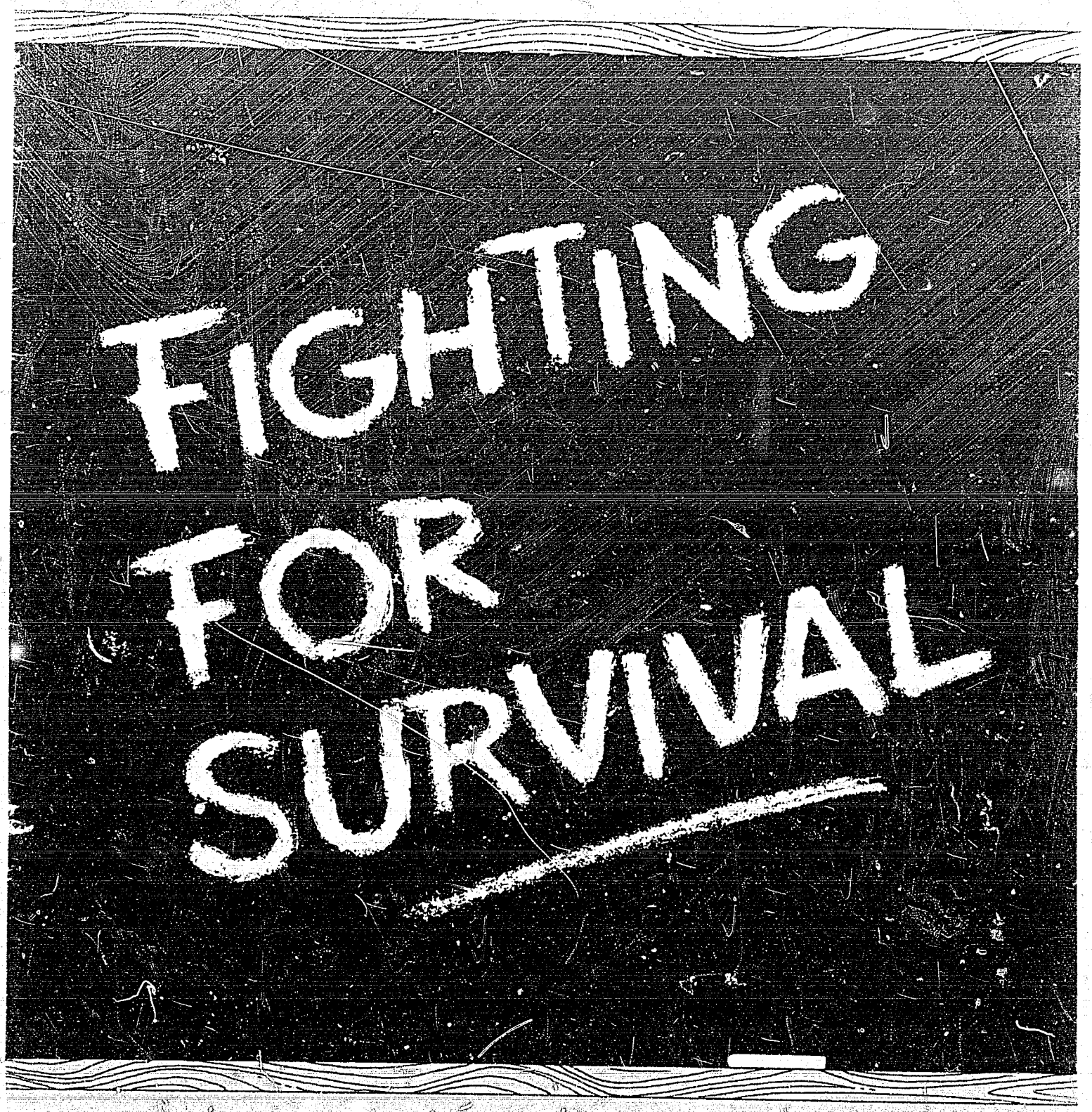
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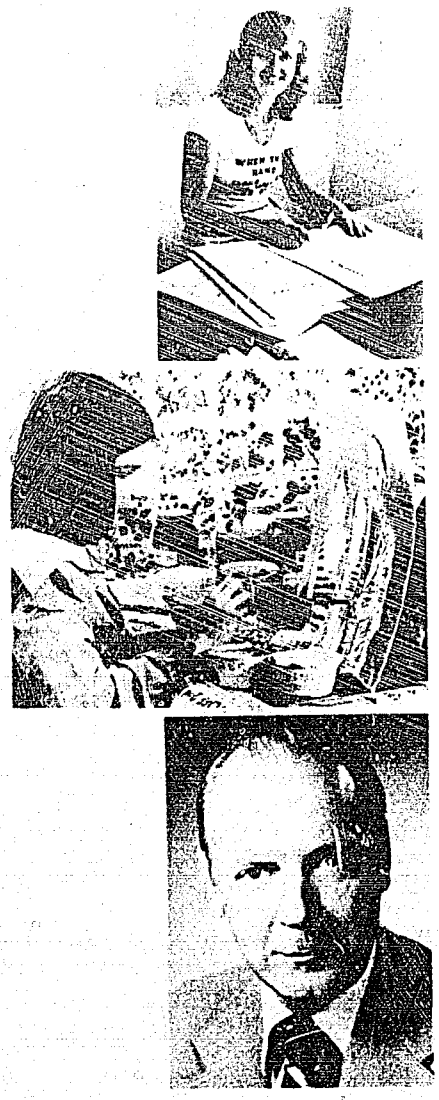

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COVER STORY

Our cover sets the theme for this issue; that the crisis now facing education is nothing less than a fight for the survival of the public education system. Each of our articles deals with a different aspect of the crisis.

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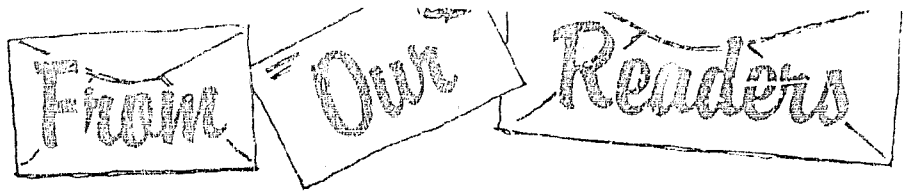

The lead article in our May-June issue obviously struck some nerves. In that article Bill Atkinson, of Quesnel, deplored what he called "the commercial fractionation" of the language arts. Here are just two of the letters we received in response to the article. Although they are longer than the letters we normally publish, we have included them in their entirety to present the other side of the argument.

●The basic premise of Bill Atkinson's article in your May-June issue is sound — that the purpose in developing language arts skills is to communicate meaning.

That the capacity for using language meaningfully will develop when language skills are part of an integrated learning environment that stimulates and involves students also rests as a solid concept.

However, the provision of commercially prepared material for classroom use by the Ministry of Education in no way means that the inductive process of language development and use is being jeopardized. If the language arts curriculum is being fragmented into meaningless units (a serious situation, indeed), that fragmentation results more from the attitude taken toward these provided materials than in their existence in the classroom.

In the basal reading series, the language series, and the spelling lists of the elementary curriculum there have been no suggestions that they be used "at a set time" and with a "specific exercise pattern" as Mr. Atkinson claims. In no way do these materials limit integration or wholeness in language skill development. Rather, they can provide a launching pad for endless meaningful language arts activities. Failure to use these materials in stimulating activities and as tools in an integrated program will cause the fractionating of language arts into senseless components — the materials are not to be blamed if this happens.

Mr. Atkinson claims "we are being asked to teach as if the components had nothing to do with each other." Where is this demand coming from? The consistency of certain materials used throughout the province in no way threatens a "wholeness" approach to language arts. It can provide extra time in the classroom by establishing at least some materials that do not have to be collected and familiarized. I can find no evidence to support Mr. Atkinson's claim that "What the ministry seems to want is classrooms where lesson 17 of Ginn 720 Grade 5 takes place the same day as the eighth list from the Ves Thomas spelling lists and in combination with pages 40-45 of the language text."

His complaint about computer assisted instruction seems also unsound. To claim that CAI is largely "nothing more than rote drills transferred from the printed page to the TV screen" and that it is the commercial companies who are gaining in its use, seems a bit limited in scope. The need for rote drill from time to time, in areas of specific difficulties, the advantages to learning from instant and impartial feedback, and the fact that it does not involve the need for teacher preparation, supervision or evaluation are factors that point to CAI as a useful and meaningful tool, provided it is used in that way — usefully and meaningfully.

Mr. Atkinson concedes that the textbooks are tools "that can be used properly" but that the danger comes with the demand for "instructional orthodoxy" that tends to occur when textbook systems are implemented. This danger, I maintain, comes from the misuse of materials — it is not imposed from without. The textbook systems that focus on specific language arts areas do not imply that they must be used in a fragmented, uninteresting, unstimulating manner by their very existence. They will not interfere with the creation of a learning environment that fosters appropriate development of communication skills, unless they are misused.

Those valuable aspects of an integrated language arts program that Mr. Atkinson lists — questions that involve the personal values and feelings of students, published works on topics of relevance to students, class and school newspapers — these activities are not eliminated or jeopardized through the use of prepared materials. Rather, prepared materials can often provide a meaningful focus from which other activities can proceed.

Mr. Atkinson closes with the caution that "As teachers, we cannot allow the ministry to define language arts as that which occurs in the commercial texts it purchases and places in the schools." Absolutely true! This caution however, needs to be directed to that attitude that equates published material with fragmentation of and external control over our programs.

Alanda Greene,
Crawford Bay

●The position of the B.C. Ministry of Education regarding the language arts curriculum has been misinterpreted by school districts, administrators, and Bill Atkinson. As a result, teachers have been receiving a very unclear picture of what they are expected to do during the block of time they spend with language arts every day.

A large part of the fault lies with the ministry, which has never issued a resource book containing suggested teaching strategies. An equally large part of the fault lies with critics such as Bill Atkinson who interpret curriculum guides as they see fit, then criticize the ministry for their interpretation.

Writing as an individual, and not as a ministry official, I have attempted to do three things here: answer some of the criticisms in Atkinson's article, clarify the ministry's intent with regard to language arts, and outline possible future directions.

The Article

Atkinson's article is based on four central propositions and about 20 minor ones. The important propositions are: an integrated language arts program is more effective than a program segmented according to skills; the ministry is against an integrated language arts program; the ministry controls curriculum; the ministry favors the plethora of texts we now have in the province.

The first points are the important ones; the others are straw-persons that I shall dispose of first. The ministry does indeed control curriculum to a considerable extent, but the curriculum is written by B.C. teachers sitting on ministry curriculum committees. It very seldom happens that ministry officials overrule committee decisions. As to whether that is good procedure, let me point out that the B.C. model is being used more and more frequently, both in Canada and the U.S., and that Japan and Australia recently sent groups of educators to B.C. to examine our model, and both groups were impressed and enthusiastic.

As to the vast numbers of texts we now list, it is my opinion that Atkinson is dead on. There *are* too many. However, I should point out that the texts were chosen by teacher-controlled curriculum committees, and the ministry's downfall was that no-one looked at the cumulative effect of all those texts — now we have over 1300 titles on our prescribed-authorized list. I'll come back to that later. I should like to point out that *having* texts doesn't necessitate *using*

texts, and I'll come back to that later as well.

I realize that what I have said won't end the controversy, but I am available for debates at any time (liven up your next dinner meeting). Now let us turn to Atkinson's major premises: that an integrated method of teaching language arts is better than a separate skills model, and that the ministry is opposed to an integrated model.

Integration vs. Separation

Atkinson complains that writers of commercial materials quote research without citations, but he does exactly the same thing. In fact, there is no research available that shows (at any reasonable confidence level) that "If teachers blindly follow the ministry's lead in its high priority on commercial textbooks as the controlling factors in the language arts curriculum we may be fractionating the language arts beyond repair for many students."

However, I suspect that Atkinson learned to read and write in a school system that taught using separate language, spelling and reading texts (as did most people over age 30) and he (and the rest of us) seem to do all right.

As it happens, however, I agree with Atkinson. I think an integrated approach is far more effective than a separate skills approach, but I certainly won't make a dogmatic statement, as he does. And because I can't make such a statement, I have to be very careful in what I say next. Let me reiterate that I am writing as an individual, not as a ministry official, but I am a ministry official, and I cannot pretend that hat does not exist.

The Ministry Position

The ministry has never said, "Use the prescribed and authorized texts to separate the language arts curriculum into various skill areas; then teach them separately." In fact, everyone I know in the ministry is vehemently in favor of the integration of language arts within the discipline and with other subjects (the concept of language across the curriculum), and speaks in favor of the concept at every opportunity.

When the elementary language arts curriculum was revised in 1976, the notion of integration of curriculum was built into it. Unfortunately, it was stated implicitly rather than explicitly, and the message was never received by many teachers and administrators at the school and district level.

The texts that have been selected for language arts over the past few years have attempted to assist the teacher who is not a language arts specialist and who has difficulty teaching an integrated curriculum. (As an aside, let me note that in times of declining enrolment it is impractical to expect that all language arts teachers will be specifically trained. The ministry has no control over that, but it must recognize the fact.)

One of the real problems with the ministry's position and expectations is that the ministry has never set forth a clear statement regarding the use of texts. What does "prescribed" mean? The most direct statement is that "Prescribed texts are appropriate for teaching the goals and objectives of the curriculum to the vast majority of students." Should the vast majority have a copy of the text? Should you use the text every day? How do you tie the text in with other things? How about language experience? What do you say to your principal when she wants to know why the children are not all using Ginn 720 or Holt-Rinehart? The ministry should clear up those problems. Which brings me to the last part of this letter.

What Next?

Coincidentally, one week before I read Atkinson's article I wrote a policy-initiation paper that said the ministry should do the following things:

- Issue a resource book outlining various strategies for teaching language arts, including integration using texts, language experience with or without texts, and so on.
- Change our text categories from "prescribed" and "authorized" to "basic" and "supplementary."
- Issue a clear statement as to the use of "basic" texts and how they fit into the style of individual teachers.
- Delist texts so we can get our list down from 1300 titles to a more reasonable number, thus effecting savings that can be used to provide greater funds for districts to purchase supplementary texts.

This paper will be discussed over the next few months, and its effects will be seen (I hope) fairly soon. One of the things that will occur, budget permitting, will be the formation of a group to assist in the production of the resource book. If that happens, I shall be asking for volunteers in the usual way. I shall expect Bill Atkinson to volunteer, so that he can paraphrase Pogo: "I have met the enemy and he is me!!"

Ian J. Cameron,
Assistant Director,
Curriculum Development Branch,
Ministry of Education

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FROM THE EDITOR

As we begin our 62nd continuous year of publication, our frequency has changed from five issues during the school year to four. However, each of the issues will be eight pages longer, giving us almost the same number of pages annually as we have had for several years.

The four issues will be published at the end of September, November, January and March.

Traditionally our readers have used the March-April and May-June issues in which to advertise summer accommodation wanted or available. However, because the May-June issue will not be published this year, readers may want to include advertisements in the January-February and March-April issues, the final two issues of the school year.

Classified advertising rates in 1983 will be $3.30 a line; minimum charge, three lines ($9.90). However, BCTF members receive a one-third discount, making the member rate $2.20 a line, minimum charge $6.60.

Deadlines for copy for classified ads are December 31 for the January-February issue and February 28 for the March-April issue.

