and preoccupied with administration and PR — in short, too busy to teach. It's sad!

Do you know if Robert needs a deckhand in his commercial fishing venture?

B. Daybell,
Creston

STATISTICS, BAH!

●"An overwhelming majority of BCTF members want this magazine continued."

Of 500 people surveyed, only 213 bothered to reply. 82% of the 213 wanted the magazine continued. Do a bit of arithmetic and we rewrite the opening paragraph of "What You Think of Us" (Jan.-Feb.) as: "Only 35% of BCTF Members want this magazine continued."

We can all play statistical abuse.

Frank Gibbons,
Prince George

Ed. Using the same arithmetic, only 5.5 per cent of BCTF members want the magazine discontinued.

KEEN ON KUEHN?

●On behalf of the Career Education-Work Experience Coordinators Association (Vancouver Island) I would like to thank Larry Kuehn for his interesting presentation on career education and career preparation programs.

We were very concerned about Larry's article in your November-December issue, but we are pleased to hear that it was his opinion and not the stand of the BCTF executive. After a morning of discussion with Larry, on career education, it was interesting to note that he has changed his opinions on many of the views he presented in his article.

We hope the second article, a retraction, will clear the air on his position on career education in British Columbia. Thank you Mr. Kuehn, for taking the time to talk to the people in the field who work with career education and career preparation programs every day.

Tom Stanko, chairperson,
Career Education-Work
Experience Coordinators Assoc.,

AND KUEHN COMMENTS

●There will be no retraction. The article, in my view, accurately reflected the career preparation program at the time it was written. Since then, however, the ministry has made some changes.

My criticism of the program fell into two categories: (1) it was in administrative chaos, and (2) it was philosophically unsound in attempting to produce narrow vocational training in place of general education.

A ministry official has since admitted that the program was a "rudderless ship." The ministry has now made administrative changes and has identified and started to address key issues in defining the program.

Moreover, the curriculum now being developed by the ministry emphasizes "generic skills" rather than narrow training for specific jobs. If this trend is followed, the program may still be consistent with a general education.

The article served at least two useful purposes from my perspective: (1) it focussed ministry officials' attention on a program that was floating into disaster, and (2) it allowed me to meet and better understand the work of colleagues who are developing the expanding career education components of the school system.

The next article will have to await the final shaping of the career preparation program and the adoption of BCTF policy being proposed to the BCTF Representative Assembly.

If current trends continue, I should be able to say some positive things about the program.

Larry Kuehn
First Vice-President, BCTF

PARADISE FOUND

●Five years ago, when we moved to Costa Rica (bag, baggage, grandmother, pets, teenagers and all), I promised I would write you about our adventures. But, I have been so busy living, I honestly haven't had the time!

However, today, while listening to the news — gloom, energy crises, unemployment, wars, inflation — it occurred to me it was time to write — that you and your readers might now enjoy the "Saga of the Birds." So, here I am, pen in hand.

Just like Colombus, we have "discovered" a new frontier in South America. We are now in Colombia (a democratic republic, known for its respect of human rights) where, for the first time in many years, I can walk the streets with little fear, while enjoying a cost of living among the lowest in this hemisphere.

It all began when we found a lovely, old coconut plantation, right on the Caribbean Sea. And, to complete its unique setting, when we looked away from the Sea we saw, towering over everything, 19,000 feet high and snow-capped the year round, majestic Mount Colombus of the Sierra

Continued on page 188

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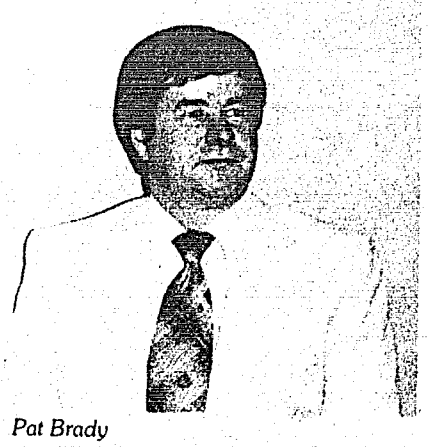


Pat Brady

●**Pat Brady,** past president of the BCTF, who will move on to the national level this summer as full-time president of the Canadian Teachers' Federation.

To ask Brady what he will be doing as CTF president is to get a thoughtful response in two parts: he will tell you with obvious pride of the work CTF undertakes on behalf of teachers, not only in Canada, but internationally; at the same time, he is aware that the CTF could be "very frustrating to people who want immediate action, immediate results on complex problems."

CTF includes every public school teachers' organization in Canada, except CEQ (Quebec). "The more complex the organization, the longer the democratic process seems to take," says Brady. "When you consider getting things done from a school to a local association level can be difficult, and the process is even slower from the school to the provincial level, you can see how much more difficult it is to get things done at the federal level in a voluntary organization where every member has a right to dissent."

That's why, he says, CTF seems remote from most classroom teachers. But he argues that while most teachers won't be aware on a day-to-day basis of the activities of CTF, nevertheless CTF fulfills an important role in Canadian education.

This year, for example, CTF has joined with other concerned organizations in seeking improvements in the federal access to information bill, and has submitted a brief to the Committee on Federal Cultural Policy.

These are the latest in a total of over 30 submissions made to the federal government on behalf of teachers since the beginning of the school year 1980-81. Topics include language rights in the constitution, the preservation of the Canadian publishing industry, human rights and teacher rights in Central America, training and retraining programs for children and youths, and the proposed decriminalization of marijuana, as well as technical matters relating to unemployment insurance, pensions, income tax, and national statistics.

Says Brady, "We do make representations all the time, not readily observable at the classroom level."

Another part of CTF work, he says, is to bring about forums for teacher groups across the country — status of women, curriculum development, professional development, and economic welfare. As well, CTF monitors actions taken by one minister of education that will affect other provinces: "We need the forum to keep track of what's going on." All of this, he says, means that CTF has had to develop a research capability to support and help the smaller teachers' organizations across the country.

But the item that ranks highest is international assistance, where there has always been "tremendous support from the BCTF." He cites recent help to teachers in other countries where governments are hostile to them, and he says that Canadian teachers are held in "high regard through their CTF work," to the point that it is "almost embarrassing."

Brady this year is serving as immediate past president of the BCTF on the Executive Committee and doing regular classroom work at Carney Hill Elementary School in Prince George with his Grade 7 class.○

Mary Coggin

●**Mary Coggin,** who is this year's recipient of the Margaret B. Scott Award of Merit, given yearly by the Canadian School Library Association, to recognize and honor those individuals who by their continued exemplary service improved the quality of school libraries and school librarianship in Canada on the national level.

As Supervisor of Instruction (Library) in the Surrey School District, Mary has consistently provided to all of Canada an outstanding example of a good school library program in action. Her ongoing programs won for Surrey School District the Encyclopedia Britannica Award in 1975. In 1978, Mary received international recognition when she won the Encyclopedia Britannica Educational Golden Anniversary Citation Award from the Association for Educational Communication and Technology.

She has taught all levels from Grade 1 to university, and in 1961 was the first person to be appointed to the position of library co-ordinator in a B.C. school district. She began the Surrey school library program, trained teachers as librarians, planned libraries and budgets, and now has responsibility for all print and non-print acquisitions, all A-V equipment, the library in-service program, and the supervision of library construction.

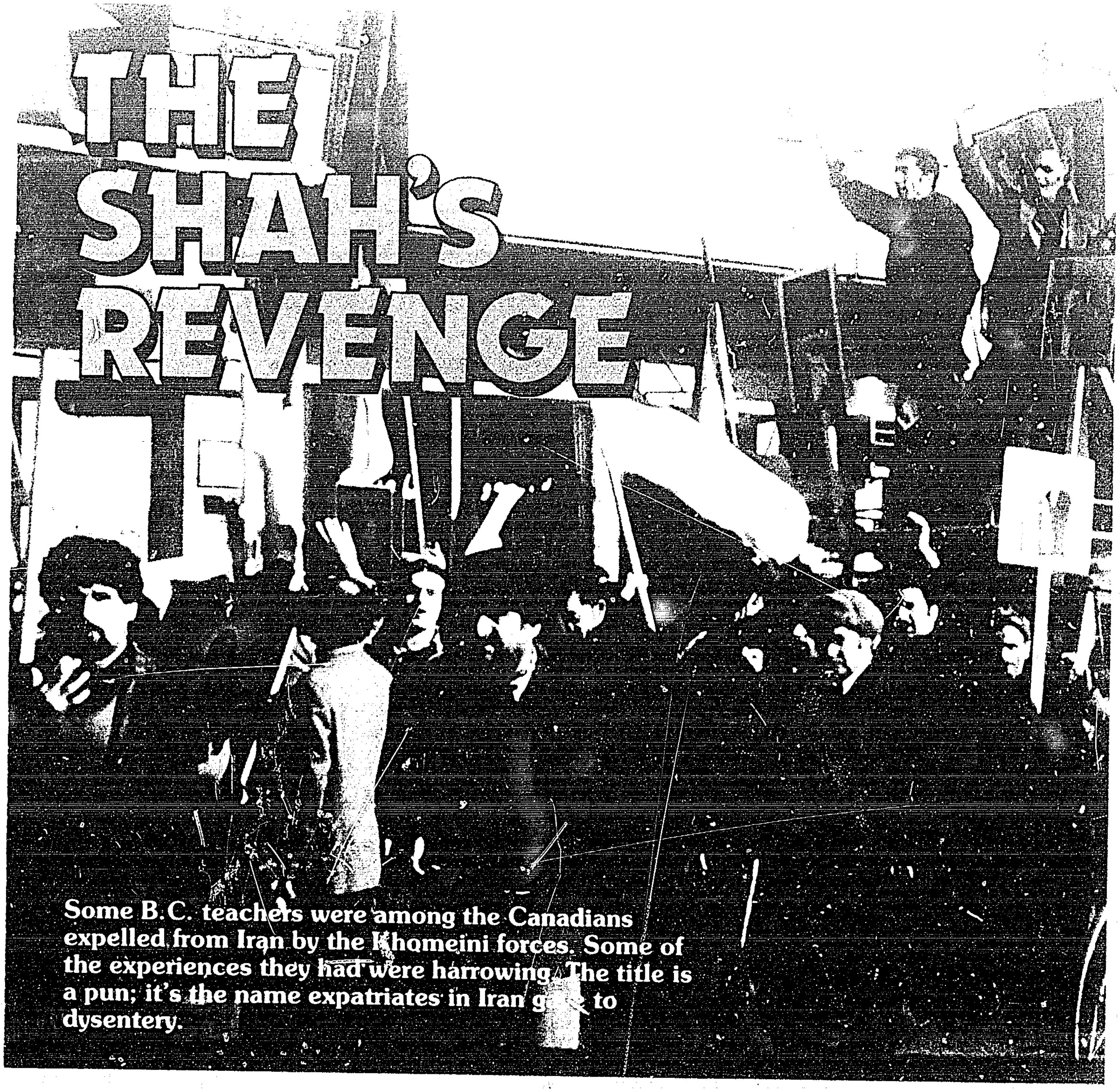
Mary has served on the executive of the local teachers' association, was president of the B.C. School Librarians' Association, and also president of the Canadian School Library Association. She was appointed Canadian delegate to conferences of World Confederation of Organizations of the Teaching Profession (WCOTP), and she was one of the original planners of the International Association of School Libraries.○

●The 150 Mile Schoolhouse, built in the 1890s and used up to the late 1950s, which has been returned to its original site and is being restored by a committee headed by **Richard Eccles,** principal of the present 150 Mile House Elementary School.

A group of parents has volunteered to restore the building — painting, replacing glass, etc. — and Richard has launched a drive to collect old desks, textbooks and memorabilia of the 1912 era that could be part of the restored schoolhouse/museum.

Anyone who could help can write Richard at the school, Box 259, 150 Mile House V0K 2G0.○ (See page 196.)

THE SHAH'S REVENGE



Some B.C. teachers were among the Canadians expelled from Iran by the Khomeini forces. Some of the experiences they had were harrowing. The title is a pun; it's the name expatriates in Iran gave to dysentery.

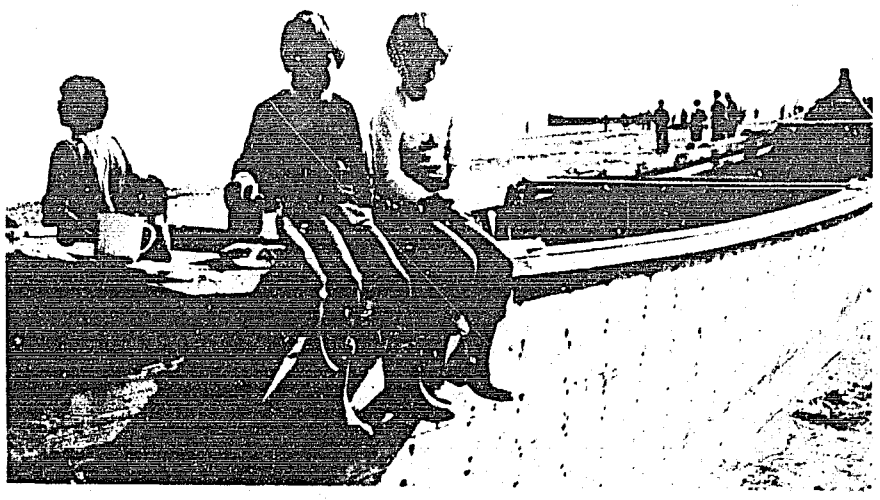
ARNIE SMITH

While cleaning out my briefcase recently I came upon some rather hastily scribbled notes on stationery of the Buyuk Ankara Otel. The dates were early in 1979 and my family and I had just been evacuated from Iran on a Canadian Armed Forces Hercules, which deposited us during an ice storm in Turkey. Ankara was under martial law as a result of Moslem [illegible] so we wasted little time purchasing tickets and making our way home to Canada.

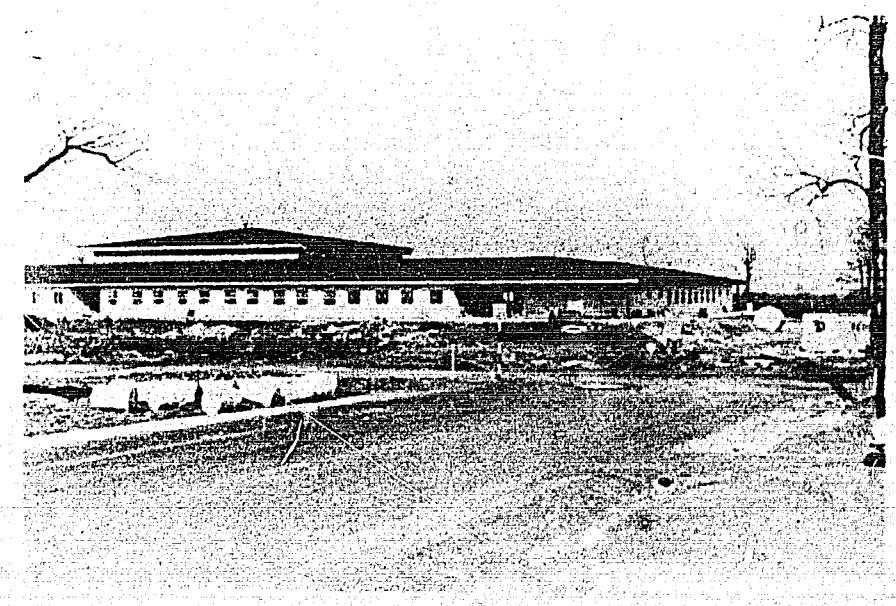
After arriving in Vancouver we had a surprisingly long period of readjustment to establish normal patterns of life once again. Initially I was under strict company regulations regarding the granting of articles and the granting of media interviews.