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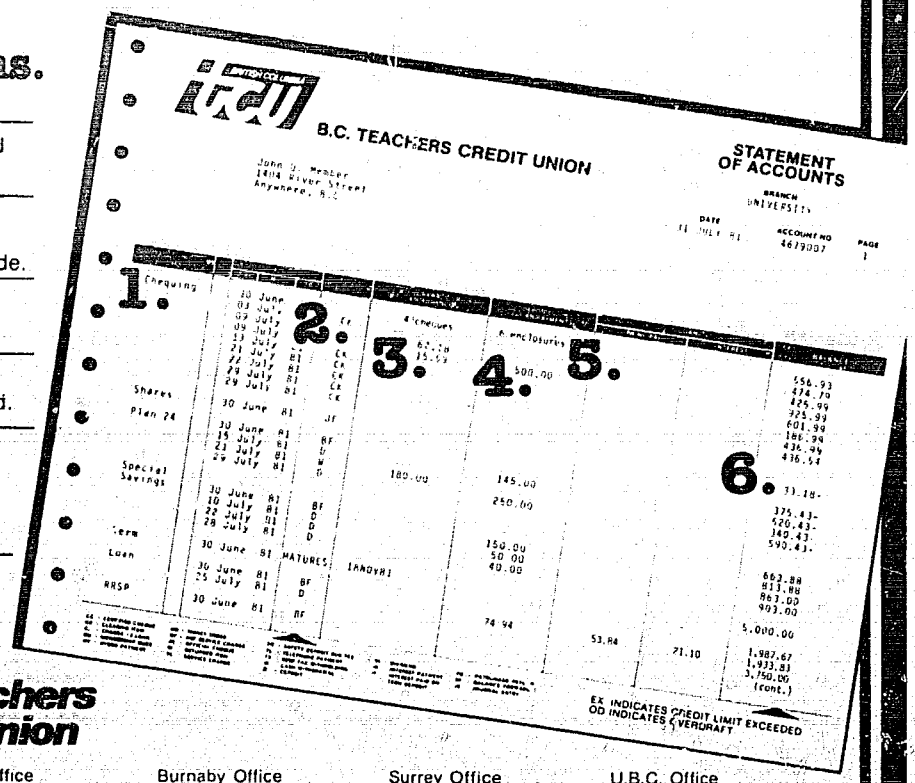

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A FIGHT FOR SURVIVAL

LARRY KUEHN

●Teachers and others committed to education are in the midst of a fight for survival of the public education system in B.C.

Most of us who have been teaching for a few years have been through the periodic crises that the system faces. No one active in the school system now, though, has been confronted with a threat of the magnitude of the path of destruction charted by the provincial government in recent weeks.

The depression years of the 1930s were the only other time in the history of education in this province that restriction and elimination of basic educational service has been seriously considered.

At that time the Kidd Commission, made up of some members of the business elite in the province, proposed a 25 per cent pay cut for teachers and elimination of much of the secondary and post-secondary education system.

That extreme position was rejected by the people of the province, who rallied to the support of public education. And it was rejected, in part at least, by a government that was unwilling to dismantle the system.

The situation we face today has some uncanny and frightening similarities. We have been asked to take a 25 per cent cut in our standard of living over the next year (during the depression teachers were asked to take pay cuts during a time of *de*flation; we are asked to take pay cuts in a time of *in*flation). And the cuts of staff from the system, although they probably won't produce a wholesale closing down of grade levels in the system, will dramatically decrease both the quantity and quality of educational service.

But the nature of the fight will be even tougher than the one a half century ago. Teachers in the '30s faced a report from a commission from outside government that had made recommendations to government. Support had to be rallied from the public to get the government to refuse to act on the recommendations of the commission.

Now we face not a proposal *to* government, but an act *of* government. And survival of anything approaching an adequate system requires either getting government to back off on policies it has already committed itself to, or getting a new government.

The stakes are high.

They are high for the children we teach, children whose needs for stability and support are increasing as they feel the effects in their own families and in their own futures of the economic downturn.

They are high for teachers who see decades of past work to achieve a decent standard of living and adequate working conditions being eroded, and threats of more cuts to come.

And the stakes are high for our society. If we fail, we shall all pay the price of a future that is poorer socially, materially and culturally than it might have been.

We must all fight for the survival and health of the public school system. ⊖

Larry Kuehn is the president of the B.C. Teachers' Federation.

The REAL Crisis in Education

The crisis for education is not only an economic one. The provincial government is actively discrediting the public system of education and denigrating the people who work in it.

JIM BOWMAN

As I write this — it is the end of August — teachers are being told by provincial government that they must sacrifice either part of their salaries or one in 10 of their colleagues.

You may have regarded that as a reasonable request, given the tenor of the times, or as a form of extortion not normally associated with civilized urbane societies.

Whichever view you favored it may well be that by the time you read this, events will have overtaken us, comment will be superfluous, and forecasting best left to palmists and soothsayers.

It is also a difficult subject to write about. Not because the context of the crisis in education is obscure — indeed, it is all too apparent. It is difficult because the context and outcome will be wrapped in the same package of historical inevitability, which will be enormously misleading.

The package will state that teachers, like other workers, were victims of the slumping world economy, of high interest rates, of a distressed housing market in the U.S.A., of a decline in demand for B.C.'s resources, of a subsequent loss of revenues, and the need to share the burden. Unfortunately, some must be sacrificed and sacrifice is beneficial; the best steel is made in the hottest furnace and we shall all come through this a sadder but wiser people. And come through it we shall, because of the actions of our benevolent provincial government in saving us from ourselves.

The propaganda mills — and the Bennett government is one huge propaganda mill — will be churning out that very predictable, very appealing story, which has enough truth in it to make it credible.

That package will conveniently ignore the government's long history of neglecting to pay its share of the costs of education; it will conveniently ignore the province's story of riches to rags in just three short months; it will conveniently ignore the emasculation of the power of school boards and the confiscation of their chief source of revenue; it will conveniently ignore the dissembling and deceit, the disregard for law and tradition that has characterized the government's actions in this crisis.

What in God's name is happening in this province? Of course the economy is in bad shape. Of course provincial revenues are down. Of course some things will have to be surrendered temporarily for the common good.

But are we so bereft of reason, common sense and pride in our political heritage that we hold nothing inviolate? The government flouts its own laws, ignores contractual obligations and makes commitments that last barely a week. It demands not only immediate sacrifice but long-term submission and docile acceptance of its vacillating policies and programs.

I have searched the record in vain for one pronouncement that would say to teachers that if they shared the burden now, their salaries, their jobs and services to students would be returned to pre-recession levels as soon as the economic crisis abates.

I have not searched the record in vain for evidence of hypocrisy, and the typical Socred flim-flam with finances. The government's admiration for independent schools is as evident as the notion that increasing the pupil-teacher ratio in the public schools is a mere numbers game that has nothing to do with the public's demand for services to students that has occurred in the past decade or so. Read the following quotations and judge for yourself.

"Today, as well as being a financial and sound economic beacon within our country, British Columbia is, of course, a beacon in North America." — Premier Bennett, *Hansard*, December, 1, 1981

"I have been concerned with trying to employ our people since we became government because the very philosophy of our party is work and wages, not waste and welfare." — Premier Bennett, *Hansard*, December, 1, 1981

"British Columbia Place will pay for itself. It will not threaten the programs that you expect from government." — Premier Bennett, *Hansard*, December, 1, 1981

On February 18 the premier made an announcement of controls in the public sector:

"We sought the advice of experts, and some have recommended that we freeze all public-service salaries to deal with these problems, and others that we limit all increases in the public sector to six per cent. I have rejected these proposals as unfair, unworkable and inequitable."

"Collective bargaining in the public sector will take place in a normal manner."

Bennett — February 18, press conference:

". . . We will honor all existing contracts, and the program has to, to be equitable and fair."

Education Minister Brian Smith on contractual commitments at a news conference on February 19:

"I also emphasized that the program does not interfere with the negotiated or arbitrated settlements of any teacher or employee, that those existing salary commitments are not being rolled back."

The start of the attack on working conditions — Finance Minister Curtis — budget speech — April 5, 1982:

"Grants to school districts will be limited to a 12 per cent increase. The average number of pupils per teacher has declined from 22 in 1971 to 17 in 1981 — a 23 per cent reduction." — *Hansard*, April 5, 1982

Education Minister Smith. (Read this one twice, especially the consequences of underfunding.)

"In the face of rising educational costs the government had a number of options available. We might have chosen to raise taxes significantly. That was an unacceptable solution and one that I believe the Minister of Finance (Honorable Mr. Curtis) properly rejected in a time of economic slowdown — just as he rejected the option of deficit financing. The other option would have been to underfund the system, produce cuts in programs and effect major school closures and layoffs. But that would have destroyed a number of the positive and cherished gains of the past and would have impacted upon the lives and futures of children

"The government's conclusion was that the restraint program, together with the educational finance reform embodied in Bill 27, would provide a pause in rapidly escalating costs and the ability to retain almost all of the vital educational services enjoyed in this province. It would provide a framework for the future and begin the redistribution of residential property tax burdens.

"There are other features in the principles of this bill which I commend to the legislature. I have underlined that the bill provides for significant new funding of $75 million, with a commitment for a further $175 million next year.

The government sees education in terms of its own prejudices rather than in terms of public needs.

Bennett, retreating from the 8 to 14 announcement. Still talking about bargaining, though. — *Hansard*, May 27, 1982:

"What we've said is that all of the public sectors have the guidelines. All of them — the provincial government, the municipalities, the school boards and the hospital boards — have a responsibility and an opportunity to negotiate what's fair in this climate."

And still talking about generous school budgets, Smith, June 8, 1982:

"I think it's been demonstrated since this bill (Education Interim Finance Act) and in these estimates that the province has a strong and high commitment to financing public school education and post-secondary education and has demonstrated that commitment in a time of restraint."

". . . with those general remarks I commend the estimates which provide on the school side and the post-secondary side increase of 12 per cent and upwards which at a time of restraint are extremely generous and adequate estimates."

Here we go again on working conditions — and note the comparison with independent schools! — Premier Bennett, *Hansard*, June 9, 1982.

"Do you realize that for every drop of one student in the pupil-teacher ratio, which is now 16.5 to 1, it costs the taxpayer of this province $42 million? Do you realize that the quality of education our children are getting in the public schools today is being questioned more than when we had a ratio of over 20 to 1? I defy that member to prove that our children are better equipped today under the ratios she targeted for and the formula . . . .

"I have heard the NDP talk about teacher-pupil ratio until they are red in the face. I want to say that we could fund education and get greater productivity from our educational institutions and those dedicated teachers who work in them. We could save $42 million for every drop in the pupil-teacher ratio, as they do in the independent schools. There would be enough money there to talk about tax reductions and about providing additional millions of dollars for health care in this province."

Vander Zalm, *Hansard*, June 9, 1982. Little did we know that before long the fox would be guarding the chickens. But in any case note the eulogy and comparisons:

"Hon. Mr. Vander Zalm: In speaking to this particular vote, I would not only support it but also wish that perhaps it could be a whole lot more, as the premier stated. I'm looking to the day when a far greater portion of the total cost of education in independent schools might be provided through the tax collection mechanisms of the government.

". . . I would wager anyone here that chances are, by and large, that the level and type of education they received would be far superior in those independent schools."

July 30, 1982. Following meetings with Premier Bennett, who informed trustees and teachers of future savage cuts of education grants totalling $60 million for public schools. Education Minister Smith (and note the complete turnaround from February) in a news release:

"The minister said one of the areas that must be examined by all is that of reducing this year's salary increases. 'I strongly urge that in the present economic climate there be no additional unemployment created through what may be seen as an easy layoff route in achieving savings,' said the minister. 'The time has come for boards to sit down with the faculty and staff and work out co-operative solutions to cope with the times.'

"'In 1982 teachers' salaries were increased 17 per cent over 1981,' said Mr. Smith. 'If that increase were reduced to 10 per cent effective September 1, then the needed savings would be made without disruption to any other areas of the system.'"

August 10, 1982, Hon. William Vander Zalm, champion of the independent schools, appointed minister of education.

Transcript — Rafe Mair Show, CJOR, August 30, 1982 — 09:25. Move over Ripley, he's at it again.

Pat McGeer: We keep hiring more and more teachers in B.C. to teach fewer and fewer pupils . . . Every time you drop the pupil-teacher ratio by 1, it costs the taxpayers $40 million. So this decline in productivity in the classroom has been the greatest contributor to the escalating school taxes and the escalating school costs . . . .

Rafe Mair: A short answer to my question, then, Pat: Do you think that there will be a substantial diminution in the learning experience of kids in this year of restraint, if Mr. Vander Zalm has his way?

McGeer: No, I've always felt that the learning in our schools would improve if we were to decrease the number of teachers relative to the students. Because if you get a slightly larger class, you have better attention and discipline in the classroom.

Partial transcript — CKNW, August 30, 1982 — 09:00 — Bannerman/Bill Vander Zalm. Public school bashing again, and a not so subtle attack on the federation.

GB: Do you feel we're getting good value for the money that's being spent (on education)?

VZ: No, I don't. I don't believe we're getting good value. I think generally the people out there are very frustrated with it all and much disappointed in the product we have at the end of Grade 12. . . . I would hope we could get back to examinations provided provincially fairly soon . . . It would not only tell us what the student's capability or ability, it would not only allow us to perhaps style our programs in keeping with whatever the demands, and determine too for us where vocational opportunities should be provided, but it would give us a measure of how effective the teacher and the school.

GB: Is it not absurd that principals are members of the union, the B.C. Teachers' Federation? They're managerial employees.

VZ: I think it's ridiculous. For that matter, I don't think a principal even needs to be a teacher. In a large school, he could simply be a good manager . . . .

This economic crisis is at last revealing the real views of the provincial government on public education. Our government sees education in terms of its own prejudices rather than in terms of public needs. The plan appears to be to ensure that when the economy starts booming again — as boom it will — all public sector costs will be ruthlessly controlled.

School boards are to be puppet governments, shorn of their ability to finance the needs of education (that's already an accomplished fact). Collective bargaining will have been made a meaningless sham. Teachers' salaries will be reduced, and the pupil-teacher ratio raised, with a consequent reduction of thousands of teaching positions. Standards will invariably deteriorate and a self-fulfilling prophecy will be ensured.

A principled government (of whatever political persuasion) would have given us all the facts, both sides of the provincial balance sheet — revenues as well as expenditures. A principled government would have asked for temporary sacrifices from the teachers of this province — and would have got them readily. A principled government would not constantly criticize the public schools (for which it is responsible) and denigrate the people who work in those schools and their achievements.

But this government knows very little of principle and a great deal about expediency, manipulation and contempt for those it governs. The public schools will survive the depredations even of this government, but I fear that the cost will be considerable, and much of it unnecessary. ○

Jim Bowman is director of the BCTF's Government Division.

SCHOOL AT SEA

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What Restraint has ALREADY Done to Education

Last spring's cutbacks have had devastating effects on schools and colleges.

On February 18, 1982, the Premier of British Columbia announced a program of government restraint throughout the public sector and a system of wage controls. At that time all public agencies were to limit their budget increases to 12 per cent, somewhat under the then rate of inflation. Wage increases were to be limited to between eight and 12 per cent for all public employees.

Soon after, The Public Commission on Social and Community Service Cutbacks was formed expressly to find out what budget restraint really meant in the reality of the day-to-day lives of British Columbians in their communities.

The commission, sponsored by the B.C. Federation of Labour, was financed by that federation, the B.C. Teachers' Federation and the Hospital Employees' Union. The Canadian Union of Public Employees supplied staff for co-ordination and the writing of the report.

Commission members were: Tom Alsbury, chairperson, current member of the Vancouver School Board, formerly mayor of Vancouver and former president of the BCTF, also active in organizations of the elderly; vice-chairperson, Joy Langan of the Labour Participation Program of United Way, a B.C. Federation of Labour vice-president; Gordon MacPherson, president of the Hospital Employees' Union; and Tom Hutchison, a BCTF staff member. Commission researcher was Ms. Gene Errington of the Canadian Union of Public Employees.

What follows is extracted from the interim report of the commission published in July 1982. The final report was published in late September. The extracts are an interesting backdrop to progressively deepening restraints on and cuts in public education.

The sections in boldface type are quotations from briefs submitted to the commission. The sections in regular type are the commission's comments on the matters mentioned in the quotations.

The "New Books" section of this issue includes a review of the full interim report.

THE PUBLIC SCHOOL SYSTEM

● **"A mood of suspended disbelief and/or quiet desperation pervades the professionals in education." — Victoria teacher.**

Budget restraint has cut programs for children, diluted the overall level of service, created severe planning difficulties and lowered the morale of workers in the school system. Restraint, limited in theory to the last quarter of 1982, has already had these effects. Great apprehension exists about the implementation of full budget restraint in the ensuing year.

"A lot of our special needs are, indeed should be, the core program and as I mentioned, one of our schools has almost 90 per cent English as a second language youngsters and we need training to deal with these kids." — Vancouver Elementary School Teachers' Association.

While it may never be possible to meet precisely the individual needs of 500,000 pupils, there are classes of needs just beginning to be addressed. Witnesses reported cuts in all the following: alternative education, learning assistance, mainstreaming, special education, diagnostic capability, speech and hearing, libraries, summer schools, French instruction, art instruction, English as a second language, counselling, Indian education, home-school co-ordination, computer literacy.

"Human suffering is present right now. Ten per cent of staff who don't have continuing appointments have sleepless nights. I listen to problems, and fears, and tears. The personal turmoil in lives affects life in the class." — Kitimat Principal.

Class sizes will increase. Conservatively estimated, there will be 1,000 fewer teachers in B.C.'s classrooms in September than could have been expected.

Teachers completing training will not find jobs. Recent projections on the demand for teachers showed an increase in the mid-1980s; cutbacks make a mockery of the encouragement of B.C.'s young people to enter teaching.

There is general acknowledgment that

the demands on the school system and the teacher have risen: social changes, family changes, integration of special-needs children in mainstream classes, education of immigrant children, increased curriculum demands from the ministry with corresponding needs in training and preparation time. Cutbacks will stop this happening.

Needed moves toward increased emphasis on learning assistance and in early diagnosis of learning difficulties will be inhibited by lack of staff.

The process of budget cutting was condemned in the majority of briefs as uncertain, arbitrary, time consuming and bearing little relation to district needs. Evidence is strong that boards had already trimmed budgets; the February 18 announcement placed cuts on cuts.

COMMUNITY COLLEGES

The purpose of community colleges is to take education to remote communities, to prepare students academically for transfer to the three major universities, to provide specific technical and vocational training, and to promote adult basic education.

"Not only is B.C. in trouble, but specific to the Interior we are in big trouble." — Faculty Association, Cariboo College.

Evidence suggested that the province was already behind the rest of Canada in post-secondary education when the restraint program came in.

- For every one hundred university degrees granted per capita in B.C., there are 161 granted in the rest of Canada.
- Kamloops and Prince George are the largest cities in Canada without a degree-granting institution.

More important are the discrepancies between the Lower Mainland and rest of the province. For every five students in the Lower Mainland who go on to university, only two from the interior go.

The restraint program alters by default the nature of community colleges. Remote areas are much more severely affected as colleges are forced to withdraw from servicing a broad region and return to a central campus concept.

"We began meeting the next day but got no answers. Nobody had answers. We started looking at programs. The amount of time spent was incredible — hundreds of hours. Just when ready, something would come up. Why could we deal with only the operational parts of the budget? You could give up some capital. Uncertainty was most frustrating; panic and haste, rather than logic. Perhaps there was a need for restraint but some warning could have been given; if enough advance notice were given we could have worked it out, but we were never given the chance." — Kitimat Principal.

The impact of the restraint program announcement was not clear; legislation to give effect to budget restraint was delayed, whether or not special considerations would be taken into account was unclear. Planning for the 1982-83 school year became chaotic.

QUOTE WITHOUT COMMENT

●The following item appeared in the November 1930 issue of this magazine.

SMALLER CLASSES

Just now there is a tendency in certain quarters to increase the size of classes. Many teachers are so situated that although they fully understand the evil results of too large classes they do not feel free to protest. They do not like to seem to oppose the school board or try to get out of work which is expected of them. There is an impression in some quarters that research has shown some advantage in larger classes. This is not true. So far no studies have been made which really go to the bottom of the problem. It is not a question of how many petty accuracies the child learns. It is fundamentally a question of character growth, and everyone with half an eye knows that it takes intimate personal attention to quicken the spirit and school the character of young folk. The teacher must get close enough to the child to establish lines of understanding and influence. Much can be done through specialists who give their entire time to guidance, but such specialists cannot take the place of the teacher in the life of the child whose attitude toward learning and toward particular subjects is influenced by the sympathetic understanding which exists or fails to exist between him and his teacher.○

Previous thrift was punished. There was virtual competition in briefs to prove how carefully districts had husbanded resources only to find that the new cuts had made correspondingly deeper impact.

To have generated surpluses previously was no help: to have got by with minimal staff was no help: to have maintained service above the provincial norm made no difference. All districts were treated alike.

Agreement between local associations of teachers and school boards on hiring of staff to improve conditions in, for example, preparation time or relief from some supervision duties, were left in limbo or dishonored.

All briefs submitted noted cuts in maintenance and support services. Examples are: cuts in bus routes; cuts in janitorial staff; no provision for relief janitors in short absences; cuts in hours of library supervision and resource centre aides; loss of aides in special education, library supervision and clerical services; cuts in monies allotted for basic maintenance; loss of crossing guards.

The long-term costs of inadequate maintenance have not been addressed.

There is the beginning of a process that will see safety compromised.

Loss of aides in libraries, resource centres and in special education, reduces service in need areas already underserviced.

"When you are looking after three schools, about 85 teachers, local autonomy becomes the reason for your very existence. From the Board's point of view the future of their community rests with them. Cutbacks have blatantly ignored local concerns, have taken fiscal responsibility out of local hands and have made local school boards look irresponsible to the public." — Armstrong Teacher.

Eighteen schools have already closed, in Cranbrook, Trail, Alberni, North Vancouver, West Vancouver, Abbotsford and Burnaby. It is difficult to separate the effects of natural decline in enrolment from budget cutbacks, but briefs suggest that school closures will accelerate with continued budget strictures.

"Whatever cutbacks are finally decided upon, the position of Vancouver taxpayers will not have really improved. The commercial and industrial tax base has been pirated away." — VESTA

There was virtual unanimity that the change presaged loss of local autonomy, a switch to more central directions without adequate reference to local needs. The assumption of control by government of

commercial and industrial taxes leaves local boards with little room to manoeuvre in providing programs fitted to local needs. Local options will have to be financed through an already over-burdened residential tax base.

". . . if everything we have to do is mandated by the government because of the financial situation of the province, it brings to mind some of the things in Napoleonic France where at eight o'clock in the morning on July 31, everybody in every classroom in Grade 5 learned exactly the same thing." — Kelowna Teacher.

Financial centralization was linked with what witnesses saw as an increasing load placed on the school system by government prescriptions and initiatives in every area. For local autonomy, the combination of centralized curricular and fiscal decision-making is deadly.

"We have one stop shopping here; we've got one college and that's it, and there is nowhere else to go, so a cut here, or any kind of restraint has much more devastating effects than in Victoria and Vancouver." — Faculty Association, Cariboo College, Kamloops.

Restraint reduces the range of educational options available. University transfer programs, important because of the lack of degree-granting institutions in the province, and because of the higher cost of education in universities, suffer in favor of technical programs.

"Ironically, many of [the cuts] are in trades areas that turn out students for the resource based industries of this area. Programs such as Heavy Equipment Operators, Heavy Duty Mechanics, Forest Resource Technology are among those cut . . ." — Faculty, College of New Caledonia, Prince George.

In spite of avowed government interest in technical and vocational training and preparatory courses, restraints are reducing the number of seats available at a time when there is already high youth unemployment and increasing applications for enrolment. Colleges reported waiting lists as long as two years for certain courses

As colleges reduce their sphere of activity, those for whom the education system is least accessible suffer most — women, Native Indians, immigrants, and mature students. Faculty from community colleges universally expressed concern that any serious limitations to options in education leave education for the well-to-do only.

"I would suggest that a society and a government that would limit the already limited educational opportunities available while building a convention centre and a football stadium in downtown Vancouver is morally bankrupt." — Faculty Association, Cariboo College, Kamloops.

"These are difficult economic times, but these are not times to shut down important public services when they are most needed." — Faculty, College of New Caledonia, Prince George

It was suggested that a time of economic slowdown in the private sector, and a resulting high unemployment rate is the very time to send people back to school to upgrade their qualifications and to retrain toward areas of future economic growth and development.○

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THEY CLOSED OUR SCHOOL

Closing a school affects a community in many different ways. Here is what happened when the restraint program closed five schools in Alberni.

DAN MULLEN

"I put a good part of my life into that school," says Barbara Kelly, who was principal of Riverbend Elementary at Port Alberni until District 70 trustees closed it this year.

"I'm sad that the programs I built up with my staff for those 10 years are gone. I wouldn't have minded moving on to another job and seeing them continue without me, but to have them all blanked out has really hurt."

Riverbend was one of five elementary schools the Alberni school board shut down in response to the first round of provincial controls on education spending.

The closings caused an uproar in the district. There was dismay in communities where schools were being lost, and there was outrage among parents who learned what the board had in mind only after the decision was announced.

So close-mouthed was the board that the Alberni Schools Review Commission, established by the Alberni District Teachers' Association, noted that some teachers in the target schools first heard about the closures on the radio.

The sudden loss of five schools wasn't the only irritant. Three other "critical issues" were identified by commissioners Michael Suddaby, assistant superintendent of schools in Maple Ridge, and Dr. Norman Robinson, professor of educational administration at Simon Fraser University, who chaired the commission.

These issues were:

- "The need for improved collaboration among the parties involved in education in the district." The commission's report, made public early in July, listed the parties as the school board, senior administrative staff, the ADTA, teachers, school-based administrators, parents, "and to a lesser extent, the students and non-parents." The report emphasized that the school board must take "the major role" in developing greater collaboration, and urged trustees to involve employees and the public in decision-making.
- A lack of personnel management policy, which the commission found was demonstrated by the loss of principalships in the five closed schools, by "inadequate procedures" for teacher transfers from those schools, and by other shortcomings.
- Cutbacks in programs and services for Native Indians, which included elimination of two Native Studies curriculum developers and a school district home-school co-ordinator who had been assigned to meet the needs of off-reserve Status Indians and Status Indians from remote villages who attend secondary schools in the district.

At Riverbend Elementary, about one-third of the 111 children from Kindergarten through Grade 7 were Native Indians. Barbara Kelly's staff had a Montessori kindergarten program specially oriented toward them.

Partly because of Riverbend's size, Kelly and her staff of five teachers were able to develop such distinctive approaches to the challenge of preparing children for the future while meeting their needs in the present.

With an eye to that future, Kelly and teacher Reg Nordman designed a computer awareness program to give students an opportunity to learn several computer languages.

The program was supported by parents, secondary schools, the school board and district officials. When other educators heard about it, Kelly and Nordman were in demand as speakers on Vancouver Island and the Mainland.

But more central to Riverbend's reputation as a special kind of school was a warm, welcoming atmosphere that one admiring parent compared to that of a large family.

Another recalled driving her Grade 2 daughter 12 miles to school every morning so the child could benefit from the brand of personal attention offered by Kelly and her close-knit staff.

The little girl, whose parents are both teachers, could read before she started kindergarten. But by the end of Grade 1, she detested school, had no friends there, and announced: "Mom, I hate reading. It's boring!"

The woman enrolled her daughter at Riverbend for Grade 2. When spring came, there were some days when she didn't feel like driving the 24-mile round trip morning and afternoon. But by then her daughter was saying: "Mom, I want to go to school. I *have* to go to school."

Teachers had discovered that, despite the child's prowess at reading, she had considerable difficulty with mathematics.

"Your child can't add or subtract," the mother recalls being told. "She has no idea what to do with numbers."

Now, after intensive individualized work with Kelly, who specializes in math instruction, the child's mathematics work is "just fine," in her mother's words.

The next challenge is Grade 3 in a new, larger school.

"I'm not saying all big schools don't care — I'm from a big school myself," says the mother. "And I'm not saying that all small schools are good.

"But I really do believe in what the (Riverbend) school was doing, and it made me sick to think that somebody could come along and wipe out this fantastic program."

Older students having difficulty with language arts or mathematics sometimes were assigned to help younger children in the same subject.

"These were potential school dropouts that we assigned to be tutors," Kelly said. "But to see what went on when they were made responsible for helping younger children!"

Significant improvement occurred in the academic work of both the older and the younger children, and there was what Kelly considers an equally significant surge in self-esteem and positive behavior.

"Eleven-to-14-year-olds found they could learn this material after all, and it really buoyed them up, and of course they

got all the warmth and love of the little ones."

The mother of a Grade 5 student said her daughter had trouble with instructions for math problems until she was tapped as tutor to a younger child. "That made her really listen, because she had to tell someone else how to do the same problem," the mother said.

Paul Richardson, president of the ADTA, said one of the schools had been considered for closure for some time, but the other four were viewed as going concerns. "This is what makes it pretty hard to take," Richardson said.

He said parental reaction was sometimes bitter. "When a community school is being closed, it's pretty important to people. It'll take a while before the feelings heal over this one. It drained those of us who were involved."

By September, Richardson said, the school closing issue had acquired the status of "an old problem," as the school board manoeuvred to delete $500,000 from a budget it had already cut twice.

In the last days before school opened, Richardson said he didn't anticipate the board would try to close any more schools. "I think if they had to go through it again, they'd think twice," he said of the school board. "They got an awful lot of flak."

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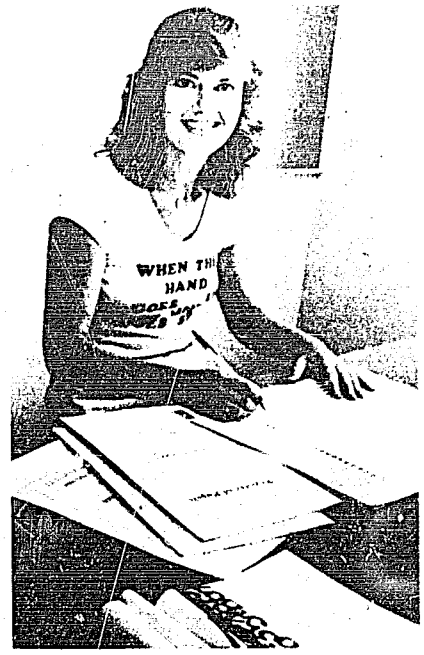

During the summer Barbara Kelly, former principal of Riverbend Elementary School, checked her students' records for the last time.

Shirley Prince, principal at C. T. Hilton school, where there were 97 children in Grades 1, 2 and 3 in 1981-82, is teaching a Grade 2 class this fall at one of six "receiver" schools to which pupils from the five closed schools have been diverted.