Now, however, rather than forget the details of an experience of a lifetime, I have decided to try to capture some of the [illegible] that are [illegible]

After 14 years with the West Vancouver school system, I took a two-year leave of absence and accepted a position as principal of a private company school for Canadian children whose fathers were constructing a forestry complex in northwestern Iran. I was there from June 10, 1977 and had a little over a month to settle my personal affairs, hire a teaching staff, purchase text books and supplies and have everything air freighted to Tehran. That was a story in itself.



Two of the Canadian children sitting on the fishing boats used by the Iranians on the Caspian Sea, near the Russian border. The Iranians row the boats in semicircles of several hundred yards, letting the nets out behind them. When the net becomes a full circle, several people pull it in. On shore a government employee licenses ***each*** *fish. One 12-year-old boy was shot in the back for stealing one fish.*



The school for the Canadian children shown during construction, which went on for over two years. Rectangular in shape, it had the gym in the middle (the raised roof), with a courtyard on two sides of the gym. The school was made of concrete blocks, used hot water heating, and had a tin roof. There were 23 small classrooms, each holding a maximum of 16 desks. The school was used for only four months, September to December 1978. Swings and teeter-totters placed on the grounds were stolen, so the replacements were cemented into the ground.

We arrived in Tehran late at night with our three young children and 18 pieces of luggage to find that no one was at Mehrabad Airport to meet us, that there were no phone books and that phones took the equivalent of a three cent piece, which was scarce. Later we found that the driver who had been sent to transport us had fallen asleep in his car. That set the tone of events.

After three days in Tehran my family and two other groups were transported the 385 kilometres to the Caspian by bus. It was a nightmare journey, for we Canadians were not accustomed to cars passing three or four abreast at high speeds on a two-lane highway, to abandoned wrecks left in the middle of the road and to a massive version of demolition derby on the highway.

Our first home on the Caspian was in a walled tourist resort area of relatively expensive houses. Our neighbors were mostly Iranians, but there were other Canadian expatriates living in the area. The company also provided us with a car — a Paykan GT. Once settled, my wife used the car daily, venturing forth to the shops and bazaars of Bandar Pahlavi and Ghazian, connecting towns about two kilometres from our house.

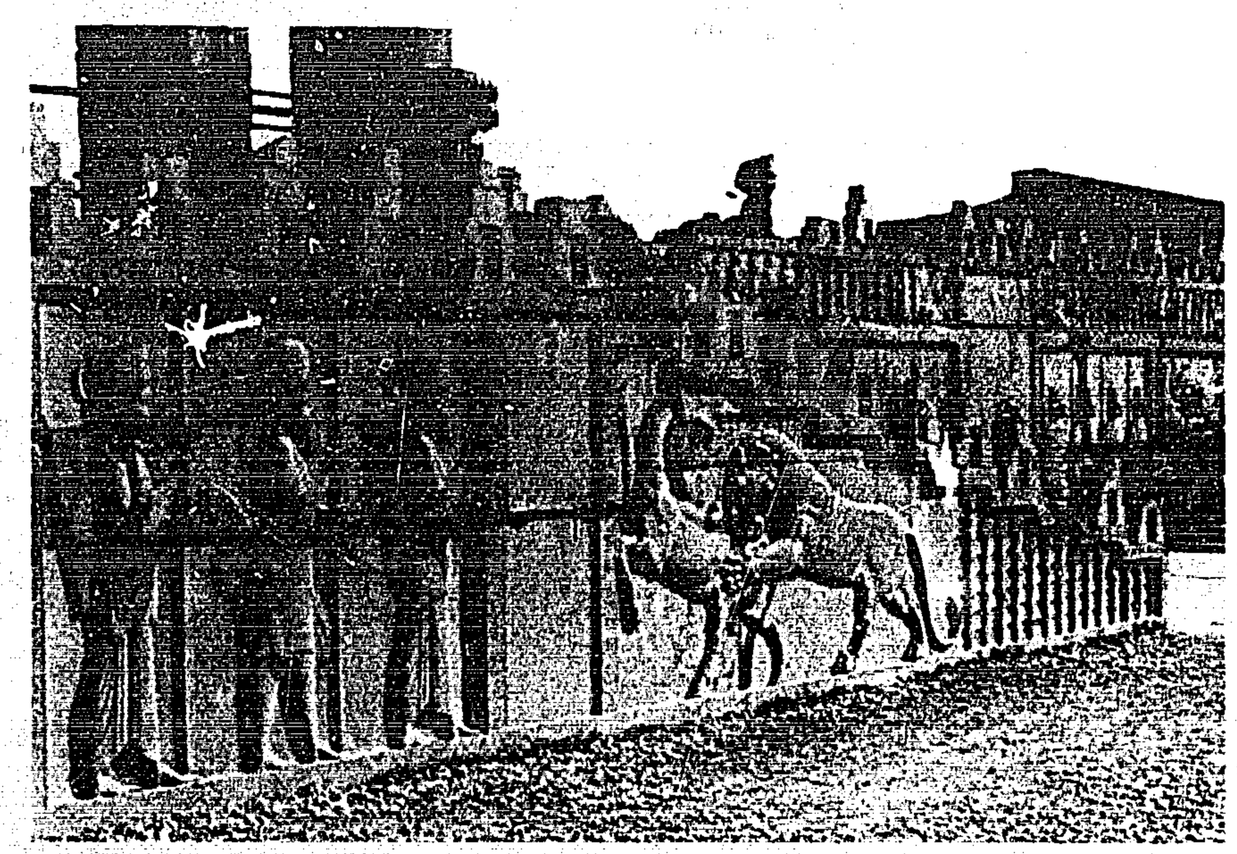
The job site of Iran Wood and Paper Industries was about forty kilometres to the northwest of Bandar Pahlavi in an area of rice fields and small mixed forest growth. Company buses transported all workers and staff over a poor road, a ride that took an hour or more each way. The company decided to establish the Canadian school on the job site because housing colonies were being prepared with the ultimate intention of locating all personnel close to work.

The Iranian company was in the initial process of building a proper school building in the area of the housing colonies on the job site but completion was at least a year away. In the meantime I was able to secure a portion of a nearly completed training building to use as a temporary school building.

It was really a mess, with no heat, light, water or sewers. In Iran they build the sewers after the building is completed — if they build them at all. The initial task in August 1977 was to clean, purchase extra supplies and build simple shelves, tables and borrow and buy furniture. These tasks were completed by volunteer parents, students, staff and construction workers.

Our school, called the Gila Project School by us and the Chuka International School by the Iranians (even though it did not have international accreditation), was designed to parallel a British Columbia school, to allow students an even transition in their education when moving between

The Canadians had to depart the site on January 4, 1979. The photo shows the trailers the Canadians lived in and the Paykan cars (Iranian) the company provided for the Canadian personnel, either individually or on a shared basis. The company had 60 cars, all of which had to be abandoned. The Iranian men in the photo were seeking gifts of things the Canadians had to leave behind. The trailers were comfortable, but the power and water were often off. Toward the end of their stay, the Canadians found the power turned off each day during the dinner hour.



The ruins at Persepolis (Iranian name is Takhte Jamshid — throne of King Jamshid). The shah had the site cleaned up and made available to tourists on the 2500th anniversary of Persepolis.

Canada and Iran. British Columbia curriculum, texts and procedures were used. All grades from kindergarten to Grade 12 were taught.

A community school developed because the school became a social, recreational and educational focal point for all expatriate personnel. School enrolment fluctuated between 82 and 196 students over the 19 months of operation and class sizes were very small.

In contrast to the similarities of schooling, there were many differences as dictated by life in the Middle East. School operated from Saturday to Wednesday, with optional cultural-recreational school on Thursdays. The community school operated daily until late in the evening with activities supervised by staff and volunteers. Services and repairs for the school were very difficult to get, were often delayed and usually required that the staff and I do them ourselves.

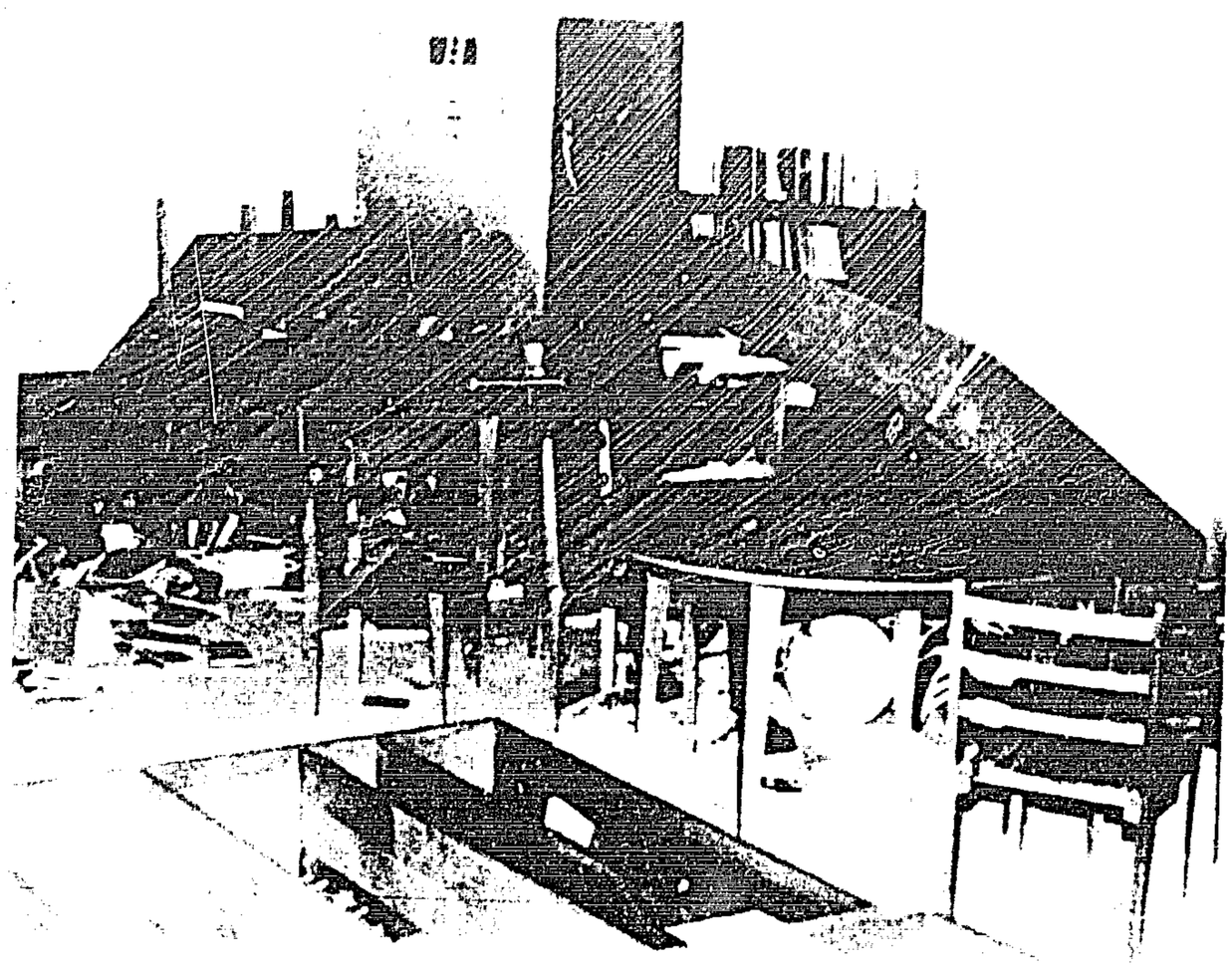
My family and I enjoyed our stay in Iran. Besides enjoying world travel we were able to tour the Caspian basin, south of Tehran, quickly passing Qom. We spent many days in the bazaars of Isfahan and Shiraz and had two exciting trips to Takhte Jamshid (Persepolis) and the nearby ruins of Naqsh-e-Rostam and Pasargad.

Our greatest pleasure was to explore the local area of Bandar Pahlavi, to drive to remote villages, to visit tiny bazaars where 40 or 50 locals (all men and boys) would follow us to see how well we would do in our bargaining or to pull delightful crafts from their jackets to try to sell to us. Often we would see workers from the job site in their own villages and they would welcome us, invite us for lunch, or want to guide us and make sure we were not cheated in the bargaining process.

In retrospect it seemed that we were destined to leave Iran as of September 1978 even though we did not actually leave until January 1979. There had always been hints of political instability and the majority of the local people would let the Canadians know that they were anti-Shah. The tea boy would point to the Shah's picture — we had to have one in every room in the school — and say, "Hlim tief!"

Things began to disintegrate in the fall of '78. Riots, arson and demonstrations escalated and were not suppressed or controlled. Such activities culminated with massive strikes throughout the country, which cut supplies and communication. It began to get difficult to get gasoline, and on several occasions the Canadians were confined to the job site, which was fenced and guarded because of trouble in nearby towns.

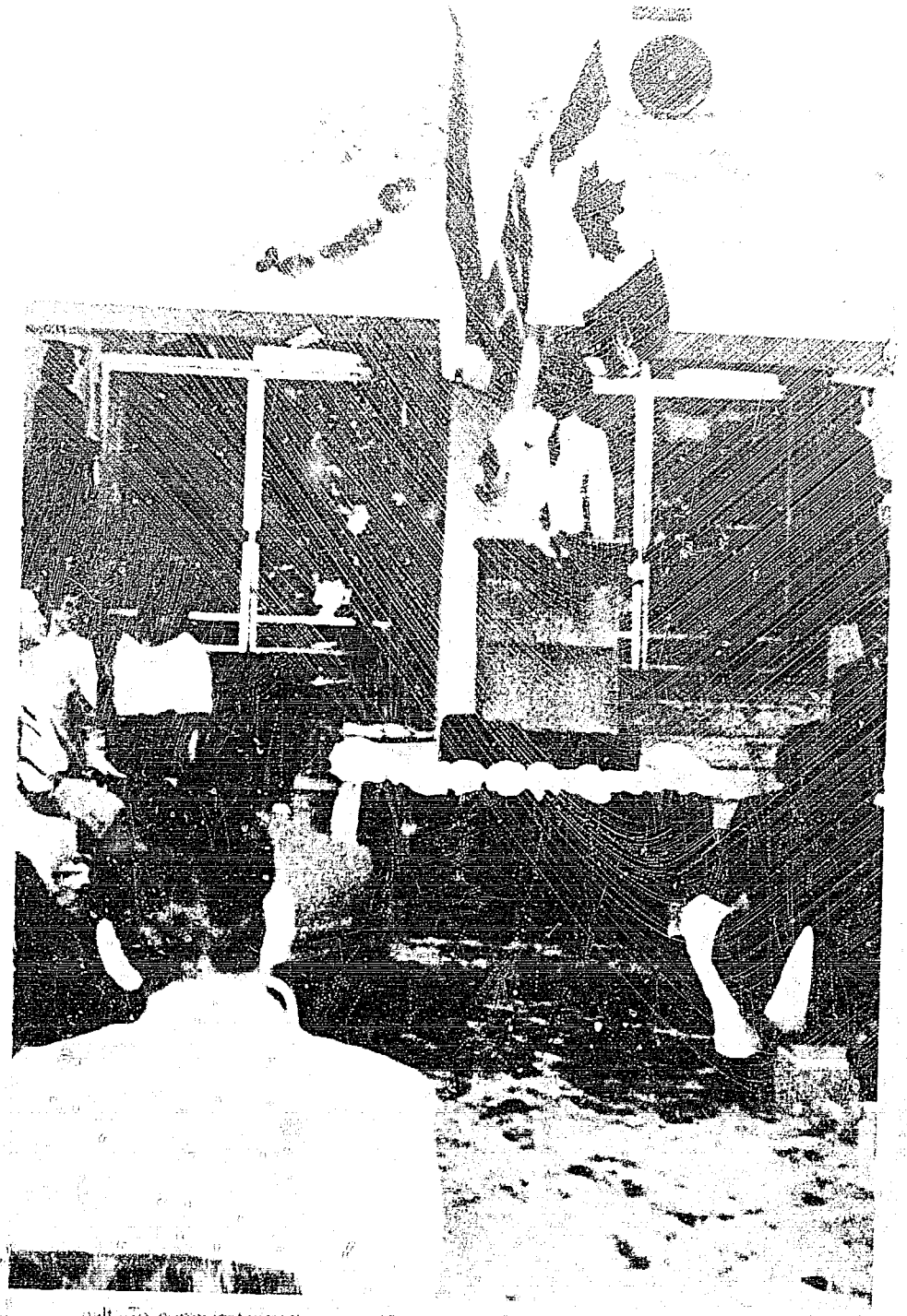
Power outages became daily occurrences, and finally the strikes and demonstrations hit the job site. With the exception of the school, work on the site came to a



The school library the morning after an earthquake hit at 19:23 on November 4, 1978. The quake registered 5.9 on the Richter scale, and the epicentre was only 40 kilometres away. Many of the Canadians did not sleep well after the experience. An American source has since reported that the quake was actually a Russian underground atomic bomb explosion.

These two girls, 9-10 years old, are starting to weave what will be two carpets. The task will take the girls three years to complete, working every day. The resulting carpets will sell for about $2,000 each. By the time the girls are 12 or 13, their hands will be so arthritic that the girls will no longer be useful as weavers.

Mauleh is a 2000-year-old village in the Alborez Mountains, near the Caspian Sea. The village was a closed one until the empress decided it should be opened to the public about five years ago. One of the fascinating features of the village is that there are no roads; the village is built on a steep mountain-side, so the people walk on the roofs of the houses below. The villagers stared at the Canadian visitors because they were the first foreigners the villagers had ever seen.



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This mullah is the equivalent of a minister or priest. He is reading the Koran outside a shrine at Astineh, in eastern Iran. The author's wife had to rent a Chador from an Iranian woman before she was permitted to enter the shrine. The surrounding area is a tea-growing region.

nalt. To complicate matters our area was struck with a 5.9 Richter scale earthquake on November 4. There was considerable damage to the paper mill. There were no injuries that we knew of, but many of the people were frightened and did not sleep well after the quake.

On New Year's Eve of 1978 we received our notice to evacuate Iran. Plans were very tentative and uncertain. There was little assistance and much confusion. The Canadians pulled out with one bag per person, and looters began taking the belongings that were supposed to be forwarded later. None of the trunks and packing cases was forwarded.

My family and I and 10 other families finally secured transportation on January 3 and were the last to leave the site. It was very sad to say goodbye to friends and workers with whom we had been in close contact, to leave our home, belongings and pets. It was an unreal situation and most of us felt that evacuation was only a temporary measure and that we would return after a short settling period.

Our trip out of Iran was long and full of setbacks. The Canadian Hercules transports were not allowed to land at Rasht so we were forced to bus to Tehran, avoiding troubled areas and curfews. We spent two days waiting in the Military Air Command cargo area at Mehrabad Airport in Tehran before we finally took off for Turkey.

Such an adventure I would never pass up. It is impossible to really relate the events to others. Even though we lost most of our belongings, including our beautiful Persian carpets, we had a cultural immersion and learning experience.

I'm sure that most Canadians who lived in Iran have rewarding memories to conjure up through pictures and discussions and that they hope ultimately to see the country stabilize.

Arnie Smith is a vice-principal at Sentinel Secondary School in West Vancouver.

EDUCATION NOW FOR ENERGY IN THE FUTURE

Energy education programs in schools can help equip future adults to participate in decision-making on our province's energy future.

DAVID R. STRONCK

●There is little doubt that energy is now a matter of global concern.

All over the world, we see signs of an exploding population struggling for control over limited and diminishing resources, especially energy resources. And it's no wonder when we consider that about 90 percent of the total energy used in the world today comes from such non-renewable sources as oil, coal and natural gas.

While the B.C. energy picture is brighter than most, there is growing debate over the development and use of our energy resources. Students are exploring issues and asking questions. Teachers are looking for answers. The time has come for some basic energy and conservation education in schools.

For most teachers and curriculum developers, however, the problem is where to start. There is an almost endless supply of information and material available from government, industry, interest groups and other sources. Much of the information has been written by people who have specialized in learning more and more about a well-defined and limited subject or who have a particular perspective on the energy situation. As a result, teachers and curriculum developers are faced with the task

of wading through detailed information and trying to reconcile often conflicting points of view in order to come up with a central core.

A good deal of frustration and wasted time can be avoided, however, by starting at the beginning. For example, curriculum specialists have consistently explained that curriculum development logically proceeds from a philosophy to goals, from goals to objectives and objectives to learning activities. If one tries to organize facts, objectives and learning activities before establishing the philosophy, confusion will likely result.

IDENTIFY KEY CONCEPTS

Therefore, the first order of business should be to identify the key concepts that will give a unifying theme to instruction and place these concepts in some kind of priority order. This commitment to a specific set of ideas may be called the philosophy of the curriculum program. Once the philosophy is clearly established, goals and objectives can be identified and suitable learning activities can be developed consistent with the curriculum philosophy.

There are several possible philosophies regarding energy and conservation. Reasonable people are able to hold opinions that directly contradict the positions of other reasonable persons. Such variety is similar to our political parties, which emphasize several different perspectives. Probably the great strength and flexibility of a democracy are derived from a courteous consideration of other viewpoints Similarly, we need to consider respectfully the various opinions on our energy problems. Each set of beliefs is essentially the selection of those facts that appeal to a specific group.

FOUR PERSPECTIVES

The following description of four philosophies is not intended to exhaust the list of possible positions. It merely serves as an example of some of the different perspectives that are attractive and reasonable to residents of British Columbia. The four philosophies have been given these titles: (1) Economic Growth, (2) Conservation, (3) Renewable Resources, and (4) Scientific Advances.

These philosophies probably are most popular among the following groups respectively: (1) economists, politicians, and businessmen; (2) consumers and environmentalists; (3) biologists and cultural anthropologists; (4) physical scientists and engineers. I shall now examine the four philosophical viewpoints, with the limitation of three "facts" or concepts characterizing each position.

The statements will be made as direct arguments presented by advocates of each position.

ECONOMIC GROWTH MENTALITY

Think big!

The following facts must be recognized to provide Canada with a reasonable energy future:

1. Canadians want and deserve a high standard of living. We have a population of highly educated people in an advanced industrialized nation that has vast natural resources. Per capita, Canada has more available energy resources than any other nation in the world. For example, there is enough coal in B.C. to last about 3,000 years at present mining rates or about 1,000 years if coal were used to substitute for natural gas and oil in all of B.C.'s energy needs at current energy consumption rates. Our natural gas resources and hydroelectric potentials are so great that we could easily export large amounts. We should use our resources to provide for a great society.

2. There is a direct correlation between the consumption of energy and the gross national product. Canada and the United States lead the world in per capita production and in energy consumed. We have, therefore, an extraordinary standard of living. Those nations that consume less simply demonstrate the trend of lower productivity and lower standards of living. We need the courage and determination to seek economic progress and prosperity through resource development.

3. The greatest problem threatening the development of Canadian resources is the shortage of trained people. Without adequate numbers of engineers and technicians, much of our natural resources will remain unidentified and unused. Although many Canadians are now unemployed, our nation is forced to seek the immigration of appropriately trained persons in petroleum engineering, geology and the operation of some machines. The attitudes of our society should match our economic needs for providing an expanding industrialization. Our schools should counsel students into appropriate careers and should provide more technological training.

CONSERVATION PHILOSOPHY

Think small!

Canada's energy future must be controlled by the following facts:

1. The growth of our energy demands is far greater than our population growth. During the next 15 years the population of Canada will be increasing by only 1.0 per cent per year. But in the next few years, the projected annual average growth rate for total primary energy requirements in the province will be approximately 2.8 per cent. The Canadian lifestyle has become one of extravagant waste. Per capita, we drive the most gas-consuming automobiles in the world. Residents of large metropolitan areas such as Vancouver generally ignore opportunities for carpooling. The rest of the world recognizes our tendency toward being "energy hogs."

2. Conservation is needed in a world of limited resources. Certainly we are already witnessing the end of cheap oil and its effect on the world's economy. Although petroleum may continue to be the dominant source of energy throughout this century, its cost will continue to rise and the supply will gradually decrease. Our reserves of natural gas from conventional sources will probably be exhausted within 50 years. We need to recognize that our present luxuries are threatened by our rapid consumption of our limited resources. We need a lifestyle that consumes less and is content with a simpler existence.

3. Canadians should be investing in long-term conservation in place of short-term convenience. For example, appropriate insulation can reduce the need for heating in older homes by as much as 40 per cent. The bicycle provides both healthy exercise and a marvelous reduction in the use of automobiles. A garden can yield a significant amount of food for every family. We need to think small to save our society.

PERSPECTIVE ON RENEWABLE RESOURCES

Think recycling and renewables!

Our energy planning will make sense only when we accept these important facts:

1. Canadians must learn to live in balance with nature. In a balanced ecosystem, the energy of the sun maintains a constant recycling of materials without any annual changes in size of populations. We have at our disposal in British Columbia many magnificent renewable resources that can provide a limited population with adequate energy. For example, energy from the sun evaporates water, which returns to the earth as precipitation and can be harnessed in hydroelectric systems. Solar energy can be collected to assist in providing for home heating needs. Wind can be utilized through windmills. The forests can provide some renewable energy; for example, an acre of red alder can provide up to 10 tons of dry organic matter per year. We need to develop our renewable resources with the conscious goal of living in balance with our environment.

2. Many civilizations, such as that of the original natives of B.C., were able to flourish for thousands of years because they lived in balance with nature. Other civilizations failed, usually because they gradually destroyed their soil and forests and the once fertile lands turned into deserts throughout North Africa and the Near East. Our civiliza-

tion will have a bright future if we take care of our renewable resources and avoid depending on the fossil fuels that have predictable limits.

3. Canadians need to make a clear distinction between renewable and non-renewable sources of energy. Although we can use some waste wood for energy, we know that wood should be used for building homes and furniture. Similarly, natural gas and petroleum should be valued for the production of plastics, pharmaceuticals and even food.

VIEWPOINT OF SCIENTIFIC ADVANCES

Dream about the future!

The progress of any society in our modern world depends on responding to the following facts:

1. Those nations that have greatly valued scientific research and technological inventions have made the greatest economic advances. According to Alfred N. Whitehead, the Germans were the first to recognize the link between science and economic progress. In North America, our remarkable industrial development was based on the prompt application of scientific breakthroughs. At the present time, West Germany and Japan have relatively low inflation rates and continued economic growth precisely because of their commitment to high technology and energy-intensive industries.

2. Those industrialized nations that have weakened in their support of science and engineering have tended to fall behind. These unfortunate trends have encouraged inflation and unemployment. Among all of the free industrialized nations, Canada has the unfortunate distinction of dedicating the smallest fraction of its gross national product to research and development. Unless this situation is corrected, Canada will not be able to provide leadership in the intense competition among industrial nations.

3. Scientific advances may soon totally change the entire energy circumstance of the world. For example, some predict that nuclear fusion may provide relatively unlimited cheap energy by as early as the year 2000. Since recent advances with photovoltaic solar cells may drastically change the use of solar energy, a new zinc battery system now gives promise of allowing practical electrically-driven automobiles. When we consider the scientific advances of the last 50 years, we should anticipate even more profound changes during the next 50 years. If we do not make such scientific dreams come true, we have abandoned the scientific advances that have created our current prosperity and modern civilization.

HYDRO'S *EDUCATION* PROGRAM

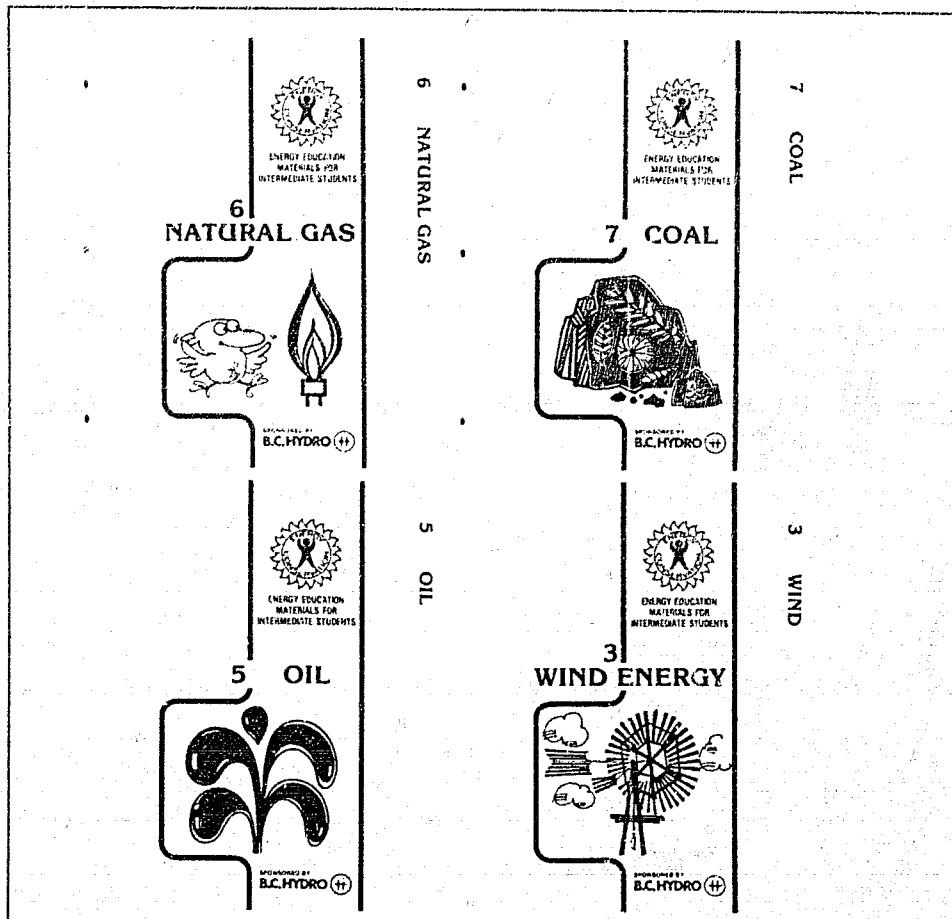
B.C. Hydro's energy education program has been received enthusiastically by teachers. More than 30 teacher-volunteers have been involved in developing the program, so the materials produced for it have been high quality, useful classroom teaching aids.

The materials come in kits and are available to teachers free of charge. Kits for the primary grades were completed in January 1980, and over 4,000 requests for them have been received. Kits for the intermediate grades were completed in June 1980, and over 3,500 requests for them have been received. Kits for the secondary grades will be available this spring.