"The loss of my principalship is not what bothers me," said Prince, who had held the post at Hilton for nine years. "The thing that's really disappointed and depressed and discouraged me is the closing of the school. That means the loss of an option in education. Small schools aren't necessarily better than large ones, but they are an alternative. We're losing a whole distinct type of education. Small schools have been around for a long time, and they've proven themselves. I feel really sad about the whole thing."

Prince pointed out that she and Barbara Kelly were District 70's only two women principals. "The school board can say, 'Look, we didn't pick on you; you just happened to be at the schools we decided to close.'

"But the fact is that women get to be principals of small schools, and then the small schools are the first to go, so the system is discriminatory."

Like Prince, three other displaced principals — Link Aston, Patrick Henry and Dave Chitty — have taken regular teaching positions in the district. Kelly is spending the fall at her home in Campbell River, on medical leave. Because of her health, she declined an offer to teach mathematics education at the University of B.C.'s faculty of education.

Teachers from the five closed schools were given the opportunity to take new teaching posts in the receiver schools according to seniority, so the 450 or so children affected by the closures will see some familiar faces in classrooms and hallways.

"My great belief," said Barbara Kelly, "is that children can adjust, apart from some potentially upsetting incidents, when they go to a larger school.

"I am grieved that programs that required so much hard work, research, study and training will no longer be in existence. Yet the children benefitted from them for 10 years, and the staff are all much better teachers who will move on and influence others."

There she stops speaking, as if unwilling to put into words the saddest fact of all. Closing a school erodes a centre of human effort, co-operation and growth, a loss for which we have no measure.

Ex-principal Henry, who has become a learning assistance teacher at the Eighth Avenue Elementary School, said the five displaced principals and a sixth administrator, Wilf Lessard, all had more years of administrative experience than a number of colleagues who have kept their jobs.

ADTA president Richardson said he thinks Lessard, who was dropped as administrative assistant to the district's superintendent of schools, was treated "the most shabbily" of all. After 20 years of experience as an administrator, Lessard was returned to the classroom and is teaching Grade 7.

For all six, the changes meant substantial cuts in pay. And aside from an assurance that they would have jobs, they have received nothing from the district — "not even a thank-you," as one put it — "for making things work over the years" ○

Dan Mullen is a researcher for DESC (Defend Educational Services Coalition). He was formerly a teacher and an education reporter for The Province and The Columbian newspapers. He is at present on leave from The Columbian.

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Traditionally, women teachers have been the first to go when cutbacks have been made in the teaching force. Will that happen again?

PEGGI HALL

●What are the implications for women teachers of the present economic crisis in education?

In attempting to answer that question, I'll examine how the proportion of women in the teaching force depends on the economic climate. I'll draw a parallel between two trends: the movement of women in education and the general involvement of women in the labor force as an accommodation to the economic needs of society.

Since the Industrial Revolution women have been seen as a source of secondary workers, a sort of reserve pool of labor. Prior to this time women shared equally in labor that the whole family did as a unit to survive.

Contrary to popular belief, the marriage age for single women was quite high, for women were expected to have earned enough money to pay an equal amount toward the establishment of a household. Consequently, marriage was delayed until they had this sum. I am referring here to women of the "lower class." Those of the aristocracy operated under a different system; while they were required to work intensely in managing large households after marriage, their "dowries" were provided by their families.

Historically, women have been moved in and out of the work force as the economy dictated. The two world wars provide examples of this pattern. During World War I women were employed to fill the vacuum in the labor force created by men who had been conscripted for battle. Women were granted the vote in 1917 partly as a result of their increased participation in the economy during the war years and the influence of the suffrage movement at that time. Women's participation in work outside the home had helped to lessen some of the opposition to women in that role, but it had not changed the widely accepted notion that their paid labor should continue only in a secondary capacity.

With the advent of World War II, women were encouraged through advertising and publicity campaigns to work outside the home to support the war effort. The picture of Rosy the Riveter was an heroic one. No one asked if her duties at home, those of raising children and nurturing her family, would be neglected. No picture of the "selfish" mother who left her children alone appeared during this time.

Interestingly, recipes of that period are those that are quickly and easily prepared, obviously with the two-job homemaker in mind. When women returned to the home, to facilitate job placement for returning veterans, the recipes again became ones that required many hours of preparation.

Child care, too, was considered a necessity during war times but afterward, a non-important luxury item. The struggle continues to this day to have child care made readily available.

After World War II, the federal government mounted a full-scale propaganda campaign to convince women that they should *now* demonstrate their love of country by leaving the labor force and remaining at home. Family allowances were made payable directly to women as a way of offsetting their need for income. Internally, the federal government imposed restrictions against hiring married women into the civil service.

The factories that had produced war items now switched to manufacturing home appliances. Of course women were invited by means of advertising to purchase such items. At the same time, housekeeping was elevated to the status of a complex domestic science. The cult of cleanliness flourished, and though women now had appliances to cut their workload, the standards of being clean increased along with the time required to run a house. Child rearing was also raised to the level of an art, with mothers being given almost total responsibility for the labor and the quality of the product.

Women in the teaching field have also been affected by the economic fluctuations of society. Before the establishment of public schooling in B.C. in the mid-1800s, education — even teaching in the home — was considered a male responsibility. Jobs were limited to men willing to emigrate and take their chances in the new world. When men were hired by the Hudson's Bay Company as the first schoolmasters, the precedent had been set.

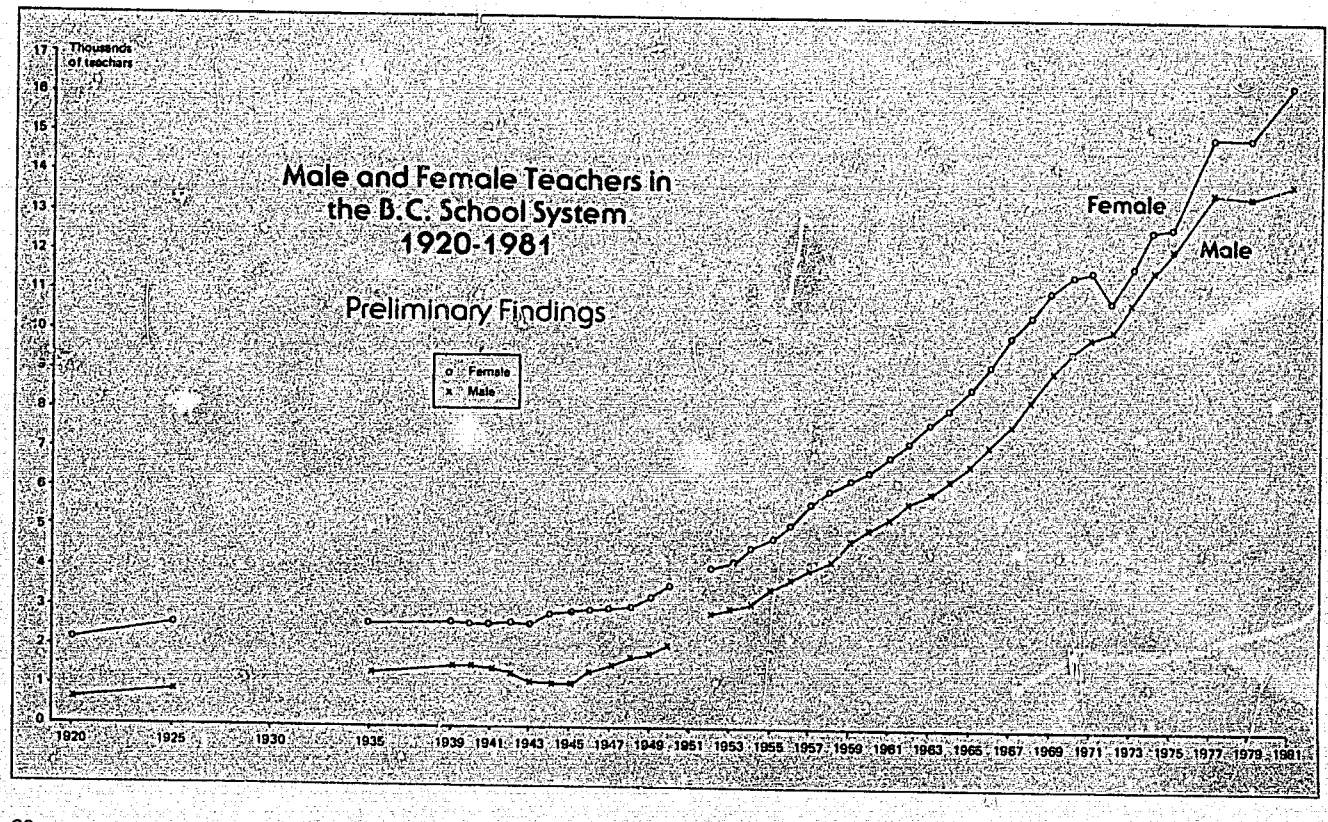
With the economic prosperity of the gold rush in B.C., the accompanying increase in population and the demand for more teachers, women were allowed in the school system. However, their future opportunities remained in question for some time. When a severe recession hit the mining industry in B.C. in 1866, schools could no longer afford to pay teachers an adequate salary (sound familiar?). Teachers in Victoria staged the first strike action in Canada's history over this development. Although a salary was agreed upon eventually, it was not adequate to support male teachers, so female teachers were hired for the schools. Thus, in 1874 to 1875, women teachers averaged a salary of $56.11 per month, compared to $66.03 per month for men.

The controversy over whether women should teach was rooted in the general discriminations that affected all women in the society at that time. However, the result of the debate was that women were deemed to be best suited for primary grades and "head masterships and more advanced sections" were reserved for male teachers. (This does sound familiar!) But a bigger argument than maternal suitability for hiring women was the economic factor that they provided a huge saving to school boards!

By 1917 women represented 80 per cent of the teaching force in B.C. During the next 23 years the proportion of women in teaching declined, to 62.5 per cent by 1940. A greater number of men teachers were hired than ever before during these years of growth for the teaching force and of record unemployment. It is also interesting that throughout this time, women teachers who were married were hired only for temporary positions, and women teachers on permanent contract could be fired if they married.. Needless to say, this posed a problem for many women who had to choose between a career, a marriage, or a good lie! A law was passed in 1931 banning this discrimination, but from reliable sources, we know that some school boards continued the practice until 1947.

The education system experienced unexpected vacancies similar to society at large during World War II as men in teaching were called into service. It was necessary to recall older women, many of whom were married. From 1939 to 1947 the percentage of women in the teaching force rose from 62 per cent to 66.3 per cent.

A shortage of teachers and the baby boom that followed World War II allowed women in teaching to establish some rights, such as those mentioned for married



women. As well, married women were now seen as making an important contribution toward solving the problem of teacher shortage. It was not until 1953, however, that women teachers were no longer paid lower salaries simply because of their sex. At this time the provincial government introduced a bill meant to ensure equal pay for equal services to both men and women. However, ghettoization continues to this day in the placement of women in lower grades and non-administrative positions, with a consequent continued difference between average male and female salaries.

It seems clear that "The fluctuations affecting women's role in teaching can be attributed to the activity and needs of men. The two wars, accompanying teacher shortages, and those times when schooling suffered from general economic hardship were all periods which drew upon the services of women. In contrast, in periods of high unemployment and times when teaching jobs were desirable both in terms of credibility and renumeration, the participation of men has increased at the expense of women." (Page 54, *The Unrecognized Majority, A History of Women Teachers in British Columbia*, by Punam Khosla, Laura King, Linda Read.)

During the most recent period of high employment in B.C., 1971-1972, the number of employed female teachers decreased by 553, while the number of employed male teachers actually increased (see graph). In Ontario from 1972 to 1977, during a period of economic cutback, women public school teachers went from 52 per cent of the teaching population to 49 per cent. In 1976 the Federation of Women Teachers' Associations of Ontario was involved in a legal battle to protect the rights of women teachers who had been released at a ratio of nine women to one man.

It is again a time of economic crisis. Government cutbacks threaten teachers' jobs in B.C. as well as the basic structure of local autonomy in the system. When such times have occurred before, there has been a tendency to try to solve problems of unemployment by discouraging women's participation in the labor force. The myth persists that women in the work force, including teachers, do not really need their jobs despite statistics that indicate clearly that most women are not secondary wage earners. (Thirty per cent of women in the labor force are single; 10 per cent are widowed, divorced, or separated; two per cent have husbands with incomes of less than $12,000. As of 1976, one family in every 10 was headed by a lone parent; 83 per cent were headed by females.)

The problem now facing all teachers is immense and complex. But we can use historical hindsight to prevent one section of the teaching force from being disproportionately affected. This issue must be addressed so that women teachers are not relegated to the ranks of a secondary labor force in the education system, as has so often happened before.

While the federation's Status of Women Committee can monitor statistics concerning women and job loss, it is the responsibility of all teachers to insist on equality of career opportunity for the colleagues. ○

Peggi Hall is an assistant director of the BCTF's Professional Development Division.
References for the article are available on request.

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What's so WRONG with a deficit?

The government's cutbacks to prevent a deficit will make the economy worse, not better. And teachers will be bargaining this fall in that worsened economic climate.

DAVID SCHRECK

Teachers have a unique bargaining problem; they must deal with a structure in which the provincial government really pulls the strings, and other people (the school trustees) act, willingly or unwillingly, as puppets.

We are all aware that the economic climate now is depressing, both psychologically and in reality. Economists are hard pressed for a name to put to the type of phenomenon we are going through now. After the Great Depression, all of the theory on business cycles tended to concentrate primarily on what was called the "inventory cycle."

A lot of economic analysis concentrated on setting fiscal or monetary policy to even out this three-year business cycle. In the late 1960s the economic literature was full of claims that the business cycle had been defeated, and never again would we see any serious economic downturn because government had the power to regulate the economy and to prevent that type of downturn.

At the time, a recession was defined as two consecutive calendar quarters of no real economic growth, or an actual decrease in gross national product. In the current recession, what we're facing is little or no growth throughout 1979 and 1980 and then an actual downturn beginning in the third quarter of 1981. In terms of the total bundle of goods and services produced, the economy reached a high point in the second quarter of 1981, but starting in the third quarter of 1981 there were actually fewer goods and services purchased and produced in the economy, so there was actually less to go around. The fact that the population grew at the same time means that on a per capita basis the economy was worse.

We have data only up until the first quarter of 1982. But we know there has been an absolute real decline in gross national product for three consecutive quarters. No one doubts that the data for the second quarter of 1982 will show a real decline. So that will be four consecutive quarters of real decline in gross national product.

And it's likely that the third quarter of 1982 will show a continuing decline. That will give us five consecutive quarters of absolute decline in terms of real output of our goods and services. There's no terminology in economic literature to describe that sort of phenomenon. We have a prolonged recession of a sort we haven't seen before.

There's debate on whether we call what we are currently in now a "depression" or a "recession." What it clearly is, is a crisis. The human terms of that crisis you are all familiar with: unemployment is staggering, people are losing their homes, families are breaking up. On the human side it's much more of a crisis than the figures an economist throws around.

We have to put that economic climate of disaster in the context of what we can do about it and how that relates to the 1960s, when economists were fond of talking about how we would never see the problem again. That relates directly to your bargaining situation, since it's government policy that seems to be giving you a choice between salary rollbacks or loss of job security or a combination of both, depending on how you want to stick the knife in your own back.

I presume that whatever other bargaining demands you have, the two minimal demands are maintaining real incomes and maintaining job security. Those are the issues that governments — both federal and provincial — have clearly set as targets.