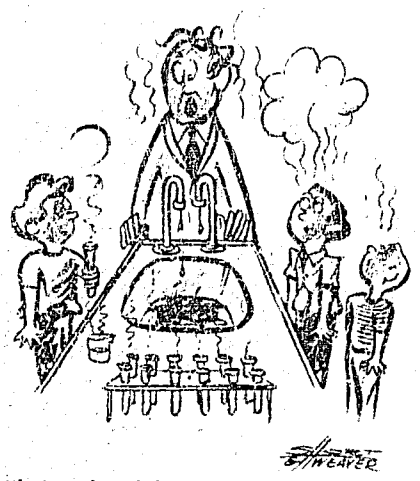
The purpose of the program is to help students and teachers develop a better understanding of the energy situation. Hydro has therefore sponsored, as part of the program, energy education seminars and has assisted with in-service sessions at the local level.

Special care has been taken to avoid any suspicion of "hucksters in the classroom."

Further information and copies of the materials are available from: Energy Education, c/o 19th Floor, B.C. Hydro Building, 970 Burrard Street, Vancouver V6Z 1Y3. Tel: 663-3152.



These are four of the cover folders for the B.C. Hydro kits of information for teachers and students of the intermediate grades. The package contains eight kits, designed by teachers and produced by professional graphic artists. Packages are available to teachers free of charge.



"I know I said that chemistry might be the answer to the energy problem, but . . ."

CONCLUSION

The four philosophies I have summarized often contradict each other. For example, a person cannot logically and simultaneously think both "big" and "small," that is advocate the development of new energy resources while advocating such a reduction in consumption that new developments are unnecessary. An eclectic philosophy that seeks to accept simultaneously all reasonable questions is really an attempt to avoid identifying priorities. A clear, coherent curriculum cannot evolve from a confusion over conflicting opinions. Sound curriculum design can emerge readily when the major concepts of a philosophy are accepted and recognized.

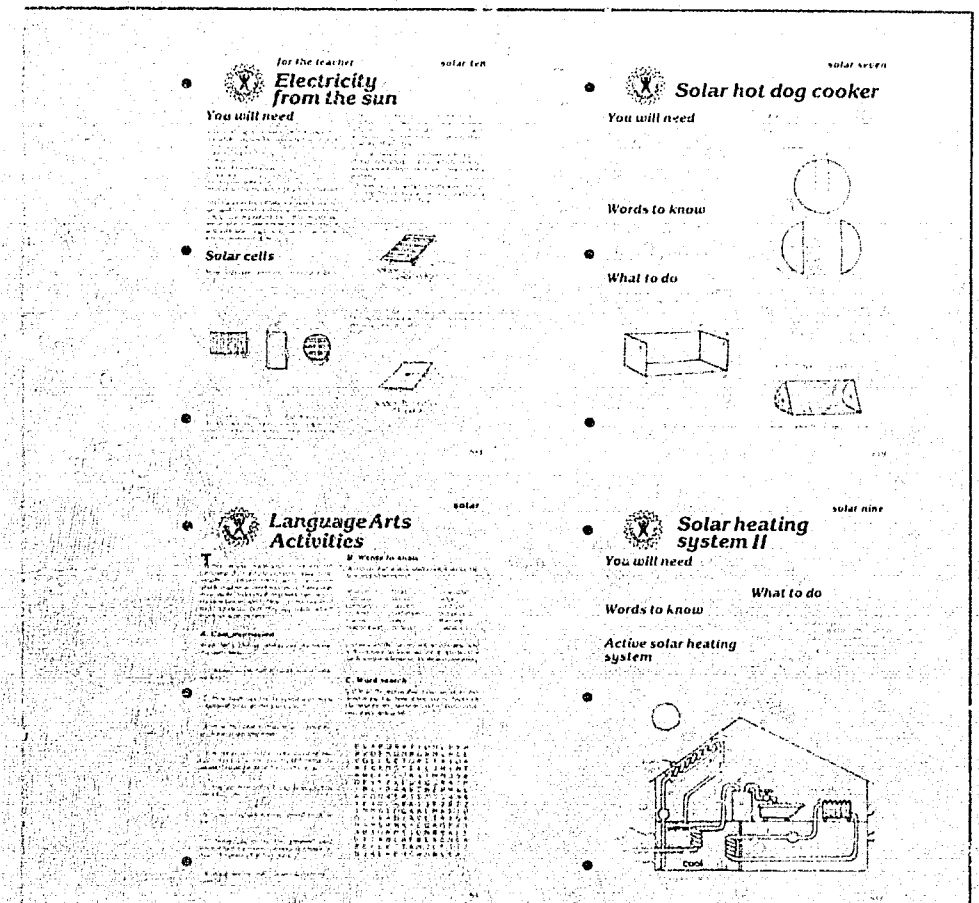
What is your philosophy of energy education? Perhaps you can discover your set of preferences by answering the following questions about energy in British Columbia. Select only one alternative for each question:

1. We should do the following with our coal resources:
   a. Use coal in much larger quantities.
   b. Reduce our consumption of coal.
   c. Restrict the use of coal to specialized tasks, for example, steel production.
   d. Develop techniques for converting coal into gasoline and natural gas.
2. We should do the following with our rivers:
   a. Dam more for hydroelectricity.
   b. Reduce the number of dams to reduce their impact on the environment.
   c. Build only small dams that have little impact on the environment.
   d. Seek ways of improving the efficiencies of generators and power lines.
3. We should do the following with our consumption of petroleum:
   a. Import more as needed to expand our economy.
   b. Reduce our consumption through the use of public transportation, car pools, etc.
   c. Seek to use petroleum primarily for producing plastics and pharmaceuticals and as a lubricant.
   d. Develop more fuel-efficient vehicles and substitutes for gasoline.

If your answers were consistently "A", you probably have the economic growth mentality. If you like "B" alternatives, you are a conservationist. If you selected "C" responses, you belong with recycling advocates. If your answers were "D"s, you have the vision of scientific advances. You may not have found the selections easy because you know that there is an element of truth in each position.

Because of time limitations, the teacher may be forced to select a position in developing an energy unit. Whenever there is sufficient time, however, teachers should strive to provide stimulating instruction by encouraging the democratic process of recognizing and dealing with a variety of positions. Exposing students to conflicting positions can provide valuable opportunities to sort out and come to terms with related concepts.

Clarity of thinking is required by all who become involved in making important decisions. British Columbia's energy future involves some very important decisions in which every citizen will play a role. Well-designed energy education programs in schools can help to equip our future citizens to take part in this decision-making process.



The two sample sheets on the left, written for the teacher, are from the intermediate grades kit on solar energy. The two sheets on the right, also from the solar energy kit, are for the students.

Dr. David Stronck teaches at the University of Victoria. This article has been adapted from a paper he presented to an energy education seminar sponsored by B.C. Hydro. Thirty-five educators from around the province participated in the seminar.

Coquitlam's Centennial Secondary School has what many have called the best school public relations program in the province. The student newspaper is a key element in that program.

JOHN HARDY

With special editions of the student newspaper, Centennial welcomes the community to an evening filled with interesting activities, displays and performances. Front pages convey the vitality of the school. Inside pages inform readers about good works done by students — for example, preparing a weekly lunch for senior citizens, contributing blood, and publicizing the drinking and driving problem. The school strengthens links with the community with such activities, and the paper ensures that people are aware of the activities.

HAS A [illegible] IMAGE

Meet the teachers night, April 13
Food, kids are
YEARBOOK
Record of 1979
'70 grads reu
'OR CLINIC
udents donate
EXTRA!
the Catalyst
PARENTS' SUPPLEMENT
EXTRA!
Today's special issue of The Catalyst has been prepared by the Journalism 11 class especially for parents visiting the school to meet the teachers on Wednesday, April 13.
The first six pages of this edition are designed as a supplement to direct visitors through the maze of classrooms, gymnasiums, laboratories, theatres, and seminar rooms which make up Centennial school.
Teachers' names and the room numbers are listed on page 2, and a map of the school is to be found on page 6.
Hostesses, the girls in red jackets, will be on hand to assist visitors in finding their way around and to answer questions.
WE'RE THE CHAMPS! Jeff Nyhaug receives the victory ball at the Fraser Valley playoffs
THE VOX STUDENTIUM, Centennial's student council, meets weekly in the boardroom
Centennial – A school for all ages
ON ALL SUITS BOUGHT FOR GRAD (not tux rentals

[illegible] Frank Shepherd [illegible]

From [illegible] Director of Information, and Jan Carter, deputy superintendent, [illegible] Centennial [illegible] Vancouver [illegible] excitement and pride that the students, the staff and the community have in Centennial and its programs."

Jan Carter calls *The Catalyst* "the best student newspaper I've ever read — always lively, always interesting, always worth reading." He regards the paper as a "powerful instrument in telling the story of the school."

No small tributes these. But powerful recognition not only of a student newspaper but of an excellent education program at Centennial that the paper reflects. That aspect was recognized long ago by *The Columbian* newspaper when it summed up *The Catalyst* in an editorial as "an exceptionally fine newspaper, which coincidentally happens to be written and produced by students of Centennial."

Other accolades have come over the years from professional evaluation. In 1971 *The Catalyst* swept the University of Washington editor's workshop, walking away with 11 of 12 awards offered. The competition was with 100 other papers from Washington, Oregon, California, Idaho, Alaska, and British Columbia.

Last year *The Catalyst* won the George H. Gallup Award, the highest award given by the Quill and Scroll Society, which represents over 10,000 high schools throughout the world. One of only a handful of newspapers to receive the award, *The Catalyst* had previously won a Gallup Award in 1974 and an International First Place Award in 1976 and 1978. It scored 944 points out of a possible 1,000.

[illegible] *The Catalyst* [illegible] Editorial Board [illegible] Each of the papers "is well written and interesting — a credit to the students and community." *The Catalyst* is known to professional journalists as well.

Centennial is the only school outside the United States to win the award. Just as important, the 944 points means that the top student writers in North America are right here in Burnaby, British Columbia.

THE KEY TO SUCCESS

When you consider that this "exceptionally fine newspaper" starts with a new staff every year and an untrained one at that, the record of achievement is all the more impressive. And all the more credit to the teachers, Frank Shepherd and Ward Eby. Ward handles the photography.

The key to *The Catalyst*'s success is in the teaching. Students get a firm grounding in the fundamentals of journalism, theoretical, legal, ethical, and practical. In class sessions, students are drilled in all areas of mass media communication, from writing leads and news stories to features and selling advertising. They study layout, headlines, writing, interviewing techniques, photography, editing and typefaces.

"Gossip columns are not part of our problem," says Frank Shepherd. He insists that students follow the established principles of good journalism. "If students learn the craft of journalism and understand the legal limitations, a student newspaper will operate in a responsible manner and the free press theory will work in a high school."

He says that everything in the paper is designed to get people to read it, all the pictures, graphics, headlines work together to that end. As well, Frank stresses the rights [illegible] to have their opinions [illegible] in a responsible fashion, [illegible] that choice in every edition.

He has to be a blend of teacher and news editor most of the time, pushing students to look behind a story, pick out the news, and fine-tune sentences. "If you walk into the cafeteria on the day *The Catalyst* comes out, you'll see every student reading it. The paper has credibility — students know it's theirs."

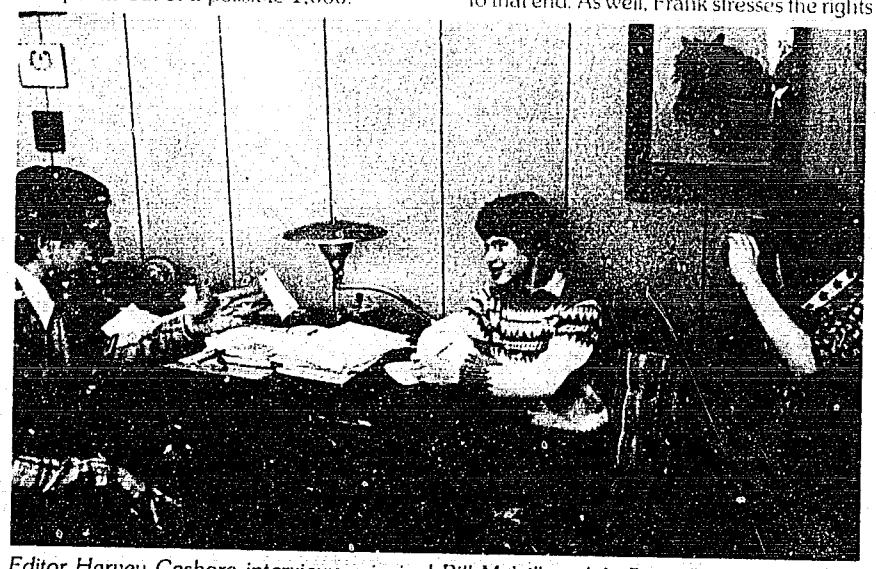
Students spoke highly of the training they receive on *The Catalyst*. They will tell you their research skills improve through the work of information gathering, that "we learn to be more direct in English — we're not rambling off so much. We know how to get our point across in essay writing."

They say parents and neighbours read *The Catalyst* and are impressed by it.

Another facet of the program, they said, was an improvement in their own ability to evaluate news in all the media.

Janice Barr, when she was editor of the paper, summed it up this way: "I joined *The Catalyst* because I saw it as being a positive reflection of Centennial School. Working on *The Catalyst* is an excellent opportunity, not only because I improve my writing abilities, but because I learn a lot more about Centennial and how it is run. We're given a considerable amount of freedom in approaching the issues and writing the news — this is really why our work is so enjoyable."

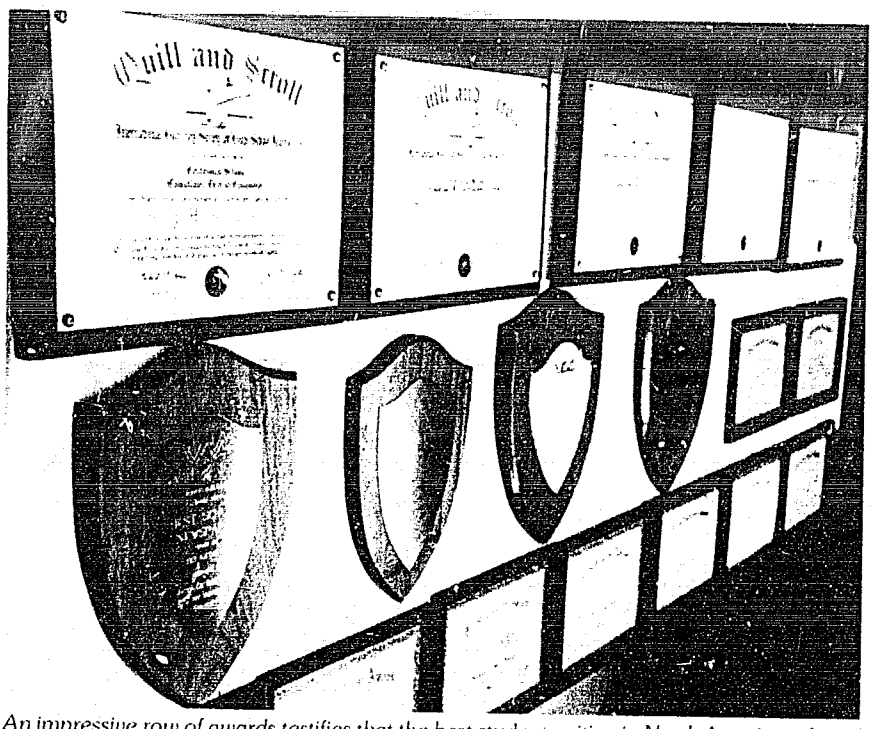
Many former Catalyst members have gone on to full-time work in the news and advertising industry directly from the paper. Others have enrolled in post-secondary institutions for further training. From time to time Frank Shepherd will hear from his graduates either through seeing their work or through a personal call, and they express gratitude for the basics he taught them.



Editor Harvey Cashore interviews principal Bill Melville, while Dave Richardson, photo editor, gets a "shot."

Former editors Susan Burgess (left) and Laura Ford contribute their skills in the second semester by editing copy.

In the Catalyst office Frank Shepherd helps Laura Bourke with copy forms for a new [illegible] while Ward [illegible] discusses pictures with Harvey Cashore and Dave Richardson



An impressive row of awards testifies that the best student writing in North America is found here in British Columbia.

Bill Melville, Centennial principal, has a message for other schools in the province on a number of aspects of a student newspaper gleaned from his experience with *The Catalyst*.

Much of the success in the enterprise he attributes to the climate in the school. Centennial has tended over the years to handle controversial issues in a straightforward manner. Examples are many, but one is a controversy in the community over the use of some municipal acreage for either a golf course or public park. That controversy was aired in the paper. Visiting politicians express controversial views on a range of topics that are duly reported.

Says Melville: "The paper has broad appeal — it puts out a positive image of the school as a functioning part of the community. A lot of principals and teachers are worried about the freedom students have to say what they want to say. But if you have a student newspaper based on sound principles and good practice and most impor-

[illegible]

[illegible] variety of after-school programs, for instance, with opinions from students that give the paper a general new[illegible].

Student newspapers have always been there. But it was only in 1971 that the Writing 11 course was officially ushered into the curriculum. Perhaps the greatest drawback to the nourishment and flowering of the student newspaper movement, however, has been the lack of a journalism college in the province.

In 1971 the BCTF undertook a summer course to assist teachers who would be dealing with the new journalism course that year. Following this very successful summer course several fine publications were produced in schools. Two annual meetings of student editors and sponsor teachers were arranged in Vancouver where experts gave presentations on graphics, writing, photography and legal matters.

There's a great deal of interest today in student journalism across the province. Perhaps the time has come to form a provincial body to support the movement. Schools can only benefit.

John Hardy is a member of the administrative staff of the BCTF's Government Division.

A RESPONSE FROM THE PUBLISHER

In our January-February 1981 issue we ran an article critical of the Canadian Tests of Basic Skills. Here is a rebuttal from the publisher of the tests.

JAMES A. CONNOLLY

The recent article "How **Not** to Test for Skills" (Jan.-Feb.) confirms many of the misconceptions regarding the purpose and use of standardized testing and relates these very specifically to the Canadian Tests of Basic Skills (CTBS). The majority of the concerns expressed, however, relate rather to the supposed misuse and misinterpretation of such tests and not to the quality of the tests themselves.

In any discussion of standardized testing, certain fundamental principles must be kept in mind.

First, teacher evaluation and standardized tests are partners, not competitors. Each serves a somewhat different purpose but provides complementary information. Both are necessary to evaluate adequately the achievement of individual students.

If the results of a standardized test are consistent with teacher expectations, they reinforce what the teacher already knows about the pupil. If, on the other hand, the results are inconsistent with expectations, the teacher should attempt to discover the reason for the discrepancy.

Second, test scores do not tell us everything about a student. No test can measure all of the cognitive objectives; nor can a standardized test measure the affective domain. These tests do not measure such qualities as humor, imagination or creativity. Care must be taken not to read more into test results than they are intended to show.

Third, test scores provide information about students; they help educators to understand better the differences in student needs and to make appropriate decisions

that provides for their varied needs. Constructive professional use of tests rests upon using the data obtained to help make more beneficial decisions about people and to help people make better judgments about themselves.

Fourth, a major purpose of standardized testing is to provide information that will indicate progress toward suitable individual goals. Individual goals can be established in areas where there is need for improvement, the achievement of previously established goals can be reinforced. These procedures are outlined in the Teacher's Guide for CTBS. Test scores can, and in fact should be, reported to pupils in such a way as to encourage them to accept the responsibility for their own development, in itself a valuable educational experience.

STANDARDS OR NORMS?

There is considerable confusion in the use of these two terms; they are not interchangeable and each has a precise meaning.

Standards are established by school administrators, principals and teachers. Each must individually decide what may reasonably be expected of the student, keeping in mind such factors as the socio-economic profile of the school or jurisdiction and the composition of its student population, as well as its overall educational objectives. Publishers do not set the standards by which performance is measured, educators do.

Norms, on the other hand, are developed by the test publisher and are simply a numerical description of average achievement. They should not be considered as a standard of performance or as an indicator of what constitutes "satisfactory" achievement.

National norms are descriptive of average national achievement, but local norms can be and often are developed as well. A local norm is derived from the scores of any group of answers that are scored at any one time, and permits the interpretation of individual achievement in terms of local conditions.

CANADIAN ORIGIN

As Dr. Sydney Butler quite correctly states, CTBS is not of uniquely Canadian origin, the publisher has never claimed otherwise. In fact, every major component of the test acknowledges that CTBS was developed in co-operation with the University of Iowa, and each component carries a joint Nelson University of Iowa copyright notice.

The Canadian project, begun in the early 1960s under the direction of Dr. Ethel King of the University of Calgary, was a joint enterprise involving the United States and Canadian authors and publishers, as well as consultants drawn from all areas of the country. Canadian educators reviewed the placement and relative emphasis of the basic skills, and consultants from British Columbia, as well as from other provinces, were asked to respond specifically to the appropriateness of the content, the sequence of skill development, the appropriateness of grade or level placement and to any other concerns arising from their practical experience in using the tests with Canadian students. From the evaluations received, modifications were made to meet the diversity of viewpoints and curriculum requirements in Canada.

A standardized test is only as good and as useful as the national norms that accompany it.

The CTBS standardization process involved some 25,000 students selected with great precision and care to be representative of the school population with regard to the geographic and soci-economic diversity of Canada.

It is claimed, incorrectly, that the standardization included only students whose mother tongue was English. In fact, the criteria required only that these 25,000 students be drawn from schools where English was the language of instruction.

Were these schools representative of those in British Columbia? Categorically, yes — students were selected from many communities in British Columbia including Bridesville, Burns Lake, Clinton, Kamloops, Kettle Valley, Nanaimo, North Vancouver, Port Coquitlam, Port McNeill, Ucluelet, Vancouver and Victoria.

A detailed and complete description of the standardization program may be found on pages 34-50 of the CTBS Manual for Administrators, Supervisors and Counsellors.

CULTURAL BIAS

Cultural bias has been the subject of serious continuing concern during the whole period of the evolution of CTBS — a period of over 15 years. From the very beginning there has been an insistence that items be evaluated in terms of relevance, not only for the local classroom but also for all individuals in each classroom. Despite this, however, a specific reading passage or language item might be more interesting for a girl than for a boy or for someone from an urban environment as opposed to a rural environment.

The removal of all bias of this kind would result in the elimination of all that is interesting, motivational or challenging. Such a test would be bland, uninteresting and irrelevant for all students, as would be any textbook, novel, magazine or journal similarly edited.

It must be recognized, too, that the responses of each of the 25,000 students who participated in the standardized program reflected any inherent biases present in the test items themselves. The national norms, then, take this factor into account.

BASIC SKILLS

From the onset, the article makes much of the fact that CTBS does not measure the basic skills, that what it does measure cannot be considered as basic to Canadian education. What, in fact *does* CTBS measure?

In the language section, for example, test scores when correctly used and interpreted, will yield information regarding student achievement in spelling, capitalization, punctuation and usage. In mathematics, specific test items are given that relate to decimals, per cent, ratio and proportion and fractions, to name just a few. Similarly, in

THESE TEACHERS HAVE RETIRED

Most of the teachers listed below retired last year or earlier this 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.

Leif Aasen, Surrey
Grace Allen, Vancouver
Archie Byatt, Victoria
Patrick Calancie, Langley
Olga Cameron, Vancouver
Rose S. Cartwright, Delta
Reginald Cobb, Burnaby
Gertrude Fitz-James, Chilliwack
Sylva B. Hall, Sooke
Ethel Hatto, Cranbrook
Gordon Hutton, Delta
Kathleen Irwin, Burns Lake
Angus MacSween, Vancouver
James A. McCurrach, North Vancouver
William McRae, Kimberley
Margaret Moore, Langley
Deirdre Nowicki, Richmond
Amy Pritchard, Victoria
Harley Robertson, Quadra Island
Dorothy Robinson,
Helen Ruckle, Victoria
Paula Scutt, Central Okanagan
Leslie Tarmar, Chilliwack
Margaret Winch, North Vancouver
Austin P. Woodyatt, Kamloops

[illegible]

Certainly these skills must be considered basic to Canadian education, for they are specifically identified as such in virtually every curriculum guide prepared by the individual provinces. For example, each of the language and reading comprehension skills noted above as being tested by CTBS are specifically identified on pages 25-84 of the Elementary Language Arts Curriculum Guide (1978) prepared and published by the Curriculum Development Branch of the B.C. Ministry of Education.

TEST FORMAT

The article suggests that the use of a separate answer sheet may invalidate the test results of younger students. Although current research clearly indicates that even average Grade 3 students are not penalized as a result of the use of an answer sheet, the primary level tests are also available from the publisher in a format that allows the student to record the answer directly in the test booklet itself.

VALIDITY AND RELIABILITY

These issues have been studied in great detail by the authors of CTBS and by the consultants. The professional measurement project in test development and utilization at the College of Education of the University of Iowa, upon which CTBS is based, has been a continuous endeavor since 1935. Virtually every aspect of test construction, administration, reliability and validity has been researched for over 35 years.

Extensive documentation cannot of course be adequately summarized in a brief article. A more complete presentation may be found on pages 40-70 of the CTBS Manual for Administrators, Supervisors and Counsellors.

Concern has also been expressed regarding ambiguities claimed to be inherent in various items, such as in the examples quoted from the Level (Grade 3) vocabulary test. Certainly, "a final look" could be "a backward look", "a long look" or even "a first look", but the student is asked to indicate the word that has most nearly the *same meaning* as "a *final* look". That word is unquestionably "a *last* look". Similarly "precious" stones could be "ancient", or "polished" or "pretty", but a more precise response would be "very valuable".

The language section, too, is claimed to be invalid, and again specific examples are quoted. It is suggested that students may well consider such words as "gonna" and "git along" acceptable and that the use of the double negative is within the standards [illegible] by all means CTBS does [illegible] students.

However, as is the case in all education matters, the teacher, principal or administrator must make a professional judgment about the usefulness of these test items as just one of the many tools and methods that may be used to evaluate the performance of students relative to established standards.

Similar concerns and examples are raised throughout the article with regard to other items and subtests. Should you share these concerns, we, as the publisher of CTBS ask only that you consider them in light of your own educational goals, objectives and standards.

You may agree with the statement made in the preface to "Selection and Use of Standardized Tests" published by Learning Assessment Branch, B.C. Ministry of Education, which reads: "The area of standardized testing has long stood for the [illegible]

In the introduction to the same publication, the following statement is made: "Standardized instruments have some highly visible advantages over other informal educational measures. They are objective both in source and design. Their long history has invested them with an authority that experience over time has generally solidified. Their use in identifying the Marys who need special help, in aiding individuals in career and educational decisions, in providing information about the effectiveness of programs and in diagnosing weak spots in curriculum and instruction has been well documented."

This publication provides a relatively compact statement of the major issues surrounding the use of standardized tests.

We recommend that you read it, evaluate standardized tests relative to your own standards and expectations for your students, and reach your own conclusions.

James A. Connolly is vice-president, marketing of Nelson Canada Limited.

WE SHALL MISS THESE TEACHERS

In-Service	Last Taught In	Died
Monique M. De Moissac	Vancouver	February 20, 1981
Laurie Mae Grant	Richmond	March 12, 1981
Albert G. Rosenau	Chilliwack	March 26, 1981
Chandra K. Shal	Vancouver	March 12, 1981
Retired	**Last Taught In**	**Died**
Joseph Albo	Campbell River	February 11, 1981
Ella Beane	Victoria	February 25, 1981
Evelyn L. (Ewards) Dean	Burnaby	January 21, 1981
Fern (Pratt) Faulkner	Prince Rupert	February 26, 1981
William B. Fountain	Burns Lake	March 2, 1981
Charlotte (Hayes) Freeman	Lillooet	February 4, 1981
Dorothy (Laing) Holt	Vernon	March 21, 1981
David Jack	Mission	January 29, 1981
Ruby (Young) Maclean-Angus	Central Okanagan	February 27, 1981
Allan R. MacNeill	Richmond	February 2, 1981
Kathleen M. (Sargent) McDougall	Prince Rupert	February 25, 1981
Mary W. Mercer	Nanaimo	February 5, 1981
Harold G. Miller	Surrey	February 25, 1981
Katrilyne Porter	Nelson	January 11, 1981
C. Vaughan G. Pritchard	Victoria	March 22, 1981
Carol Sellars	Burnaby	January 20, 1981
Glen O. Shantz	Coquitlam	March 18, 1981
Harry Smith	North Vancouver	January 2, 1981
Elma C. Spence	Quesnel	January 22, 1981
Roy B. Stibbs	Coquitlam	April 17, 1981
David Tully	Penticton	March 8, 1981

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45	42	3.40		5.48
50	47	5.03		7.98
55	52	7.45		11.46
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Can your students see properly?

Although they may pass vision tests, your students may have eye defects that impair their reading. Here's how you can tell.

CLIFF PENNOCK AND JON SHAPIRO

By far the most common method of testing the vision of students is use of the eye chart. Unfortunately, the chart does not identify children who do not have extreme vision difficulties, but do have difficulties that interfere with comfortable reading. The charts do not measure binocular vision, the type used in reading.

●Mr. Smith, the Grade 5 teacher who had accompanied Tommy to the clinic for a reading diagnosis, could not believe what he was being told.

"What do you mean there is a strong possibility that Tommy can't see well enough to read. He couldn't have made it to Grade 5 without someone noticing, could he?"

As the clinician began to respond, Mr. Smith scoffingly said, "Anyway, Tommy already passed his vision tests. He's got 20/20!"

Does this sound farfetched? Unfortunately, scenes such as this one occur far too frequently. Children's teachers, their parents, and more importantly, the children themselves have been victims of the visual screening procedures used for school entrance and, at times, for teacher referrals.

VISUAL SCREENING IN B.C.

How do we check a child's visual proficiency? A recent survey of school district practices in B.C. revealed that two-thirds of the districts reporting used an eye chart on a wall or stand. Since this instrument is so

widely used, let's review how the assessment is conducted and what it measures.

The typical eye examination consists of the child's having to read progressively smaller symbols from a chart located 20 feet away. First, the child reads as far as he or she can with one eye (the other eye remains open but is blocked by a handheld card) and then repeats the procedure using the other eye. This test, then, measures the clarity of vision in each eye at a distance.

What the eye chart examination is capable of detecting is myopia or nearsightedness. Occasionally it may detect cases of astigmatism and severe cases of hyperopia or farsightedness.* However, the test will not screen out children who are not in the extreme areas, yet the amount of abnormality may still be sufficient to interfere with comfortable reading. Additionally, the test does not examine the child's binocular vision, the type of vision used in reading. A brief examination of these visual problems, omitted from examination with the wall chart, may serve as a starting point for teachers' awareness of how visual anomalies effect reading proficiency.

HYPEROPIA AND ASTIGMATISM

The two most likely refractive errors to go unnoticed by eye chart examination are hyperopia and astigmatism. Hyperopia is often referred to as farsightedness. Most vision specialists dislike that term, for the farsighted person sees no more clearly at a distance than a normal sighted individual. In fact, the farsighted individual must constantly accommodate (change the power of the lens behind the iris) to see clearly at a distance.