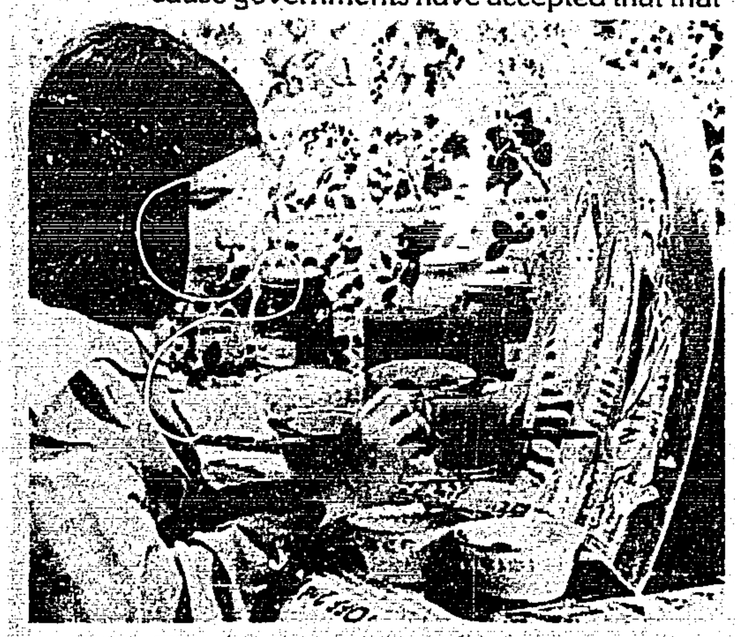
The rationale the government is using is that it has no room to move because of the devastating level of government revenues.

If you accept the argument that the government faces no options, the problem is identified not as declining output or high unemployment, but as inflation and government deficit. As long as inflation and the

government deficit are seen as the primary problem, you have no choice except to decide where the knife will be stuck in your back, in terms of losing job security and losing real income.

If you're going to have an optimistic outlook, it's essential to adopt an alternative economic paradigm — an alternative model of how you view the choices facing government. I contend that there are alternative paradigms and that government really does have a great deal of room to manoeuvre. Unless we start getting across the message that government does have a great deal of room to manoeuvre and that it is the responsibility of government to take that room and tc change its economic target, there's no hope.

It is widely accepted that the current prolonged recession is a government-induced recession. It is unlike other recessions we have gone through. Governments throughout the western world (the States, Britain, several EEC countries, and Canada) got on the band wagon of inflation being the number one problem. The only way to stop inflation is through the use of high interest rate policy, according to these governments. With prolonged use of high interest policy, the economy has been driven into this prolonged recession because governments have accepted that that



The irrational fear of the provincial government of running a deficit may wipe out this girl's chances of developing her interest and ability in art.

was the price they had to, and were willing to, pay to control inflation.

Everyone would like to have price stability. Most people, given the choice between 15 per cent unemployment and six per cent inflation versus six per cent unemployment and 15 per cent inflation, would choose jobs over inflation. Governments simply haven't made that choice. The recession and the high interest rates are clearly being used for the purpose of rolling back the social progress that's been made over the last 50 years.

It's a tax on education, on welfare, and on the medicare system. It is an attempt to break already existing negotiated agreements. The recession is a weapon to roll back social progress. You can't talk simply about an economic problem. It's political economy and it always has been a political problem. Classical economists never considered themselves economists, they referred to themselves as political economists, and they talked about the policy choices that faced their environment at the time they were writing. It's only in the last 50 years or so that economists have tended to divorce themselves from politics and viewed economics as some sort of abstract science, greatly involved in mathematics and supposedly objective — and since then they have really lost their credibility.

THE ROLE OF GOVERNMENT

The question before us is: what is the role of government? It's the shift to the right, with Friedman and Reagonomics and supply side economics, which have as their primary objectives reducing the role of government, no matter what the consequences are. That's the political philosophy that's being advocated. Reducing the role of government eliminates the ability of government to stimulate the economy and maintain anything approaching full employment. If, as a consequence of that, they break unions, so much the better, from the viewpoint of that particular political philosophy. So it's essential, from that viewpoint, to argue that government has no alternatives because the deficit is so crippling.

The alternative argument is that it's acceptable to run a government deficit. Running a higher government deficit can stimulate aggregate demand, increase jobs, and get the economy rolling again. As Keynes said, "You're better off building pyramids in the desert, in order to create jobs, than having people on the dole." And, in terms of building military supplies, governments have shown over the years that they're perfectly willing to build tanks, and bombs, and armaments when the need arises — which is somewhat less useful than building pyramids in the desert but which does stimulate the economy.

Government could employ teachers, it could employ hospital workers, could do all kinds of socially useful projects to keep the economy running and, at least, minimize the effects of the recession — the same as it would do going into a war situation. Yet, for reasons I think are beyond any rational people, governments refuse to make that choice. There's a willingness to build bigger and better bombs but a reluctance to hire more teachers or hospital workers or to carry out useful social projects.

To put it in context, the panic in B.C. is over the spectre of a one billion dollar deficit. The problem is that it's political suicide in B.C. to argue that there should be a government deficit. You have to balance the budget over a long period, but what's so magical about 12 months? Why not balance over 13 months? or 14 months? or five years? If you look at the concept of a long-run balanced budged, all you're talking about is evening out the business cycle. The government could salt away surpluses that it's built up and use them in the lean years to cover the deficit.

If you graph government spending in British Columbia you find that government, over the last 20 years, has behaved in exactly the opposite way. Instead of salting money away in good years and using it to stimulate the economy in bad years, governments have behaved in a pro-cyclical fashion. Government spending has increased in good years and has been cut back in bad years.

So the provincial government, by its own actions, has acted to increase the effect of the business cycle — make the swings all the greater. When the economy's going up, it pours on the big mega-type projects, increases government spending, heats up inflation as it competes against other sectors of the economy for the resources that are becoming scarce. When the economy slows down, it starts cutbacks, and delays government spending instead of using those resources that are unemployed.

Contrary to popular belief, provincial government spending in British Columbia is slightly greater than federal government spending. Total provincial government spending represents something like 17 per cent of provincial gross domestic product; it is a significant component of aggregate demand and, as a result, the provincial government is in a position where it really can make the difference in terms of job creation.

The recession and high interest rates are being used to roll back social progress.

That billion dollar projected deficit must be put in the context of what other provinces have done, in terms of running deficits. To compare with other provinces, we have to have some sort of standardization, because in absolute dollars, we can't compare B.C. with P.E.I., for example. The comparison won't mean anything unless it

is related to the size of the economy. If we express the government deficit as a percentage of the gross provincial product for the province — the productive capacity for the province — we can get a meaningful comparison.

A billion dollar deficit in B.C. this year would represent a deficit equal to roughly two per cent of gross provincial product. It would be the biggest and virtually the only deficit this province has ever run. But, when we go for comparison, we can look at Quebec, for instance. In 1980 Quebec ran a deficit of 2.1 per cent of its gross provincial product; in 1977, 2.8 per cent; in 1976, 2.2 per cent; in 1975, 1.6 per cent. In fact, Quebec has run a surplus in only two of the last 16 years. In some years the deficit has been as great as almost three per cent of its gross provincial product.

I'm not advocating deficits year after year after year. You have to pile up money in the good years to account for the deficits in the others. The point is that Quebec has run sizable deficits in periods of economic downturn to stimulate the economy.

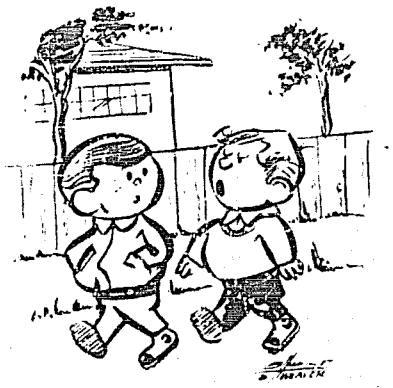
For those who would readily dismiss Quebec, other good examples are Tory-blue Ontario or Alberta. In Ontario, a deficit has been run in each of the years from 1970 to the present time. In 1975, Ontario ran a deficit that was equal to 2.2 per cent of its gross provincial product. This year Ontario is talking about running a deficit of 2.2 billion dollars, in percentage terms much less than its 2.2 per cent deficit in 1975.

Alberta has been in an extremely wealthy situation ever since the oil crisis, and it has run incredible surpluses since 1973. In 1978, its surplus was 8.2 per cent of its productive capacity. Alberta could come under considerable criticism for putting that sort of drain on the economy. But before the oil boom, and under a Social Credit government, Alberta consistently ran deficits in the period 1965 through 1972. In fact, in 1967, Alberta's deficit was equal to 4.3 per cent of provincial gross domestic product. If B.C. were to run an equivalent deficit this year, it would be well over two billion dollars. A two billion dollar deficit in B.C. would mean that teachers wouldn't be laid off and hospital beds wouldn't be closed.

Those are the choices facing government. Some provinces historically have been willing to accept their fiscal role of providing stimulus, and, to some extent, to accept the concept of balancing the budget over the long term. Alberta and Quebec have run deficits, in proportionate terms, far larger than anything the B.C. government is talking about.

So it can be done. It's not some sort of radical alternative theory. It has a solid base that was set in the Great Depression. It's been followed by both federal and provincial governments. The result is not economic disaster; the result is job creation. Government has plenty of room to move. It's simply a question of dealing with the political acceptance of job stimulation versus the myth of the unacceptability of a deficit.

To most people a government deficit is an abstraction. It's not something you see. It's something that might affect taxes sometime in the future but you never quite know to what degree. Unemployment is very real. I can see people losing sleep over unemployment and the loss of job security



"I'll lay you eight to five that the next thing they cut out is recess."

and cuts in their real income position, but nobody really loses any sleep over this abstraction of a deficit.

Government has plenty of room to manoeuvre. There are alternative real cases in Quebec and Alberta, and it is essential to break the propaganda barrage of no room for movement. If you accept that a threat of a billion dollar deficit leaves government no options, you have to accept the consequences of cuts in real income, or loss of job security.

To accept cuts in real income or loss of job security isn't going to solve a single problem. What it's going to do is to drive the economy further into depression, because if your real income is cut, you're going to have to stop spending somewhere. Everybody's spending is somebody else's income; everyone's cost is somebody else's benefit. If your real income goes down to the tune of 60 million dollars, that's 60 million dollars that's coming not only out of your pocket, but out of the pockets of all the people from whom you buy goods and services. The result will be a loss of job security for those people and further layoffs.

That doesn't say anything about inflation, but the solution to inflation is quite simple: to allow freedom. In other words, to allow free collective bargaining and let people make their own wage deals. By being free to contract, we have to live with the consequences; if we have a little bit of inflation, we can index the pensions and the fixed incomes for people who would be hurt by inflation, and the rest of us can look after ourselves through free collective bargaining.

By allowing free bargaining and living with a bit of inflation we can get the economy moving again and run government deficits, if necessary, to eliminate unemployment. ○

Dr. David Schreck is the general manager of the CU&C Health Services Society. This article has been adapted from his address to the BCTF Bargaining Conference in August.

THE CASE FOR DEFICIT BUDGETING

Provincial Government (Deficit) Surplus
on a National Accounts Basis
as a Percentage of Provincial Gross Domestic Product

Year	Quebec	Ontario	Alberta	British Columbia
1965	(1.3)%	0.4 %	(0.5)%	1.5 %
1966	(1.2)	0.6	(2.9)	1.5
1967	(0.5)	(0.0)	(4.3)	1.4
1968	(0.4)	0.2	(2.1)	1.9
1969	0.2	0.6	(1.6)	1.6
1970	(0.9)	(0.1)	(1.4)	1.2
1971	(0.6)	(0.8)	(1.4)	1.4
1972	(1.0)	(0.8)	(1.4)	0.9
1973	(0.5)	(0.5)	0.3	1.8
1974	0.3	(0.3)	4.2	0.7
1975	(1.6)	(2.2)	3.7	(0.7)
1976	(2.2)	(1.7)	4.9	0.3
1977	(2.8)	(1.3)	6.1	1.6
1978	(1.1)	(1.3)	8.2	1.7
1979	(1.3)	(0.3)	3.6	2.0
1980	(2.1)	(0.5)	6.2	2.0

Source: Calculated from PGDP and government surplus or deficit data found in Statistics Canada 13-213, Provincial Economic Accounts 1965-1980.

BARGAINING DESPITE CONTROLS

College and institute teachers also face difficulties in bargaining this year. Here is what they hope to do.

JAN D. D. CIOE

The question I was asked to address by the BCTF was how the Colleges and Institutes were going into the bargaining arena this year. How were we planning to bargain despite controls?

The first thing that must be understood is that the introduction of the Compensation Stabilization Program (CSP) has destroyed the very basis for collective bargaining. It is no longer possible for the parties to arrive at a mutually acceptable settlement when the government has taken the power to alter unilaterally any agreement that violates its norms. The artificial constraints of the CSP prevent us from establishing a settlement that adequately reflects the forces of labor economics. I make this statement notwithstanding Premier Bennett's comment that he still wants there to be "free" negotiations between 0 and 10 per cent.

The CSP is particularly disturbing because it appears to be designed to create the illusion that it is being voluntarily accepted. If one settles under the guidelines, the criteria are more generous than if one is forced into a settlement under the regulations. As a colleague of mine put it, "It is like an armed robber claiming that he didn't steal anything because the shopkeeper 'voluntarily' turned over the cash."

With this as a backdrop, what do we do? We reject the program because it is unfair and singles out public sector workers who are certainly not the cause of the recession in this province. We reject the program and bargain as if it did not exist.

That sounds inspiring but what does it mean in concrete terms? There is no doubt that so long as the program is in place it will influence us, but we must continue to use the same criteria we have used in the past to set our bargaining goals. Clearly, this is not the time to expect to redress inequities in our position vis à vis those of other occupations, but we should expect to maintain our fair share of the economic pie. This is not the time to roll over and play dead. We have no reason to be ashamed of our salaries. You have no reason to feel guilty about getting 17 per cent during the last round of bargaining; it was a step toward rectifying an imbalance that had existed for a number of years.

You may ask how such a strategy fits into the realities of the funding for education. The colleges and institutes are in the same situation the schools are in. If the government gives us the same funding next fiscal year as it has under the latest restraint program, all of the colleges and institutes will undoubtedly be in a deficit position. The guess at Malaspina College is $1.75M on a budget of $15.5M — an 11 per cent over-run. Clearly the response of the college boards in negotiations will be that they do not have the money for income maintenance because the government has not given them any. When we ask the govern-

ment why it is not properly funding education, the response is that there simply is no money left in the provincial coffers. If we accept this line of reasoning we might just as well pack up our papers and go home.

What we are facing at the negotiating table is a resurrection of the "ability-to-pay" argument, which public institutions have tried to use for many years. The essence of this argument is that the taxpayers are not willing and/or able to pay public sector employees more. This argument has been rejected time and again by arbitrators in this province. Arbitrators have rejected the notion that public sector employees have to subsidize the social services of the province through substandard contracts. They have said that we deserve our fair share, and that we should not have to pay as individuals to keep the services available — which is precisely what the government is "asking" for.

If we reject the pleas of our employers that they do not have any more money and so cannot pay us, what happens next? I suppose the obvious solution is to cut back services temporarily. It is their position, of course, that large increases (perhaps any increases) will mean layoffs. In the colleges and institutes, however, such layoffs will mean cuts in programs and/or course offerings that will have a visible effect on the services provided: this is our trump card. It is my guess that cuts in educational services will be just as unpalatable as the cuts in health care services were. Cuts in education should produce a public outcry and result in a change of priorities.