The child who is suffering from hyperopia encounters difficulty with near point tasks. To focus clearly at a normal reading distance, the hyperope must constantly accommodate. This process can cause strain, which in turn can lead to headache, double vision and, of course, to difficulty with reading.

Various investigations have found a much higher frequency of hyperopia in the reading-disabled population than in comparable populations of normal readers. These findings may be due primarily to the fact that hyperopes become uncomfortable in a reading situation. Hence they are likely to avoid as much near point work (reading) as possible. These avoidance behaviors may cause them to lose proficiency in skills and practice, thus leading to reading problems.

Astigmatism, which is the most common of the refractive anomalies, is a distortion of vision. The distortion is usually a result of an irregularly shaped cornea (either a congenital condition or a result of disease or injury). Astigmatics can sometimes cope with the blurring by tilting their heads while reading. More often they are likely to squint, which action can change the shape of the cornea, through pressure, and sharpens the image they see. Ironically, most congenital astigmatics do not realize they have a visual problem, since they have always seen distorted images.

As with a hyperopic child, the astigmatic pupil will suffer from eyestrain and an avoidance of near point tasks. The combination of fatigue resulting from strain and the blurred images can impair success in reading. Additionally, the development of negative attitudes to near point work (especially reading) is possible, and this attitude in turn contributes to reading disability.

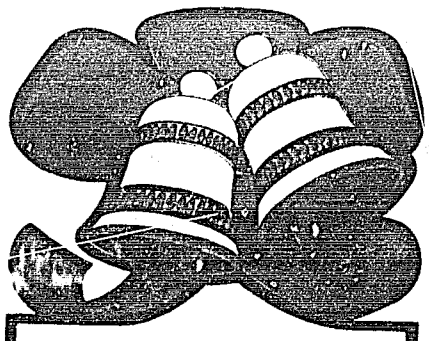
"But I'm sure my grandson's pictures will liven up the annual." © *Innovations Unlimited*

*To be tested for hyperopia, the child must read the chart through a special lens. Our survey revealed that this "plus lens" is rarely used.

BINOCULAR DIFFICULTIES

For most individuals, the eyes have to work in co-operation or co-ordination to see a symbol (such as a letter or word) clearly. This means that the six muscles controlling each eye must function efficiently and in harmony with each other. When they do not, the muscular imbalances cause difficulties with fusing the images received through both eyes into a single, harmonious image.

Common examples of muscular imbalance are seen in children who are cross-eyed (or esophoric) and children who are wall-eyed (or exophoric). A cross-eyed child can learn to read with little hindrance. Generally, the exophoric child has more difficulty. Since the exophoric's eyes are turning outward, his or her muscles must



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exert additional energy to keep the eyes converging.

As with refractive errors, the strain on the eyes causes fatigue, headaches and, sometimes, double images. Many studies have found a much higher incidence of binocular difficulties among reading disabled populations than among their non-disabled reading peers.

THE ROLE OF THE TEACHER

The foregoing discussion leads to two conclusions. First, the visual screening techniques used by many school districts do not identify children with several types of visual difficulties. Second, the visual difficulties not identified are sufficiently related to reading proficiency to cause real concern.

What can a teacher, who has no training in this area, do?

The teacher's primary responsibility lies in the area of observation. If we are aware of various symptoms of visual difficulties, we can refer the child for a visual checkup. If the visual screening or checkup is limited to the use of a wall chart, the teacher can suggest a more complete visual examination.

Some of the more common symptoms of visual difficulties are:

- frequent tearing or watery eyes,
- frequent reddened eyes or eyelids,
- frequent crustiness around the eyes,
- frequent styes,
- frequent eye rubbing,
- frequent headaches after near point work,
- frequent loss of place while reading,
- facial contortions while reading,
- an eye turning in or out,
- tension during near point work,
- consistent holding of a book at an unusual distance,
- tilting the head to one side while reading.

In addition to these symptoms, the teacher should not ignore the child's complaints of fuzziness of images or of seeing double images. However, refraining from a referral until the child complains is unwise, for many children are unaware that something is amiss or unusual or, in the case of younger children, they cannot verbalize the problem adequately.

With an awareness of visual problems and reading ability, classroom teachers can serve as the first line of defence in the prevention or correction of some learning problems. Many youngsters will reap the benefits of this heightened awareness.○

Dr. Pennock and Dr. Shapiro are members of the Reading Education Department of UBC's Faculty of Education.

Continued from page 166

Nevadas. We knew immediately . . . we were home!

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Three-bedroom furnished house for rent, near beach at Ships Point, 15 miles south of Courtenay. Available September 1981 to June 1982. $400 per month. 277-0801. After June 30, write 7711 Ships Point Road, Fanny Bay, BC V0R 2W0.

Two-bedroom fully furnished house across from the beach for rent—Qualicum Beach. Available for the September 1981 to June 1982 teaching year. 931-3823.

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Family of three with well-behaved dog would like to trade our 2-3 bedroom home within walking distance of UBC with house on Gulf Island or coast for July 25 to August 16-20 (2nd session of UBC summer school). Please write or phone Reg Plummer, 4514 West 11th Avenue, Vancouver, BC V6R 2M4. 228-9697.

Ottawa, Ontario. Large 3-bedroom home. Wish to exchange for accommodation in Vancouver, prefer Dunbar or Kerrisdale area, about last week of July and first two weeks of August. For details write David Treleaven, 17 Ullswater Drive, Nepean, Ontario K2H 5H3.

ACCOMMODATION WANTED

Wanted—a 2-3 bedroom house in or near Victoria, to be rented during the 1981-82 academic year. A school principal and family (two children—no pets) need residence while he attends university. Write Lon Borgerson, Box 36, Ile-A-La-Crosse, Saskatchewan S0M 1C0 or phone (306) 833-2440 during school hours.

Teacher on leave of absence would like to rent 1 or 2-bedroom accommodation in Vancouver. Start summer or September. J. Hannah, Box 414, Hazelton, B.C. 842-6058.

Wanted for September 1, 1981. Reasonable, furnished accommodation in Vancouver for British exchange teacher. 988-6765.

Ontario teacher (family of 3) needs a 2-3 bedroom house or townhouse within 40 minutes of UBC. Fireplace and four appliances. Good location, $600-$800/month. July or August 1. Will sign one or two year lease. Contact Anne Gutt, 2342 Hall Avenue, Windsor, Ontario N8W 2L9 or call (519)253-8257 collect.

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Maui 1 bedroom or 2 bedroom condo fully equipped, summer, $210 U.S. week $850 U.S. month. Sleeps 4. 921-8401, 926-7417.

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An attractive older 2-bedroom home available July 11-12 thru to August 16-17. Can be taken part or all of time. Lovely secluded garden. Located 1 block from lake, within walking distance of yacht club, beach, park, theatres, and shopping area in Kelowna's oldest residential district. Washer, dryer, outdoor barbeque. $100 per week. 763-2781 or write Harvey & Ann Macmillan, 1907 Abbott Street, Kelowna, BC V1Y 1H8.

Deluxe condo across from Kamaole Beach, Kihei, Maui. 2 bedrooms, 2 bathrooms, sleeps 6. Pool, shuffle board, washer dryer. Off season rates $45 per couple per day. 521-9214. Ask for Karen.

2-bedroom. House on Osoyoos Lake available for rental by the week at a rate of $175 per week. For the months of July and August, call after 5:00. 495-7768.

Furnished four-bedroom family home on the northern boundary of Nanaimo available August 1, 1981 to July 1982. Large living room, dining room, kitchen, study; 2½ acres of wooded privacy. 10 minutes from town, two minutes from elementary school, five minutes from large shopping mall. $550 plus utilities. Call J. Hodgins, 758-6519 or write 5534 Rutherford Road, Nanaimo, BC V9S 5N7.

For rent—July 4 to August 22. 3-bedroom home in Oyama private beach on Kalamalka Lake. $100/week and upkeep of small garden. Non-smokers—no pets—references required. Contact E. Goodman. 548-3808.

For rent July/August. 14 x 70 2-bedroom mobile ½ block from beach. Responsible adults only. Contact J. Best, 129-3745 Lakeshore Road, Kelowna, B.C. 762-2067.

White Rock, July, August only. Remodelled 1-bedroom cottage. Rent $500/month utilities extra, but will pay $100/mo. Dog care, maybe child care also. 531-0403 evenings.

For rent at St. Ives on Shuswap Lake from July 25 (noon) until August 8 (noon): two-bedroom condominium; sleeps five. Facilities for swimming, boating, tennis, golfing and hiking. Have a holiday on beautiful Shuswap Lake. $800 for two weeks. Write to Alan Scott, 3214 Watt Road, Kelowna, BC V1Y 1M8 or phone 763-8176 after 6:00 p.m.

Three-bedroom house in Tsawwassen, central to all amenities, for rent for summer holidays. 943-9166.

Summer accommodation available in downtown Kelowna from July 25 to August 14. Fully-furnished, 1-bedroom apartment two blocks from the beach. Price negotiable. 763-1637 evenings; 762-2829 days.

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For rent: Furnished suite, available July and August. Adults only, non-smokers, no pets. $350/mo. In New Westminster. Phone 524-4136 or 531-0759.

Vancouver West End apartment. 1½ bedrooms, large livingroom, large diningroom, large kitchen, minutes to walk to all recreation facilities, park, beach. Short drive to three campuses. Six weeks from July 1—$800. Call 689-0724 or 688-3836.

For rent: July and most of August, two-bedroom condominium. Close to SFU. Please write 2-7323 Montecito Drive, Burnaby, BC V5A 1R2.

Three-bedroom family house. Fifteen minutes from SFU. $700/mo. Available July to September. Furnished, with micro & dishwasher. Two patios, fenced yard. Use of '79 Chev. No pets. References required. H. Henrichsen, 6369 Clinton Street, Burnaby, V5E 1A3. 434-1661.

Three-bedroom fully-furnished house for rent. July & August or part thereof. West Vancouver. $600/mo. Call V. Grant, 926-8741 after 6:00 p.m. or write to 1515 Kings Avenue, West Vancouver, BC V7V 2B3.

July & August. Furnished two-bedroom house on a golf course in Surrey, 45 minutes to UBC and Western Washington University. Heated outdoor pool and tennis court. Washer, dryer, piano, harp, fireplace, and patio. Close to beaches and shopping. $450/mo. Phone 534-3373 or write R. Bentes, 6217 Greenside Dr. E., Surrey, BC V3S 5M8.

Furnished 2-3 bedroom house near UBC, bus. $1200 for July and August. Quiet street. Encumbrances: 3 cats, 1 garden. References required. 263-2995.

For rent July & August. Large home on landscaped acre. 45 min. drive to SFU, UBC or Western. Non-smokers, non-drinkers. Perfect for the summer. Write Summer Accommodation, 14135-60th Avenue, Surrey, BC V3W 1S9 or phone 594-4401.

Large 1-bedroom condo for rent. Month of August. Panoramic seaview, tennis, pool. Kits. area. 10 minutes to UBC. $650. 738-9262 or write Mrs. S. Boyd, 602-2445 W. 3rd, Vancouver, BC V6K 4k6.

UBC Summer School—July 2 to August 14. 3-bedroom and den, family home, Kitsilano, near to beach and UBC. Fully furnished and equipped: dishwasher, etc. 2 cats, plants and lawn mowing required. $1200 includes utilities. Phone Lisa Duprey, 736-4858, 3060 W. 13 Avenue.

One-bedroom apartment available June 20 to August 21 (or 28). Lougheed Mall area. Includes all furnishings, pool, sauna. Five minutes to SFU, 35 min. to UBC. Phone 939-3151. Rent total $550.

House for rent in Richmond. July and August. Furnished 3-bedroom two level with large private yard, close to buses and community facilities. 30 min. to UBC. $700/mo. plus utilities. 277-0801.

Two-bedroom house with basement and large back yard and garden in Victoria. Available July 1-August 20. Rent $350/mo. Would be leaving large dog and cat to be fed. Eve Chauncey, 444 Dupplin Road, Victoria, BC V8Z 1B9.

On the beach and near UBC. One-bedroom plus den, with baby grand piano, and you may use the sailing dinghy if you'll mow the lawn. $1000/mo. 738-5878.

For rent, 3-bedroom house in Coquitlam for July-August. Reasonable rent, reference required. No children. 936-8938 after 5:00 p.m. for details.

NEW LESSON AIDS

8606 *The Art Book*, 213 p. An illustrated resource book of activities and information compiled for art teachers who have no special art training. Suitable for K-7. . . . . $7.45

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

ADMINISTRATION

Canadian and comparative educational administration. Vancouver, Education-Extension Centre for Continuing Education. The University of British Columbia. 1980. 403 pp. paper. $15.00. 0-88843-122-8. Order from: Publications Division, Centre for Continuing Education, The University of British Columbia, 5997 Iona Drive, Vancouver, B.C. V6T 2A4.

This monograph of 32 papers totalling 416 pages represents the work of 35 authors from 13 nations and six continents. The papers were presented at the Fourth Quadrennial International Intervisitation Program in Educational Administration (Canada, May 1978).

The main theme of this book is the contemporary role of the educational administrator. Administrators in any school system could benefit from studying these papers.

The book is divided into seven sections:

1. Prologue: Leadership for Education of Administration in Canada.
2. Policy: The Administrator as [illegible]nator.
3. Practice: Problems and Trends in the Field of Educational Administration.
4. Preparation: Contemporary Issues in Training Educational Administrators.
5. Planning: Promises and Limitations.
6. Prospects: The Future Study of Educational Administration.
7. Epilogue: Administration and Policy-Making in Education, The Contemporary Predicament.

The aim of the conference was "to inform educational leaders from around the world about educational administration, organization and policy in Canada, and to provide a forum for the international exchange of ideas toward advancing the study and practice of educational administration."

—H. D. McTaggart, Langley

Ed. note: The reviewer writes that he enjoyed the book and recommends it to other administrators.

CANADIAN STUDIES

Endicott, Fran. *The City Kid's Book* developed by Fran Endicott and Barb Thomas. Toronto, OISE and Cross Cultural Communication Centre, 1979. 136 pp., paper $6.75. 0-7744-0170-1 (OISE Curriculum Series No. 37)

Endicott, Fran. *The City Kid's Teacher's Book* developed by Fran Endicott and Barb Thomas. Toronto, OISE and Cross Cultural Communication Centre, 1979. 130 pp., paper $7.75. 0-7744-0170-2 (OISE Curriculum Series No. 38)

Here is a book revealing the diverse and multicultural fibre of a city and its inhabitants, one that can be effectively used by any busy classroom teacher. The text moves from the inside out, looking at the similarities and

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differences among people living in the city. It progresses from you, the kid, to the family and to the community, from the work you parents do to the movement of people to the city and the feelings of a newcomer. The chapters are:

What Makes Me?
Neighborhood People and Places
Families
Work and Working People
If You're New to the City.

One of the strengths of this text is the accompanying teacher book, which provides an excellent commentary on intent and then supplies extensive enrichment material, matched to the book's table of contents.

The authors are practising teachers. Much of the material was written by people from schools and businesses. The prose is well written and easy to read because much of it was written by the people who can be found in a typical city. The book is profusely illustrated with sketches, cartoon-style pictures and photographs that are entirely compatible with the text.

The purpose of this text is to inform the reader of the complexities of city life and of the wide range of cultural backgrounds found in Canadian cities. This purpose has been amply achieved. I certainly recommend this book for teachers at any level.

— H. D. McTaggart, Langley

Saint, Julia. *Origins: Canada's Multicultural Heritage* by Julia Saint and Joan Reid. Don Mills, Academic Press, 1979. 200 pp. paper. $5.50. 0-7747-1119-1.

Why write a text on multiculturalism? "One in every five Canadians today is a person who has immigrated to Canada. The rest of us are descendants of immigrants, who, at widely different times, came to North America from other continents .... To begin to understand ourselves and other Canadians we need to share this common experience."

A rather lofty goal, achieved in textbook form by Saint and Reid. We've had large quantities of multicultural books in the last few years — but not much quality. This is one of the best, because the authors have had to sift through masses of material and keep their objectives sharply in the forefront. Saint and Reid wanted to give secondary teachers and students an historical overview of Canada's multicultural heritage from its beginnings.

How did they tackle this task? They set the text up for teachers so that it can be used as a source book for material, "as the central source for a unit," or "as the framework for a year's course." "Waves of immigration" are studied through a theme approach, the text traces "Institutional Roots" and examines "origins of our modern technology" that the authors believe "are still revolutionizing our whole way of life in Canada today." The student introduction suggests that this be a source book and "a series of challenges to you."

The contents pages are interesting. The authors go back to Indian and Viking periods. Then they do an in-depth study of the French and the English in Canada. Much of the multicultural material on bookshelves today regards everyone *except* French and English as our immigrant groups. By including this detailed "origins" work, the authors have set a really workable framework for the text. Sections follow on "Immigration After World War I," "Immigration After World War II," "Who Can Immigrate to Canada?" and "Canada: A Mosaic of Peoples." The authors had to select certain groups to portray in the text because there are over fifty groups who could have been included. They therefore set up a model for students so that they can investigate their own heritage and, in fact, include it as part of the text.

Each section of the text deals with content, in the historical sense, but also with student skill development. Summarizing, analyzing new evidence, research and evaluating are highlighted. Each section contains suggestions for assignments as well as thought-provoking questions leading to written or oral class work.

The authors make use of a variety of means to create an interesting flow of information. There is the expected narrative — but it is heavily interspersed with excerpts from letters, books, newspaper articles and the like that really make the experiences vivid. Up-to-date statistics on immigration as well as charts, maps, photographs and drawings give visual support and enhance the text.

Four case studies will be of value as models for investigating the student's own immigration heritage. Each starts with the background of a group, Americans, Italians, Germans, Dutch. A second-[illegible]-school student is taught interviewing techniques. [illegible] interviews her father, an Italian immigrant. The student asks about his reasons for coming to Canada, his first impressions, his position in today's Canadian society. The same student then talks [illegible] with her teacher about her own experience [illegible] Canadian. The authors offer also an "Idea [illegible] Bank" including occupation charts and school attendance charts.

It is interesting that an Asian group isn't included in the case studies. The European groups can find threads of commonality somewhere in their traditions, the Asian experience has been very different. A case study of Japanese and/or Chinese using the same format would have added a dimension to the stated goal of beginning to understand ourselves. Perhaps the very nature of the experience of Asian groups immigrating to this country precludes the stories being told.

An excellent listing of resources includes books, articles and audio-visual materials. The text is a worthwhile addition to any secondary course in Canadian studies.

—Heather Harris, Vancouver

Little, Frederick. *Critical thinking and decision making: a methodology for analysis evaluation and review.* Toronto, Butterworths, 1980. 337 pp. paper $11.95. 0-409-84520-5.

As a mathematics teacher I feel that the author makes his arguments much too difficult to follow and his use (misuse?) of mathematics rather too obscure to understand. Elementary set theory is much easier for the public to understand when properly used.

I asked Don Wilson, an English teacher, for his opinion. His response was that "it has only the bones of a book — no flesh, heart, or soul." *Critical thinking and*

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decision-making that supposedly discusses communication, cannot communicate.

"The decision a critical reader must make is a decision relative to the argument of the article under review. Since a decision is required, it should prove instructive to set that particular kind of decision within the broader context of the general process of decision making." (p. 268).

In our opinion, too much regurgitated academic pa. lum is used.

-- Douglas R. Forbes

COUNSELLING

Bedal, Carl L. *What can I do this Summer?* (1981 ed) Toronto, Guidance Centre, 1981. 95 pp. paper, no price given. 0-7713-0101-4

A meaningful summer! Interested in employment? Alternatives? If you are not sure, use this booklet. Perhaps your overall career plans can be related to your summer experience, so let's get thinking NOW! This student helper is up-dated every year by the governing council of the University of Toronto. A four-page list of Canadian addresses includes help and suggestions for volunteer activities. Librarian, counsellor, classroom teacher would find a set of these books invaluable.

You could be a worker or a vacationer or combine work and leisure. Summer work, paid or volunteer is a try-out period, a learning experience. References from friends and relatives, after-school and weekend jobs during school months frequently lead to summer jobs. Persistence and early application with a well prepared resumé are important considerations. This realistic section also gives help on self-employment.

As a summer student there are several types of up-grading courses: in the arts, physical fitness such as Outward Bound, driver training (excellent for the sixteen-year-old).

Summertime could be an introspective time.

Get this booklet; use it individually, at school, with the family, and do it soon!

—B. Pepper, White Rock

Freeman, David S. *Perspectives on family therapy.* Vancouver, Butterworth & Co. (Western Canada), 1980. 268 pp. paper, $15.00. 0-409-98824-3.

Meet the blind woman attempting to describe an elephant! *Perspectives on Family Therapy*, edited by Freeman, contains so much valuable material that these comments will reflect only a minute facet of its worth. It is doubly valuable because the articles portray the working experiences of family therapists, rather than abstract theories.

The book has three parts. The first section gives tips and suggestions ranging from how to teach a beginner's course in family therapy to how best to provide help for rural families. Rodway's contributions are extremely sensitive, for he aims "not merely to remove problems or symptoms but to identify and nourish individual and family growth." By using a positive focus, the author notes, family strengths are "identified and utilized to deal with the problems caused by the undermining of family and kinship values." When a family is seen as a unit, not a collection of parts, more can be achieved and family frustrations made to work for, not against, its members.

The rural family, often difficult to reach, can be helped through the three-day workshop of Peters and Tomlinson. This intensive therapy clarifies family goals, but is most effective used before, or immediately after, a family crisis occurs. Case histories and encounter results are included.

Kuypers and Trute consider emotional and physical over-involvement in "The Untrapped Worker." Since personal distance is vital to teachers as well as social workers I recommend this essay to student teachers, who will often face "no-win" situations similar to those the authors describe. To watch, to advise, but not to become involved is difficult, as is demonstrated by the examples described, in which actors and social workers acted out possible confrontations. Role playing of a different nature, where the actors are families in crisis, is Carlson's theme in "Problem-Solving Family Therapy." Freeman's interesting ideas on teaching a family therapy course conclude this section. He emphasises how essential it is to know what can be taught and what must be experienced on the job.

Section two includes working with children and the elderly, with couples, sexual counselling and prevention of family breakdown. The first four chapters focus on children in trouble, with Amacher, studying the impact of parental mental illness on children. This is particularly devastating for the very young, who may feel the behavior change is either directed at them, or worse, that it is their fault. She warns of the destructive influence of maternal depression on children, particularly adolescent girls and of specific problems associated with various mental diseases. Her suggestions about helping children understand and cope with their parent's mental illnesses should be welcomed by teachers.

The most interesting article was Herbert's concerning the "conduct disordered child," a category that includes the whole range from super-aggressive to just plain ornery. He stresses the value of early, effective intervention saying such conduct is often predictive of adult maladjustment and may lead to serious personality and social dysfunction. The natural environment, rather than the clinical approach is favoured and Herbert advises correctly used behavior modification techniques as a remedy. He says, "behavior modifiers construe abnormal behavior as being on a continuum with (i.e., not essentially different from) normal behavior." He says a specific situation that produces unwanted behavior should be studied carefully and the environment changed, rather than the child seen as "bad."

The remainder of section two deals with couples and elderly people, and while well worth reading, is not the prime concern of the educator. A general theme throughout is the need to include the whole family, from grandma to the new baby, in therapy, rather than select one member alone.

Section three concerns policy, but two chapters interested me specifically, chapter 19, "The Child's Responsibility to Society," by Maas, and chapter 20, by McParland, concerning placing children in foster homes.

In his perceptive study of responsibility Maas concludes that our competitive society works against peer co-operation and suggests that the encouragement of such co-operation may alleviate or prevent children's problems by making them their "brother's keeper." Researchers have recognized the qualities of responsibility and co-operation in kibbutz children where delinquency and misconduct are rare.

"Forty-nine Children," by McParland is a New Westminster study concerning the placement of children in foster homes or other accommodation, with a one-year follow-up. Because most teachers have students in foster homes or in need of such help, this article is well worth reading.

In conclusion, it was enjoyable to read reports of Canadian children and services working for their welfare. Such books are scarce. The selection for discussion was based on my personal interests and those of our readers, and is in no way intended to imply the other articles were less effective or interesting. The quality of scholarship was first class throughout and the appearance of the book is attractive. An excellent addition to the school counsellor's professional library.

—Kay Bohanna, Maple Ridge

CURRICULUM

Hodgetts, A. B. *Teaching Canada for the '80s* by A. B. Hodgetts and Paul Gallagher. Toronto. OISE Press, 1980. 136 pp. paper, $6.95. 0-7744-0167-2.

This erudite publication is a consensus of the work done by the Canada Studies Foundation, and involved many noted educators from this province.

The authors stress the need for teacher re-training to implement a "Canadianized" program, and the need for adventurous risk-taking leadership to act as a bonding agent in the Canada of the 1980s. Contemporary problems should not be ignored; they must be addressed with forcefulness and imagination so that our young Canadians really understand the Canadian mosaic, the "Canadian" quality of life, Canada's place in global issues and politics, and the responsibility of young Canadians in our troubled world.

The authors say we would be doing "a great disservice to students to pretend . . . problems do not exist." However, it will need a skillful blend of constructive but realistic teaching so that students do not develop a feeling of hopelessness and cynicism. The authors feel that Canada — indeed all humanity — is at a crossroads, and educators in every country can and should influence the choices ahead. They envision "a new humanity, another renaissance."

This is truly a book that blends hope, realism and practicality in a way most teachers will accept. Especially recommended for teachers working in the social sciences and in curriculum development. Not "an easy read," but worth the effort.

—C. LaFortune, Richmond

Seeing Curriculum in a new light: essays from science education, edited by Hugh

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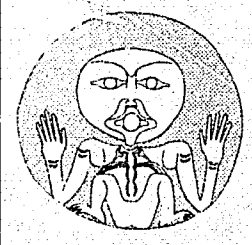

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Munby, Graham Orpwood and Thomas Russell. Toronto. OISE Press, 1980. 184 pp. paper. $8.50 0-7744-0193-1 (Symposium Series 12)

The editors present 10 original essays about alternative ways of seeing the teaching enterprise. The organization of the text is based on the assumption that "educational theory arises out of practice, looks at it, and returns to it with the intent of improving it" (p. 1). This underlying premise was first attributed to Dewey's concept of a "science of education" or how educational theory works to influence how we see educational practice.

The book is wrongly subtitled since the essays do not address the question of teaching a science curriculum. Rather, a collection of essays on teaching curriculum and research have been brought together using Dewey's "scientific" paradigm.

The first section concentrates on practice from three perspectives: intellectual independence of teaching, world view of teaching, and a conceptual analytical framework for teaching. There is a attempt to define teaching for the purpose of considering what it is that we do, when we do engage in classroom instruction.

The second section concentrates on what it is that we teach — the curriculum. The articles look at the theory behind curriculum development, the structure of objectives within the classroom, and evaluating curriculum materials that are used in teaching.

Once objectives are outlined, there is a conceptual basis for evaluating curriculum materials. Also, one must be aware that even though specific objectives are outlined, the hidden curriculum objectives need to be evaluated also.

The final section deals with research — how can we expect research to influence what it is that we educators do? Russell, in a very detailed article on "teacher education research and the problems of change" addresses this question using a rather scientific paradigm. It is interesting that the selection of the research paradigm reflects the theories of how change can occur.

What might be at fault — the medium — the curriculum design and implementation strategy — or the message?

Brent Kilbourn in his article *Ethnographic Research and the Improvement of Teaching* looks at clinical supervision as a method for seeing what teachers do in the classroom. Ethnographic research involves seeing both from an observer's point of view and from within, or seeing being a teacher, by the teacher. He suggests that legitimate research in this area may be more effectively done through an analysis of dialogue within the classroom, that is, participant-observer interactions. The aim of clinical supervision is the improvement of teaching methods by examination of the phases in which a teacher is perceived in the classroom. Ethnographic methodology provides the best diagnostic tool for teacher performance and allows for a variety of teacher development strategy, including micro teaching.

The book requires some interest on the part of the reader. However, each section has been well thought out and is recommended to all educators, particularly those interested in curriculum development.

— Ian Ferguson, Nakusp

EDUCATION

Carr, Gerald. *Safety in gymnastics.* North Vancouver, Hancock, 1980. 248 pp. paper, $12.95. 0-88839-054-8.

The author starts out by discussing the "do's and don'ts" in spotting while teaching gymnastics skills — special note is made of common errors occurring while spotting. The author then describes "how to spot" for various floor exercises and tumbling skills using many illustrations for clarification. Spotting for advanced tumbling skills such as headsprings, handsprings, as well as skills on the horse, parallel bars, uneven bars, rings, etc. are also covered in clear and precise detail.

The author finishes the book by discussing the issue of negligence, citing various incidents and court decisions. A more detailed account of the "Thornton et al. v. Board of School Trustees of School District #57 (Prince George) is also presented.

The book is well illustrated with clear diagrams and a few photographs. There is a brief index. In summary a very worth while book for anyone concerned about safety when teaching tumbling and apparatus skills in gymnastics.

— Otto Reich, Vernon

Magnuson, Roger. *A brief history of Quebec education: from New France to Parti Québecois.* Montreal, Harvest House, 1980. 147 pp., paper, $6.95. 0-88772-209-1.

Most of us in western Canada have a very limited knowledge of Quebec's educational past (Could we say "present" as well as "past"?). We may be somewhat aware of Bill 22, Bill 101 and the St. Leonard affair, but there is a paucity of literature in English to help us to understand the background and implications of recent developments in the Quebec situation.

Roger Magnuson has been Professor of Education at McGill since 1972 and Director of Graduate Studies in Education since 1975. His "Brief History" surveys the developments in education in Quebec from the French and the British colonial regimes to the present, with consideration for the background of the bicultural character of Quebec society, the active role of the Roman Catholic Church and the preoccupation with French-Canadian cultural survival.

The first half of the book discusses education in Quebec prior to 1900. The history of education in New France is the story of the work of the religious orders with the natives as a prelude to their being converted to the Roman Catholic faith. After the British victory, Quebec had an English-speaking Protestant minority and a French-speaking Catholic majority.

These two conflicting systems produced an educational impasse, and progress in education lagged until the 1840s, when a public school system of Catholic schools for the French, and Protestant schools for the English, was established. The Catholic schools main-

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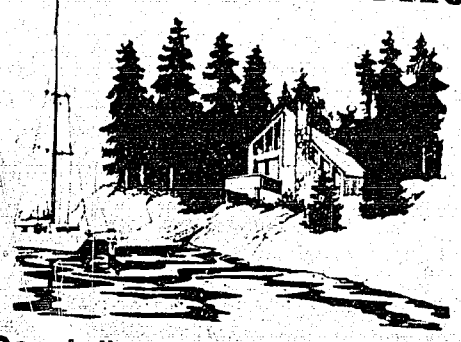

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tained emphasis on French culture, rural life, and traditional values.