What *are* the spending priorities of the government? The government, in reality, has not run out of money for education; it does not receive a cheque from each taxpayer that reads "Payable to the Ministry of Education" and that goes into an education pot that is somehow now depleted. The government has chosen to spend taxpayers' money elsewhere. Furthermore, it could go into a deficit situation to fund its commitments if these cuts are really the result of "temporary" economic conditions and not the beginning of the end for public education.

It is important for the faculty to be able to establish a case for a fair compensation package because we can also engage in collective bargaining in other areas. As unions under the Labour Code we have latitude to bargain any and all of our working conditions. We are prepared, this round, to consider certain non-monetary issues in trade for moderated wages.

It is critical, however, that we be able to establish an atmosphere in which we are giving up something that is our due (a certain percentage salary increase) for something else we want. We would not be averse to taking less money in return for better working and learning conditions: working conditions that do not convert into increased dollar costs. You do not have the same scope we do, but I am sure that gains could be made. To restore the bargaining process we must get something that we value in return for a lowered salary demand.

I would not be surprised to see several of the college unions taking their contracts to arbitration for binding settlement. A number of our members have this option built into their collective agreements. The results of the B.C. Hydro arbitration by Mark Thompson indicate that arbitrators will probably continue to give the "ability-to-pay" argument little weight. Just how long can such a program survive repeated repudiation from arbitrators?

Ultimately, however, the faculty and technical staff in the colleges and institutes are not very important. Even the BCTF by itself is not all that important: nor is CUPE, the BCGEU, or any other single unit of public sector employees. Together, now that is another story.

What we need at this point is an alliance of the entire public sector — a common front that is able and willing to build links with the rest of the labor movement and other groups that have been hurt by the recession. It is necessary to mobilize education's allies to assist us and to get the Opposition out of the shadows and into more of an advocacy position on behalf of the people of this province.○

Dr. Jan Cioe is president of the College-Institute Educators' Association of B.C. This article is an adaptation by the author of his remarks to the BCTF Bargaining Conference in August.

DÉJÀ VU?

●You'd think that education in the 1980s would be facing problems that differ from those of the 1930s. Judging from items printed in this magazine 50 years ago, however, one gets the impression we have come full circle.

A half century ago the provincial government was suffering a severe reduction in its revenues, and one of the solutions proposed was large cutbacks in the money spent on education. The costs of education were being widely criticized.

Our February 1931 issue reprinted an editorial from the February 18, 1931 issue of The Vancouver Sun, which in those days modestly identified itself as "Vancouver's Most Useful Institution." The editorial commented on criticisms of the Vancouver School Board's budget that year. Except for the figures, the editorial could have appeared in today's issue of the paper. Here it is, as it appeared 51 years ago.

CHEAP SCHOOLS MEAN CHEAP CITIZENS

That attack that is being made upon the school board's proposed bylaws of $799,958 for school purposes is an attack upon the growth and progress of Vancouver.

The schools of this city constitute one of our greatest assets. All money that is spent upon them intelligently is an investment that will return greater dividends than almost any other "buy" in the market.

For when we spend money on schools, we are not speculating. We are contributing to a "sure thing." We cannot develop good citizens with poor equipment, crowded classrooms and cheap teachers.

If we want the rising generation to be capable, efficient and useful, we must pay for it. We must have high-class teachers at high-class salaries, fine light sanitary buildings with full equipment and conveniences.

There is bound to be money lost in experimentation. But all scientific progress is based on experimentation, and no successful school system can be evolved without experimental measures in the way of buildings and curricula, all of which cost money.

There is a tendency in Vancouver today to think too much about the money required for schools and too little about the 40,000 children that money will educate.

Vancouver parents have brought those 40,000 children into the world, and it is the responsibility of Vancouver people to educate them, no matter what it costs.

Cheap schools mean cheap citizens.

Do those who object to this bylaw want the 40,000 children of Vancouver to be second or first-rate citizens?○

The PROFESSIONAL Response to the Crisis in Education

The crisis in education has been growing for at least a decade. It is political rather than financial, and the solution is a long-term one in which the control of education will be completely reorganized.

MIKE ZLOTNIK

●The cutbacks and announcements of the B.C. government have triggered what has been called the greatest crisis in the past 50 years. In one sense this is true. In another it is profoundly misleading.

It is true in that the present situation may result not only in the loss of teachers' jobs and income, the end of local district autonomy and collective bargaining but also the long term smashing of the public education system.

This is only the negative end of the spectrum; the crisis also may provoke a fundamental reassessment of our existing system leading to a recognition of its present unjust, undemocratic and educationally unsound features and a determination to rectify these features.

In this sense we are in the midst of a crisis unprecedented in this century. What is misleading is any suggestion that the crisis has sprung up in the last few months or is localized within B.C.

My challenge is to contribute to an in-depth analysis of this crisis on short notice, but in another sense I have had lots of notice in the preparation, because in the fall of 1978 I offered an analysis in this magazine of the underlying crisis of our education system in a series of two articles on declining enrolment. As far as it went that analysis still holds today, and helps to reinforce my point that the current crisis in education and society has been under way for about a decade. Its main features were ascertainable at least four years ago not through any sort of prescience or occult powers but simply through looking honestly and deeply at what *has been occurring* in our society, culture and economy.

Will the new minister of education use economic problems as a pretext for eliminating areas of study he regards as frills?

The 1978 analysis did not attempt to offer substantive solutions to the long term crisis of our time. It tried to provoke a debate at a fundamental level among B.C. teachers that might head off the worst scenarios and turn the crisis into a positive opportunity. With one significant exception to which I shall return later, the BCTF has ignored the challenge posed in that analysis. Hence we continue to head toward the worst scenario — a future in which the public school system enters a rapid decline. Layoffs, salary cuts, increased class sizes, loss of special services and rising stress levels are the outcomes experienced by individual teachers and students as we continue, by default, down a heartless and senseless path.

I feel fortunate over the last two years to have been able to pursue full-time research and reflection on the problems of the political control over education in the context of modern liberal industralized societies. As a result of those inquiries I believe I have found some basic principles and

ideas for the transformation of both our society and our schools into more completely and genuinely democratic, just and beneficial forms.

I have organized evidence and argument and pursued the analyses in much greater detail in a book, but in this article I can only state some of the conclusions. I hope that these assertions will at least suggest some possible opportunities as well as threats.

The philosopher, Martin Heidegger, argues that the problem of true knowledge is essentially a task of *unconcealment*. It is not so much that falsehood per se stands in the way of our truly understanding our circumstances as that there are semblances — somewhat true ideas or impressions — that conceal or cover up the more true ideas or understanding.[1]

For example, in stereotyping one becomes so struck by another person's sex, race or physical appearance that one simply doesn't see other features of the person — indeed one misses the *person* entirely. Likewise in doing an analysis; in systematically attempting to understand a matter, one can go wrong by stopping at a superficial level.

Consider a number of levels of analysis of this crisis:

1. The immediate threats of layoffs and /or salary rollbacks

The B.C. government has defined the alternatives as a rollback in salaries or layoffs of teachers. Are these the only options? Does the government have the power to enforce its choices? Does it lack the power and resources to honor its grant commitments to school districts? Why is the government pursuing this course?

2. The budgetary deficit and the state of the economy

How does an anticipated provincial deficit in excess of one billion dollars, the enormous federal deficit and accumulated debt and the state of the economy bear on the situation? Will laying off public sector employees help to strengthen our economy? In these times how could it? So why is Premier Bennett using his budget deficit and declining revenues as excuses for slashing education grants and interfering in school board decisions and teacher bargaining? If the premier viewed education as a high priority he would find the funds, just as Margaret Thatcher found hundreds of millions for the Falklands conflict with Argentina. But is it only Premier Bennett who holds public education in such low esteem or are there many members of the public who applaud and support his position?

3. The political analysis

In the two 1978 articles on declining enrolment I argued that the problem at that time was not declining enrolment, and today I stress that it is not primarily financial or economic but political. To quote from the second article:

> Perhaps a good time to begin is the post-war period. Following the great depression of the 1930s and the Second World War there was substantial disagreement about the ability of capitalist economies to continue without violent business cycles or wars.
>
> After World War II, liberal reformers in Canada and many other countries came up with a compromise platform that was meant to manage the postwar economy without war or depression. They tried to reconcile the interests of capital and labor, of rich and poor, and of the various sectors of the economy without tearing the social fabric apart through too rapid and too radical a redistribution of wealth and power.
>
> The goal was to provide higher living standards for everyone and to gradually make the distribution of wealth and power more equal and just. The strategy involved social and school reform.
>
> Over the 30 years following World War II, the liberal platform governed Canada. As a consequence there was an unprecedented expansion in schooling: high school graduation as the norm, enormous increases in the proportion of youth attending post-secondary institutions, more than a doubling of the proportion of the national wealth allocated to public education services.
>
> The liberal compromise was based on economic growth and ever-expanding opportunities for individual advancement. Now with several years of high inflation, high unemployment, slow growth and a diminished expectation for future economic growth, many people have lost their confidence, not only in their government leaders, but also in the whole strategy of liberal reform.
>
> Over the last five years or so there has been a rapid increase in support for a populist /conservative position that can be summarized as:
>
> > "We have too much government, too much growth in the public sector, too much red tape for business, too little incentive for private enterprise. Taxes are too high. Workers don't produce enough. Unions are too big and powerful. The unemployed are ripping off the system. Schools give students too much freedom, self-expression and frills, and too little discipline and basic skills. Schools are costly and inefficient."
>
> Based on this diagnosis there is a demand for a reduction in the size of government, cutbacks in public-sector employment, tax cuts and a tightening of discipline in public schools.[2]

In fact this populist cost-cutting platform, using Milton Friedman's monetarist theory as an ideological prop, has moved into the ascendancy in terms of the economic planning of the gang of seven industrialized nations, and has been spearheaded by Margaret Thatcher and Ronald Reagan. That it doesn't work for ordinary men and women should be obvious enough. The enormous extent of suffering, waste and needless conflict is intolerable. In 1978 the cost of unemployment exceeded the total cost of public schools in Canada. Today the comparison is much worse. Basically this tough monetarist stance that uses managed unemployment as a tool in government control over the economy is wasteful, cruel and immoral. It is immoral because it harms innocent persons for the alleged benefit of others.

4. Back to Keynes and the liberal reform platform

In 1978 I argued that neither the liberal reform nor the populist cost cutter platform is workable. Obviously a great many people disagree with this conclusion. Premier Bennett, at least at this time, appears determined to pursue the populist cost cutting route. On the other hand David Schreck, a panelist at the 1982 BCTF summer conference, argues for a reflationary economic program of deficit budgeting aimed at employing persons made idle by the most recently engineered recession.[3] (See Schreck's article elsewhere in this issue.)

In the short run Schreck is undoubtedly right. His Keynesian version of the liberal reform program offers better prospects for most of the people of this province. Nevertheless, it is no answer to the real crisis of our times. The basis of the liberal reform strategy is a continuation of an ever increasing role for centralized government and a loss of control by people of both their public and private spaces, while bureaucrats and experts armed with modern technology come to make more and more life choices for the people. What is happening is that increasingly our citizenship function is merely to participate in the election of a centralized elite, who rule us and "manage our economy."

5. A third alternative

We are offered a choice of rulers: those who advocate the discipline of jungle markets where bankruptcies, unemployment, poverty level wages, profiteering and usury are all part of the game; versus the paternalistically managed welfare state. Is there no alternative to these sterile theories and ideologies? I am convinced there is an alternative in the form of an approach to participatory democracy in which only lim-

ited power concerning limited matters is ceded to central levels of government such as provinces, nations and extra-national levels, and where decentralized democratic authority is exercised in local and regional communities, cultural communities and the workplace.[4]

In this proposed authentic form of democratic society the political control over education will differ from what we now have. The principal changes will be the restriction of the role of the provincial government to the assurance of human rights and social justice. Beyond this the government has no legitimate role in curriculum control, spending levels, supervision or evaluation. Local communities should exercise a broad political control over their schools, while the teaching profession should control the education and certification of teachers.

The bureaucratic and managerial hierarchies that have developed and grown at both the provincial and local levels should be abolished in favor of teachers' co-operatives; that is, self-governing associations, engaged in mutually negotiated relationships with representatives of the local community. These bureaucratic and managerial hierarchies have been squeezing out both local democratic control and professional autonomy. While there will always be a tension between professional and lay control, this tension can be dealt with under an appropriate system of overall political relationships. The trend to ever increasing managerialism and bureaucracy in education reflects the unwillingness of our culture to draw a line between manipulative and non-manipulative human relationships, as Alasdair MacIntyre, a British moral philosopher, argues.[5]

Crucially the day-to-day supervision of the education process should be in the control of local teachers' co-operatives. The status of principals, directors of instruction, or other persons exercising supervisory authority should be determined by collective and democratic decision of the teachers' co-operative to which these persons will belong. The relationship between the teachers' co-operative and the local community should be established in a contract between the two bodies, but this will not be a labor contract and there will be no employer-type supervision or authority.

The system I have sketched reconciles popular political accountability, worker self-governance and autonomy, and cultural pluralism. It results in a form of professional status for teachers but not as a privileged group, because all workers will have this type of professional standing.

There is a great deal more that needs to be said on subsequent occasions about how our proposed education system should work and concerning the steps needed to bring it about. Actually, the idea is not that new in many respects. What has been happening is that local school trustees have increasingly come to see themselves as employers rather than as trustees of the public interest. Teachers have come to see themselves as employees rather than professionals and therefore as carrying out the employer's orders rather than pursuing the twin aims of education for democracy: (a) the authentic self-development of each student; (b) the preparation of students for responsible participation within a democratic society. Moreover parents and students have not had a sufficient control over defining the student's educational program.

The provincial government has come to see itself as running the school system and has now finally grabbed virtually all the power over budget and a great deal concerning curriculum and program. Then there are the managers, researchers, consultants and bureaucrats. With the best of intentions they swallow up resources and exercise paternalistic rather than democratic control. It is little wonder that we are in doubt whether the public will support the maintenance of this system in the face of Bennett's call for cutbacks.

One result of the cutbacks that have been made already — let alone any that have yet to come — is that students will receive less individual attention than they have received in the past.

6. The end of the public schools?

The worst among the likely scenarios is as follows: large numbers of teachers are laid off in the near future; budgets are cut yet again; class size increases; services are cut back; the quality of education declines.

If the public does not immediately insist on the restoration of services and standards, the rest of the story should be obvious. Starting with the middle classes, there will be a flight from the public toward private schools. After three or four years down this road the education system will have been transformed into two sectors: a private subsystem for the children of the wealthier or more academically oriented parents, and a public subsystem for the rest.

Our education system is unjust, undemocratic and educationally unsound.

Think it through; if teachers, parents and others concerned for public education are unable to maintain the quality of services in the immediate future there may be no worthy long-term options for the shattered system of public education.

7. Summary analysis

I quote with two words changed from the 1978 analysis:

> Is there a danger of financial cutbacks, school closures, teacher layoffs? The answer is yes. Worse still, over the next 20 years we may see the decline and possibly the demise of the public school system, not as a result of government policy but through the failure of teachers and parents to understand their schools and their society.

If, as I believe to be true, the real crisis is a crisis of our whole social structure and of the sustaining ideologies of our culture, if the crisis has been emerging for a decade or more, if a return to Keynesian economics and the liberal reform platform or its socialist or social democratic variants is no real solution, and if a democratic alternative to these bankrupt theories and ideologies must be developed through democratic processes, it is time to begin to respond in much more adequate fashion.