The last half of the book deals with the Quiet Revolution in Quebec in 1960 and its aftermath. French Canadians came to accept the notion that socio-economic development is closely related to educational enterprise. By a program of school reforms the state replaced the church as the dominant authority in education and French-Canadian education was transformed from an elitist system to a broadly based one serving the total school-age population. Recent events indicate that language has replaced religion as the dynamic element in Quebec education. This linguistic nationalism has led to the controversial legislation of the last decades.

The author has produced a thorough study of his subject. Notes on the various chapters and the extensive bibliography fill the last 17 pages of the book.

Anyone interested in obtaining a good insight into the conflicting attitudes that have caused problems in Quebec should find Magnuson's book well worth reading.

—Roger Winter, Langley

The gifted and talented students in Canada: results of a CEA survey. Toronto, Canadian Education Association, 1980. 80 pp. paper, $5.00. 0-919078-65-6. Order from: Canadian Education Association, Suite S850-252 Bloor St. West, Toronto, Ont. M5S 1V5.

Remember Sputnik? 1955 that was — and it gave North American educators such a shock! The Russians had beaten us into space! There followed numerous studies of the school system and reorganization — more science, and more emphasis on developing the abilities of the gifted. But how quickly we forget! Only 20 years later the CEA saw a glaring lack of special attention for these very special children.

The CEA sponsored this survey of "official" attitudes to the education of the gifted and talented. The responses, tabulated numerically and with a summary of comments, come from three groups: provincial departments of education, faculties of education (21 across Canada) and school boards (316 or 54 per cent responded.) Responses were encouraging — there was "an avid curiosity about the latest research data in this field" and in 1978-79 "One out of every 3 responding school boards was either conducting or planning a pilot project for its gifted and talented students."

But this is the second half of the book. The first half is of great value as a definition of the gifted/talented, with many ideas on program organization. So the book is a very useful summary of current research as well as a piece of research itself. I'd recommend it to every teacher because each of us may come upon a gifted/talented child.

— Elizabeth Pardey, Richmond

ENGLISH

TEAL Occasional papers 1980. Vancouver, Association of B.C. TEAL, 1980. 109 pp. paper, $4.50. Order from: A.B.C. TEAL Occasional papers, c/o B.C. Teachers' Federation.

This collection of 10 essays concerns itself with the theme of English in special settings. Collectively, the papers form a rich body of ideas related to the hows and whys of teaching English in a variety of locales. On the whole they provide stimulating reading for ESL teachers at all levels.

Along the way, the reader is treated to descriptions and discussions of ESL in such diverse locations as day care centres, technical institutes, factories, and penal institutions. Ultimately though, the authors of the various articles write about the learners in those settings, not the settings themselves, however much each may have a bearing on the situation.

As the title of the first paper, "Focus On The Learner," indicates, it is the learner whom the teacher must finally deal with, not the setting. This paper and the one that follows it — "Loneliness Of The Long Distance Learner" — are two of the best in a generally good collection. The former is a provocative essay about the similarities between children and adult learners of ESL in which the author, May Frith, investigates the role of the student's first language while he or she is learning English. The latter article, by Mavis R. Jones, discusses the qualities of the good language learner. It, too, is enjoyable and informative.

Also interesting, but perhaps not as stylishly written, is "Contact" by David R. Brown, who describes in considerable detail the evolution of The Vancouver Language Institute's Contact Program, in which the focus of learning shifts from classroom to community, and a thematic approach to teaching is adopted under the rubric "Cultural exploration through language study." This paper is recommended to all teachers of ESL for its wealth of innovative ideas.

Patricia Wakefield's article, "English Language Stimulation For Pre-School Children," is also highly worth while, pointing out as it does the need for programs designed to stimulate language in both ESL pre-schoolers and English-speaking children whose first language acquisition is delayed. Attention is also drawn to the plight of day care instructors, often dissatisfied with their pre- and in-service training in regard to language development.

Two of the most engaging and unique pieces in the collection are "ESL Behind Bars," by Laurel A. Whitney and Frank Guiney, and "From Potman To Cell Operator," by Christel Neirobisch. The first is an account of the ESL program at Matsqui; the second is an upbeat report of the efforts by Northwest Community College in Kitimat to establish ESL programs for Alcan employees.

The final essay in the collection, "A Prelude To Strategy And Tactics," by Scott Glabus suffers from the author's oppressively turgid style. A potentially interesting piece on the political nature of the relationship between teacher and student, classroom and community, it fails because of too many sentences along the lines of this sample from page 98. "While notional and situational curricula attempt to redress this imbalance, the abstraction and isolation of teaching items from actual interaction means that their intentional significance remains hypothetical except where it is explicit in the expression of the notion or function itself."

Finally, the Teal Occasional Papers is worth-while reading for teachers of ESL who want to keep abreast of developments in their field. Established in the hope that the traditional intellectual isolation of the ESL teacher might be alleviated, The Teal Occasional Papers, Volume 4 would be a welcome addition to the bookshelves of ESL teachers throughout B.C.

—Alan Millen, Fort St. John

BOOKS RECEIVED

Willing reviewers, please write me **willingly**, (c/o BCTF office), and **willingly** offer to review the titles starred in this section or the same section in the last issue.

* Aikenhead, Glen S. *Science in social issues: implications for teaching.* Ottawa, Science Council of Canada, 1980. 81 pp. paper, free. 0-662-11183-4. Publications Office, Science Council of Canada, 100 Metcalfe St., Ottawa, Ont. K1P 5M1. Re-thinking the goals of science education in a cultural and social context.

Basic physical education kit Grades 4-6: a program for the classroom teacher. Toronto, D. C. Heath, 1980. Box of 580 cards, 1 booklet. $74.95. 0-669-95009-2. Daily lessons in fitness, gymnastics, dances, games, and lead-up games. Teacher's guide suggests lesson plans and skills tests.

* Callwood, June. *Portrait of Canada.* Garden City, Doubleday, 1981. 378 pp. hard. $18.95. 0-385-05746-6. Witty, ironical, almost incredible history of Canada by an astute political journalist (published in the United States).

Davey, Frank. *Louis Dudek and Raymond Souster.* Vancouver, Douglas & McIntyre, 1981. 198 pp. paper.

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* *Institutions in crisis* edited by Dean Walker. Toronto, Yorkminster Publishing, 1980. 192 pp. paper, $7.95. 0-919692-05-2. (Based on papers and discussions at the 48th Geneva Park Conference of the Couchiching Institute on Public Affairs.) Yorkminster Publishing Ltd., Yorkminster Road, Willowdale, Ont. M1P 1M4. Sparked by Ivan Illich, three papers deal with education. Other institutions debated are medicine, arts, economics and religion.

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Continued from page 198

As a consequence, for possibly the first time ever in the annals of literary history, the letters of Virginia Woolf had encountered a Big Mac. While Tank sat there at the table, toying insolently with Alice's curls, he also had the insolence to flip through my book and add a mustache, beard, and spectacles to the sensitive portrait of Mrs. Woolf that graced the introduction.

On their return to school, Alice and Tank found Ernie in the cafeteria, solacing his neurasthenia with cups of strong tea, listlessly eyeing the poker players to his left and the tellers of dirty jokes to his right. Alice presented the book to Ernie with elaborate courtesy and left Tank behind to enjoy Ernie's horror at the sacrilege committed on Mrs. Woolf's image.

But Ms. Bradbrook had witnessed all. She was soon talking to Bert again. "There's no doubt in my mind," she said triumphantly, "I eventually found Ernie Heslop in the cafeteria, in the most indecorous company, pouring cup after cup of something down his throat. Then Alice Buzzer came in and very kindly lent him her copy of Virginia Woolf's letters. He made a weak show of gratitude, but it was clearly all false, for the second Alice left, he took one glance at the book and pushed it aside with something like dismay."

"I won't say I told you so," said Bert.

* * * *

At the Awards Ceremony, Ms. Bradbrook cleared her throat and announced into the mike: "And now, the Kowalski Award for All-Round Excellence in English Studies. This year it is my privilege and pleasure to present it to — Alice Buzzer!"

Amid polite applause from parents, shot through by a wolf-whistle from Tank, Alice stepped forward with a beaming face to accept her prize. Her smile crumbled somewhat when Ms. Bradbrook delivered into her hands the Collected Works of Virginia Woolf, but, gallant girl that she was, she managed to bear up well enough.

After the ceremony, Alice cheerfully traded the books with Ernie in return for two Big Macs. So who says there ain't no justice?○

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

150 Mile Schoolhouse *(see p. 168)*

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Snap Shots...

GEOFF HARGREAVES

CREDIT WHERE IT'S DUE

We were at the end of our tethers. For the whole of the lunch period we'd been arguing, with mounting viciousness, about which student should receive the prestigious Kowalski Award for All-Round Excellence in English Studies.

"There's no doubt in my mind, goddam it," said my colleague Bert, "that the Kowalski Award is for goddam articulateness, and if Alice Buzzer isn't goddam articulate, then I don't know who goddam is, goddam it!" As I said, we'd reached the ends of our tethers.

"That's fine," I countered "if you're prepared to equate articulateness with a big mouth. In my opinion, Ernie Heslop should get the award. Now, I admit that he's not as confident as Alice . . . ."

"That wimp!" barked Bert.

"Or as flirtatious," I added, getting in a cheap shot.

"I resent that!" Bert retorted, rising to his feet.

"Gentlemen, please!" put in Ms. Bradbrook. "In two minutes the bell will be going for afternoon classes, and we're still as far from a decision as we were when the lunch hour began."

"I can't see the award going to Alice Buzzer," I stated firmly.

"It'd be a travesty to see it go to Ernie Heslop," Bert responded with equal firmness.

"Maybe we should award it to both jointly," suggested Ms. Bradbrook.

"No way," said I. "It's a matter of principle."

"I agree there," Bert added. "We compromise our goddam principles enough in the teaching profession. There has to be a line drawn somewhere."

"But does it have to be here?" asked Ms. Bradbrook.

"Yes," said Bert and "Yes," said I.

"Oh dear," she sighed. "I haven't taught either of them. Maybe you'd agree to leave the decision in my hands. I could go check the pair of them out, and then decide."

The bell for afternoon classes rang out clamorously.

"I guess so," I said wearily.

Bert just nodded, in resignation.

* * * *

The Kowalski Award for All-Round Excellence in English Studies was named in posthumous honor of Joe "Bull" Kowalski, a former student of the school, who departed this life when his little Datsun was creamed by a fully-loaded logging truck that went out of control on a mountain road. Bull had been on his way home from the pub at the time, gotten lost, and was sleeping it off in his car when the tragedy occurred. Literally, he never knew what hit him.

It'd be only a pious exaggeration to call Bull a first-rate student. In fact, he'd quit school in the first semester of Grade 11, after he'd gotten in trouble with the teacher for tossing copies of the Gage Senior Canadian Dictionary into the air and slamming them, as they descended, with his huge fist against a crowd of smaller students he'd penned in a corner.

After a reprimand from the principal, Bull took off in umbrage to Honolulu, and there he wrote to his indulgent mother the letter that led to his local immortality. Probably it was the only letter he ever wrote in his short 17 years on this planet. Amid a jumble of sentence fragments, gross misspellings, and altogether unintelligible scrawlings, he intimated to his mother that he'd like to take his chainsaw, go down to that (unintelligible word) school, and let them have it.

Following his cremation, Mrs. Kowalski appeared in tears in the principal's office, carrying Bull's chainsaw. "It's from poor Joseph," she sobbed. "He wanted you to have it. It was his last wish, sort of." The principal was touched. Later he auctioned off the chainsaw and, since there'd been one of those periodic outcries (in the local rag) about declining literacy, he dedicated the money realized at the auction to the Kowalski Award that had kept us arguing all lunchtime.

* * * *

As the second bell rang, I almost collided with Bert's nominee, Alice Buzzer. I could hear her voice preceding her from around the corner before I ever saw her. Then she and her boyfriend appeared abruptly together, not allowing a concern for others to interfere with their passionate embraces.

"Careful, Alice!" I said, dodging to one side. Alice halted and peered at me from passion-dimmed eyes. "I'm looking for Ernie Heslop," I continued, "but I'm late for class already. He's probably up in the library — he usually is — and he's desperately anxious to get this volume of Virginia Woolf's letters. I wonder if you'd take it up to Ernie for me."

She wrinkled her nose. "This is my spare," she said with near indignation. "And Tank here," she indicated her husky boyfriend, "is taking me over to McDonald's for a burger."

"A walk up to the library will sharpen your appetite," I suggested.

"Yeah, I guess," she said grudgingly. "What is this anyway?" she asked as I handed her the book. "Virginia Woolf, yuk! It's enough to kill my stomach."

I hurried off to class but later, much later, I learned that as Alice and Tank were climbing the staircase, they met Ms. Bradbrook who pounced on Alice inquisitively. "You're Alice Buzzer, aren't you? Would you mind if I asked you a few questions?"

Delayed already by me, Alice didn't mind a minute or two more's delay before sinking her teeth into a hamburger and/or Tank.

A short while later Ms. Bradbrook was telling Bert the good news. "I've just met Alice Buzzer and I must say I'm most impressed. It was her spare, you know, and she was devoting it very sensibly to the library. And she had with her a copy of Virginia Woolf's letters. Most encouraging! But what's more gratifying, she had somehow cajoled that abominable oaf, Tank McGarrigle, into visiting the library too, probably for the first time in his life!"

"That's Alice," said Bert. "A scholar herself and an inspiration to others."

* * * *

As it turned out, Ernie Heslop wasn't in the library, when Alice arrived. He had been there almost all lunchtime, reading Keats' letters, but when he got to the famous one about "how necessary a World of Pains and trouble is to school our Intelligence and make it a soul", he'd got so excited that he'd started with a nosebleed and rushed off to the sickroom.

Continued on page 195

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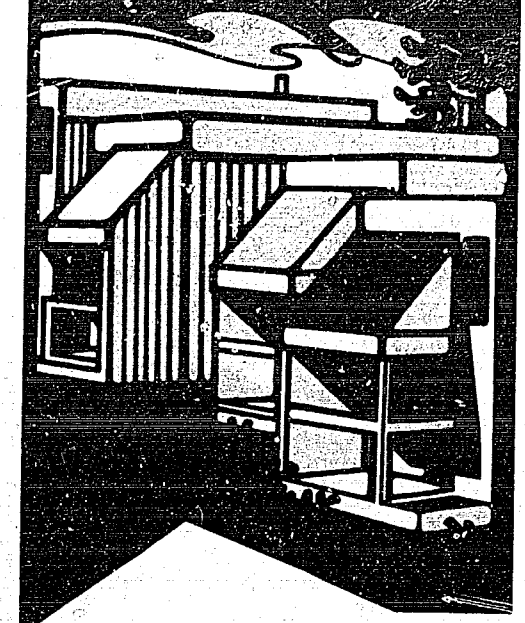

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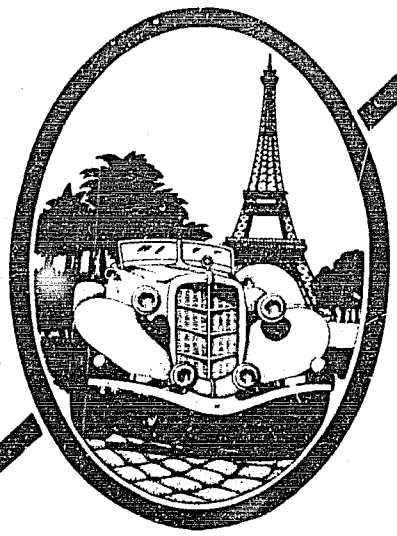

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