In the immediate short term we must struggle to defend education with somewhat inadequate weapons but it would be foolish and irresponsible to neglect the development of the resources and instruments to win the struggle for a democratically controlled system of public education within a democratic society. No flim flam of public relations can expect to succeed in selling the public on supporting a school system that is being increasingly placed under centralized and bureaucratic forms of control. There will be no end of crises as long as the present system of political control over education continues.

Let me now consider the exception to the BCTF's reaction of ignoring the 1978 anal-

ysis — the emergence of a network of professional development structures within the federation based on respecting the personal autonomy of teachers and developing their personal powers. Over the past few years the BCTF professional development processes have moved away from selling predetermined solutions to centrally diagnosed problems and toward autonomous support groups co-operating on wider and more general concerns through communication networks. There is, perhaps, a need for these networks and groups to engage more directly in discussions, research and analysis on the macro features of the enduring crisis of education, society and politics, to organize to defend education from the short-term ravages of the cost-cutters and to proceed with various reforms to realize a just, democratic and worthy system of public education. There is a need to move out into the community as well.

The strength of this network is that it provides support and assistance to teachers already being placed under stress by the current problems in schools and society and provides the fraternal and supportively critical environment for teachers to reflect deeply and critically on issues that are often simply too bizarre or frightening to analyze alone.

8. The teachers' task

As a general strategy teachers' organizations in liberal industrialized countries need to dedicate themselves to the task of professionalizing the teaching occupation. This is no soft or fuzzy task, for it involves nothing less than a revolution in the political control over education. It requires a rethinking of the role, limits and purposes of collective bargaining.

Collective bargaining cannot become the sole or even the major function of a teachers' organization; it must not be restricted to regulating the prerogatives of employers but must become part of a broader political strategy leading to the abolition of both employer /employee relations and industrial forms of school organization.

Collective bargaining can be an effective, fair and just way of reconciling professional and lay community participation in the education process but only in a society that provides certain other democratic safeguards. But teachers' organizations can succeed in this approach to collective bargaining only *after* they have accomplished a powerful professional capability.

For the immediate future in British Columbia we must struggle to maintain jobs and a place in the education system for all teachers and other education workers; refuse to participate in plans to "cut a colleague"; resist layoffs through various forms of collective action and at all costs maintain the capability to carry on the longer term struggle for a high quality education system serving and helping to build a just and democratic society.

The liberal reformers have had their turn. They have helped to build an affluent society but have lessened our role as citizens, expanded the bureaucracy and centralized our economic and political system.

The cost cutters are having their turn, laying off workers, bankrupting businesses, cutting social services and finally challenging the very foundations of a democratic system of public education.

Premier Bennett has challenged the advocates of public education to a full scale confrontation. We have no choice but to accept his challenge. If we can hang together through these next few months, and if we press through beyond the issue of jobs and salaries to the survival of some form of democratic public education, we may indeed begin to take the third path — the path of justice, of concern for all members of society, of participatory democracy, of the economic security arising from our own work and fraternal community relations.

In taking the path of heart we may realize both material and spiritual gains we hardly dare dream of. To paraphrase Benjamin Franklin, if we don't hang together we shall surely hang separately. ○

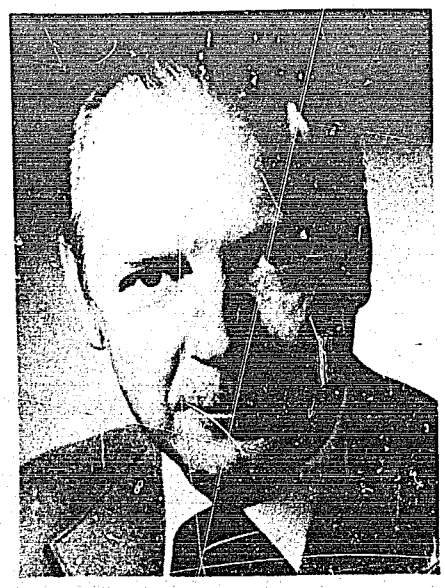
*See "Some Myths About Declining Enrolment," September-October 1978, and "The Schools are in Deep Trouble — and Things are Going to get Worse," November-December 1978.

Dr. Mike Zlotnik is the director of the BCTF's Professional Development Division.
References available on request.

WE SHALL MISS THESE TEACHERS

In-Service	Last Taught In	Died
Eva Cernetic	Prince George	May 30, 1982
Alan Edward W. Day	Kimberley	April 7, 1982
Bruce Daniel Runyan	Vernon	February 15, 1982
Stephen Michael Wright	Victoria	February 15, 1982

Retired	Last Taught In	Died
Claude O. Bell	West Vancouver	May 20, 1982
Leslie D. G. Brooks	Capilano College	June 8, 1982
Edmund V. Caspell	Vancouver	July 8, 1982
Alicia Dalgas	Nelson	July 8, 1982
Edith N. Day	Kimberley	April 7, 1982
Hannah C. Dorsey	Cariboo-Chilcotin	May 24, 1982
Doris E. Foster	Kelowna	June 11, 1982
Winnifred Freeman	Vernon	April 25, 1982
James H. Gagnon	Trail	June 21, 1982
Kathryn Gillander	Abbotsford	May 3, 1982
Sydna Hele	Victoria	April 9, 1982
Kenneth Keen	Burnaby	May 3, 1982
Ruby E. Kerr	Maple Ridge	March 26, 1982
Retta I. Leavens	Burnaby	July 3, 1982
Margaret Lewis	Creston-Kaslo	June 29, 1982
Ester O. Lott	Creston	April 5, 1982
Kate M. McQueen	Vancouver	July 3, 1982
Marguerite Marr	Vancouver	April 11, 1982
Arthur H. Mitchell	Vancouver	May 26, 1982
Beatrice Mundell	Revelstoke	May 12, 1982
Fred Pennington	Vancouver	June 11, 1982
Frances A. Quance	Castlegar	July 31, 1982
Edith J. Sellous	Vancouver	May 28, 1982
E. H. Salome Townsend	Richmond	May 1, 1982
Mary E. Wanless	Vancouver	July 17, 1982
Norman H. Webb	Golden	July 12, 1982



THE NEED FOR SOLIDARITY

Teachers must unite, or they will be made the scapegoats for the economic mismanagement of governments.

NORMAN GOBLE

On August 1 of this year Norman Goble left his post of secretary-general of the Canadian Teachers' Federation to become secretary-general of the World Confederation of Organizations of the Teaching Profession (WCOTP).

He had served CTF as a staff officer for 18 years, the last 12 of them as secretary-general. During that time he became widely known as an eloquent and perceptive spokesperson for students and teachers, and one of our country's foremost educational authorities.

His appointment to the senior staff position of WCOTP was welcomed enthusiastically by educators all over the world.

In June he addressed the BCTF Representative Assembly, his final speaking engagement as CTF's secretary-general. This article has been adapted from his remarks at that time.

The winds of change are blowing mighty chill across this country at the moment.

Two days ago I was in Quebec City, where I was shown the text of wage restraint legislation — a three-month unilateral prolongation of collective agreements and an 18.5 per cent cut-back in salaries awarded under them. It's the most repressive piece of legislation I have ever seen.

Yesterday in Vancouver I read reports that seemed pretty much like an echo of that same blast. A month ago today, at a teacher union headquarters in Paris, I listened to a committee discussing strategies of opposition to budget cuts for public education, threats to job security, subsidies to private schooling, impairment of the conditions of work, the impairment of the environment of teaching and learning, and impairment of the quality of education — especially for those who have most need for the services of the public school.

Across this whole country, province by province, and across the entire teaching world it is the same story. We have teachers who are afraid for their jobs in a money-starved system that is increasingly disrespectful of the needs of its clients. And that faces us with a difficult question. What are we going to do about it?

This is my last shot at a Canadian audience. Will you allow me to be personal for a moment? There's a phrase that has been echoing around the white caverns of my skull since I was a little kid. I remember my mother (this sounds like Mackenzie King, but it's not like that) reminiscing that when she was 13 years old, when the poverty of her family drove her into domestic service, the household in which she worked was assembled every Sunday morning, and the master of the household conducted family

prayers. One of the prayers was; "May God make us content in that station in life to which he has seen fit to call us." My mother's reaction was; "May God forbid." I guess, you might say, I was to some degree "radicalized" as a small child at my mother's knee — and around other low joints.

It was offensive to her, and it has always been offensive to me, that people be forced to pursue a predestined role, forced to be dependent on the kindness and the indulgence of their betters. From the early impressions of childhood I have been left with a fairly simple faith, passionately held. It is that it is the function of education to liberate people, to increase the range of options in their lives, to increase their autonomy, to give them the power to form and pursue life goals for themselves and for the collectivity that they belong to.

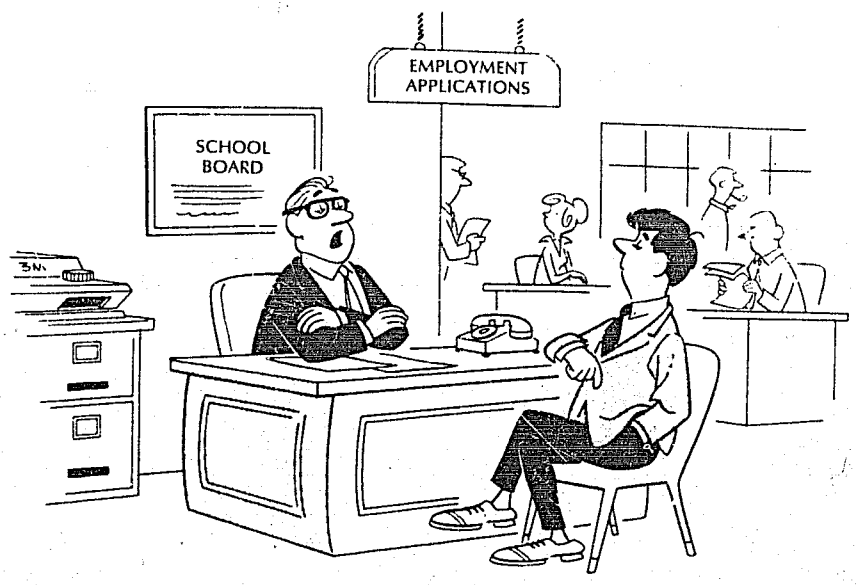
If education is to exercise its liberating function, it is essential that the school and the teacher be as free as possible to offer an effectively liberating education. That means an education based on the needs of the child, of *each* child, and on the nature of the disadvantages that children bring into the classroom.

That implies some prerequisites. It means that teachers must have access to appropriate training and retraining, that they must have resources available for the task, that they must have the status and respect that their task needs, and that they must have sufficient control over the educational situation to ensure that it provides for effective teaching and learning for the liberating purpose.

RIGHTS MUST BE ASSERTED

We are talking now about the necessary assertion of rights by teachers, on behalf of the children who depend on them. But rights do not exist until they are conceded by those who have the power to concede them. If we try to talk about rights, therefore, we must talk about proposals for transfer of powers from where they now rest to where they *should* rest. We are talking then, about the need to have negotiating strength, the need for solidarity, necessary goals for collective action and collective resolve, and the right — the necessary right — to bargain.

Obviously, we start with the basic right to bargain for a decent economic status, and for conditions of work that are conducive to the health and safety of the worker. All workers have that right, and teachers have it too. But we're talking about rights that go beyond that. We're talking about the right to bargain for provision of the conditions that make it possible to be effective in the job, because that is where teacher satisfaction truly lies — the feeling of a worthwhile job being done effectively with appropriate resources. That has to be a legitimate goal for the collective bargaining activities of teachers.



"Yes, there is a catch to the teachers' pension plan. First you have to get hired."

We're talking about the right of teachers to influence policies toward the democratization of the school system, so that education does indeed become a liberating factor, does indeed empower people to shape their own lives, to set themselves free from the restraints of their inheritance, their destiny, their handicaps and their disadvantages.

We're talking about the right of teachers to be heard when we say that the cost of schooling in this country has dropped to five cents on the dollar of national income, and is still dropping; that the myth of spiralling costs *is* a myth; that the country can afford a nickel in each dollar of the national income to support a good and effective liberating public school system; and that we must not allow teachers and the least privileged children, who have the most need of teachers, to be made the scapegoats for economic mismanagement.

We're talking about a collective activity by a profession that has its own unique set of goals. We have goals as teachers' organizations that set us apart from labor unions, because their essential fight is for an equitable distribution of the profits of an enterprise, and for the comfort and safety of their members. We have goals that set us apart from the so-called liberal professions. Their task is to intervene in an emergency, to put things right, extract the tooth, heal the wound, respect the law more than the client, get out when the damage is remedied, avoid ongoing involvement. For us, it is the contrary. We have to seek conditions that allow effective continuous involvement with the client.

One thing that has bothered me since I was a very young and raw teacher, was this persistent search by teachers for somebody else's model to imitate. We don't need to imitate anybody else, and there is no essential dichotomy, no necessary conflict between concepts of collective union activity and professional commitment, if we think in terms of our own profession, our particular commitment, our necessary goals and the necessary modes of our collective action.

WE NEED ALLIES

We have no identity but our own, and it is time we were more sure and more confident of that identity. Sure, we need allies; we must seek them when we need them, but we must not be abject imitators. We are what we are, and it's time we were proud of it. We need, as an organized profession, to accept the responsibility of our uniqueness, and the responsibility for autonomy in the formulation of our own goals and our own policies, and the responsibility of mobilizing our own strength for our own fights.

I said I was left with a simple faith. It *is* essentially a simple one, but the pursuit of it is complex, and it has led me, as you will observe, some distance from the daily encounter with the children, the adolescents, and the teachers whose needs, let it not be forgotten, constitute the totality of our mandate, the mandate of teachers'

organizations. We have no other. It's a complex pursuit because the basic principles divide and subdivide and interweave to create a multitude of specific issues to which we must, as a profession, effectively respond, unless we are willing to rest content in that station to which we have been called.,

The pursuit of that simple faith has, for example, led me into the complexities of the national level in Canada, to a level where we must be present. The fact that the Council of Ministers observes the necessity for national intercommunication at the governmental level, the fact that trustees find it necessary to maintain the Canadian School Trustees' Association — those two things alone would make it necessary for us to be there. But there's so much more, so much more for us to do. I'm not going to harangue you with a catalogue of the doings of the Canadian Teachers' Federation, but I must mention a few things about what I have been doing for the last 12 years.

CTF has two major thrusts at the interprovincial level. The first is to develop ways of concerting goals and strategies across this country among the 19 teachers' associations that exist, to somehow exploit the fact that teachers are the biggest single, distinct occupational group in the country, and the most highly organized, but in a fragmented way. Because of our fragmentation, we do not have influence proportionate to our strength. So we must work on concerting goals and strategies.

The other function of CTF, of course, is to provide a back-up of information, the ammunition for provincial action. We've been good, I think at the second. It has been easier to forge ahead with the business of providing informational back-up. By way of illustration, we get, on the average, about three requests a week from member organizations for research studies — analytical studies requiring a fair amount of digging — to provide the kind of information they need for what they're trying to achieve in the specific situations that are coming up in their province. In the course of last year, we turned out analytical and comparative studies for our member organizations on such things as court cases involving teachers. (We have produced a compilation of all the court and quasi-judicial proceedings we can find that have involved teachers and schools since the beginning of this century — it's a valuable reference book.)

We've produced studies on teacher-workload provisions across the country, studies on teacher evaluation, on teacher stress, on the implications of part-time teaching, on the cross-country profile of teachers and their teaching situations in depth and in detail, on the economic status of teachers, their *real* economic status, changing purchasing power in relation to that of other occupations, salary scales and their implications (what they really do and what you think they do and the difference between those two things), the scope of bargaining, bargaining procedures across the country, income tax, wage controls, teacher retirement plans (we have a 370-page cross-referenced analysis of every teacher retirement plan in Canada for immediate comparison of provisions and their implications), school finance — several studies in school finance, custom designed, including consultation with provincial associations (including consultation in some depth with BCTF and analysis of the B.C. situation), the problem of private schools — financial and non-financial, the problems of

Just when progress was being made in affording female students equality of access to all courses, cutbacks may result in our losing the progress we have made.

technology and its impact on the needs for the education of women, the problems of the school and the family (the interplay of education resources and the gap between the school and family in educational resources), problems of French as a second language, and a dozen other topics.

We have, of course, inevitably been hamstrung by the reduction in the funds at our disposal in the last decade. In constant dollars, our total budget has gone down by over 13 per cent, and the amount available for application to program activities and service to our members has been reduced by two-thirds.

But we have not been so good at objective number one — to concert and harmonize our goals and strategies across the country — and we know the reason for that. This is Canada. After Pierre Berton has written *The National Dream*, he should have brought out another book, *The National Centrifuge*. But we can't give up on that. We must not cross each other's purposes by having incompatible goals from one province to another. We have to develop a greater consciousness of the necessary solidarity.

We do it not too badly in terms of those things that are truly national and not interprovincial. We've hit the feds this year with some 30 briefs on behalf of teachers, on topics ranging from the Criminal Code to medicare. We participated, as a labor group, in consultations with the feds on

Continued on page 36

QUOTABLE QUOTES
from Crawford Kilian, North Vancouver School Trustee

In plain English, the Ministry of Education has broken legally binding contracts, degraded local government, acted without authority of legislation, and compounded our economic problems while pretending to solve them.

● Altogether, B.C.'s homeowners and business community are paying an estimated $15 million in school taxes that aren't being returned in school services; the money is going to other government programs.

● If Victoria pushes for any of the alternatives except emergency borrowing and serious planning, we'll have a plain English word for children, parents, teachers, and taxpayers: victims.

● "Salary rollbacks" mean salary kickbacks. Teachers are being asked to pay the government for their own jobs with part of their salary increase — to accept a special income tax on teachers. ⊙

THESE TEACHERS HAVE RETIRED

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

Peter Adlem, Victoria
Anthony D. Aldridge, Vancouver
Ronald H. Allen, Vancouver
William V. Allester, BCTF
Alice F. Anderson, Prince George
George L. Andrews, Victoria
Margaret Andrusiak, Burnaby
Dorothy L. Applegath, Coquitlam
Vernon Archer, Victoria
June H. Armit, Victoria
Penelope R. Armstrong, Richmond
Leslie F. Ashley
Donald J. Atkinson, Burnaby
Florence Barbour, Nanaimo
James F. Barker, Kamloops
Marion G. Barnes
John Barry, Delta
Jean H. Bartholow, Quesnel
Mary A. Baughn, Victoria
Byron F. Baxter
Norbert Beatch, Lake Cowichan
Charles Bennett
Richard M. Bennett, Coquitlam
William T. Berry
Marie I. Bert, Penticton
John J. Blaine, Burnaby
H. Ruth Bolt, Cowichan
Robert V. Bolton, Abbotsford
James W. Bourdon, North Vancouver
Thomas L. Brown, Burnaby
Harold W. Buckle, Fernie
Kenneth A. Buffam, Saanich
Beatrice K. Bull, Stewart
Edward Burchak, Vancouver
Margeret A. Burrow, Burnaby
Helen B. Cahill, Victoria
Freda A. Cartier, Princeton
Victoria Cassidy, Surrey
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WHY TEACHERS OPPOSE FEDERAL ECONOMIC POLICIES

WILFRED J. BROWN

In July the Annual General Meeting of the Canadian Teachers' Federation decided that CTF should oppose the federal government's wage restraint and monetary restraint policies. Just one week later three CTF representatives met with the Standing Committee on Miscellaneous Estimates in one of the committee's hearings on Bill C-124, the Public Sector Compensation Restraint Act.

Dr. Wilfred J. Brown, CTF's Director of Economic Services, was the main spokesperson for teachers, and presented the following formal statement to the committee. The presentation was followed by a question and answer period in which Dr. Brown elaborated CTF's position.

●The Annual General Meeting of the Canadian Teachers' Federation passed resolutions to the effect that CTF, one, oppose Bill C-124, an Act respecting compensation in the public sector of Canada; and, two, condemn the present economic policies of strict monetary restraint, high interest rates and the singling out of public employees to bear an inordinate share of the cost of controlling inflation. I would like to deal with each of these resolutions in turn.

First, opposition to Bill C-124. The policy statements of the Canadian Teachers' Federation dealing with the collective bargaining process in Canada include the following statement:

"All employees in the private sector, all public employees and the members of every provincial and territorial teacher organization should have the right to full and free collective bargaining and should enjoy all rights and privileges of the collective bargaining process, including the right to participate fully in any concerted action."

It follows that the Canadian Teachers' Federation is opposed to government measures to control wages because, one, wage control measures are the antithesis of full and free collective bargaining; two, wage control measures are discriminatory in that they impinge more heavily on wage and salary earners than on fee setters, business people or investors; and, three, in recent years wage increases have lagged behind price increases and are therefore not the major cause of inflation.

It also follows that the Canadian Teachers' Federation is opposed in principle to Bill C-124 because, one, it deprives federal public employees of their right to full and free collective bargaining for at least two years; two, it is highly discriminatory in that it singles out one segment of the population — namely, federal public servants — to bear the cost of a dubious experiment in inflation control; and three, it is economically unjustified because, according to statistics published by Labor Canada, wage settlements in the public and private sectors have lagged in recent years behind price increases as measured by the consumer price index.

In addition, the amount saved, estimated to be some $250 million in 1982-83, represents a very small percentage of the projected federal deficit.

In short, to single out public servants for wage and salary controls is pure window-dressing — at best, a waste of time and, at worst, highly discriminatory.

The opposition of the Canadian Teachers' Federation to Bill C-124 must be viewed in the context of the federation's general concern about the consequences of the economic policies of the federal government for the basic social goals in which teachers believe and on which universal public education depends for its continued political and financial support. These goals include equality of opportunity, distribution of benefits of public activity in relation to need and allocation of costs or sacrifices in accordance with ability to shoulder the burdens.

In short, teachers believe that the economy exists to serve the people, not the reverse. Full employment of our people and utilization of our facilities must take precedence over the so-called fight against inflation. In the final analysis, people are more important than price tags and the economic policy must reflect that priority. Teachers face in their classrooms the human consequences of children whose young lives are disrupted by the economic hardship and stress on family life caused by unemployment.

In addition, teachers are concerned that increasing numbers of school-leavers are unable to obtain the kinds of employment for which they are equipped or, in some cases, any employment at all.

The major themes of the last two federal budgets have been to continue the policies of strict monetary control and high interest rates begun in the late seventies to control inflation. Both federal budgets, the most recent one in particular, contained incentives for investors and narrowly targeted grants and subsidies for some groups particularly afflicted by the current recession.

The June 28 budget proposes to woo investors by means of investor-oriented incentives and make wage earners pay the bill in the form of voluntary wage restraints in the private sector and legislated caps on federal employees, as represented by Bill C-124; higher personal taxes as a result of

de-indexing personal exemptions and tax brackets, and curtailed social spending. In short, the government is proposing a Canadian version of Reganomics.

The investor-oriented measures will take time to work through the economy and are not likely to have a major impact on the overall economy, certainly not in 1982. Any measures directed at stimulating new investment must confront the current harsh realities of large inventories, depressed domestic and foreign demand, low capacity and utilization rates and declines in profit levels.

It has become apparent that recovery from the present recession will not be investment-led and that the full impact of the proposed investment incentives will not likely be felt until an upturn is well under way. To restore general confidence in the economy and to generate economic recovery, the consumer will have to resume spending. In short, economic recovery will have to be consumer-led and not investor-led. The fact that reliance on monetarism as the principal tool of economic policy has led to dramatically worsening economic conditions, becomes more apparent every day. Unemployment is at record levels; personal and corporate bankruptcies have soared and consumer and business confidence has plunged to a record low.

The Canadian Teachers' Federation does not deny the need for monetary discipline. In fact, the lack of monetary restraint in the past may have contributed to the present plight of the Canadian economy. What we do believe is that the economic and human price of continuing reliance on monetarism, with overtones of Reaganomics or supply side solutions, is too high and that the burden is being unfairly distributed.

While it is not the intention of the federation to be narrowly prescriptive, we believe the general direction of economic policy-making should be away from strict monetarism and toward measures that will stimulate consumer confidence, investment and ultimately employment. We also urge the government to explore alternative ways of taking our own economic life into our own hands here in Canada.

If the pursuit of coherent, home-grown economic policies, aimed at putting Canadians back to work, has harmful side effects in the form of excessive inflation or the flight of capital, we recognize that all Canadians may have to accept some harsh measures. If we must accept any form of incomes policy or controls, it is the position of the federation that it must be fairly applied and include such factors as prices, profit margins, dividends and professional incomes, not just wages and salaries, or public sector wages and salaries, as proposed in Bill C-124.○

Note: The Canadian Teachers' Federation is a federation of the provincial and territorial teachers' organizations. It represents the teaching profession at the national and international levels, and speaks on behalf of 220,000 Canadian teachers.

Continued from page 33

Unemployment Insurance, training programs, employment projections, and so on, and we've hit them on money matters, because the feds are putting three billion dollars into public school education, in which they have no constitutional involvement.

You know better, perhaps, than any organization in the country what CTF has been trying to do in its international program, because B.C. teachers have been fantastic supporters of that. You have no rivals across the country in terms of the generosity and the effectiveness of your contribution to the International Development Assistance Program, and I hope you know with what heartfelt gratitude your efforts are perceived by our colleagues overseas.

We work in close consultation and collaboration with WCOTP in organizing that program. Through WCOTP, also, we try to provide moral support and, wherever possible, material support also to the victims of repression and suppression. And why WCOTP? Because, of the four international groups of teachers, WCOTP is the only one that is non-aligned in political terms — not leaning toward either block in the cold war that divides teachers across the world, as it divides nations. WCOTP is the only one of the four that is committed to one principle only — the welfare of teachers and the effective strength of teachers' organizations. It has only its own identity — the teacher identity.

The goals of WCOTP, again, are fairly simple. There are three Ds. The first is democratization of education: fighting the same fight around the world for the funding of public school education to a level that makes it an effective force for the liberation of people, to give them greater control over their own lives, to provide care for underserved groups. The second D is development — development of education in underserved nations, and the development of teachers' organizations in the nations that have too few resources of their own to develop without help. The third D is defence, defence of the individual and collective rights of teachers. WCOTP works with the World Bank, with UNESCO, with the International Labor Organization, with the United Nations Commission on Human Rights, and most of all it works to mobilize its own resources, our own resources, us, the moral power of five million teachers around the world. It works to give meaning to solidarity.

Sixty years ago, Harry Charlesworth, of British Columbia — the first president of the Canadian Teachers' Federation — said, "It might be well, and the best policy, to have sufficient funds in the hands of CTF to thoroughly work a Canadian Teachers' Federation." I applaud that sentiment. B.C. has always produced such good sense.

And Harry Charlesworth also said, "I believe firmly in education as a factor in world peace." By the end of this century, on the estimate of the Food and Agricultural Organization of the United Nations, one billion people will be living in absolute poverty — that level of poverty at which one cannot afford to buy the basic necessities of food and shelter at an adequate level. By the end of this decade, by the estimation of the same agency, 650 million people will be consistently undernourished. But the killing power of the world's armies will by then have doubled.

Education may not be the solution, cannot be the total solution, to the insane and artifically contrived dilemmas that make life miserable for the majority of the world's peoples. But it's the best hope we've got. It's the best instrument that's yet been devised for human betterment. It's the only activity that works toward shaping human perceptions and human thinking toward the liberation of creative potential, toward the liberation of people from oppression, from repression, from hunger, from want, from disadvantage.

To mobilize teacher opinion, to mobilize teacher sentiment, to press for putting money where the needs are may be the most effective thing we can do, whether we are thinking of a B.C. school board, or the federal cabinet, or the United Nations; whether we are thinking of teachers in imminent danger of layoff, or handicapped children in imminent danger of losing special services right here in school districts in B.C., or of a billion people in danger of starvation by the end of this century.

God forbid that — locally, provincially, nationally, or internationally — God forbid that we be content in that station of life to which we have been called. There is too much need for purposeful, focussed, organized and effective discontent.○

Norman Goble is the secretary-general of the World Confederation of Organizations of the Teaching Profession.

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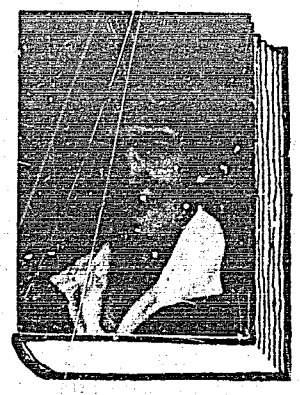

Opinions expressed in these reviews are those of the reviewers, and not necessarily those of the B.C. Teachers' Federation, the editor or the new books editor. Reviews are edited for clarity and length.

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

ACROSS THE DESK

Material arriving from publishers tends to fall into groups — textbooks (obviously), despite a repeatedly stated policy not to review items intended for pupil use in the classroom; children's books; Canadian, especially British Columbia, "heritage"; a few records; books of general interest including poetry, humor, and "how to" do everything from sea kayaking to cooking for one. Now also accumulated are a number of reports. These are not well-bound letter press stand-on-the-shelf books, but soft covered typescript pages concerned with current issues.

Preparation of teachers for the public schools of British Columbia (listed in June 1982) and its Executive Summary is a brief and thoughtful analysis of all aspects of teacher education, from selection of candidates to retraining. The Joint Board of Teacher Education acknowledges assistance from BCSTA, BCTF, faculties of education, ministries, and others. Significant, then, is that the report recommends a collaborative board, empowered by legislation, rather than the present diffuse responsibility.

The report urges, among other things, that a clear conceptual statement be developed of the role of the teacher, and the goals of teacher education; that a practicum of at least six continuous weeks be successfully completed; that in-service education be given as much weight as initial preparation; and that consideration be given to retraining teachers.

Additional costs of the various recommendations are included in an appendix, such as the costs of research into the teaching and learning process, and of implementing research findings. The Joint Board of Teacher Education expects responses to this report; thoughtful educators should ponder its implications and respond.

ERIBC has released a report ($10.00) on *Learning at a distance and the new technology*. Seven of the eight chapters are largely descriptive, and set the context of learning at a distance — its necessity, technology, and institutions, in B.C. and elsewhere. Four chapters in laypersons' language treat satellites, videodiscs, videotex and microcomputers. Chapter Eight, titled "Relevant issues for educators," raises such sociological issues as control of knowledge (by controlling packaging and dissemination), student evaluation, ownership of easily duplicated courseware, and co-ordination. This report is well provided with table of contents, precis, summaries, references and appendices. It is a useful reference and resource for educators, librarians, and industrial trainers.

Also listed in the June issue was *The Electronic classroom*, a report of the Canadian Education Association. The introduction lists rapidly cable, laser or fibre optics, holography, satellites, videotape and videodiscs, digital and large scale integrated circuit technology, computers and microprocessors. The writer, Jay Phipps, notes wryly that the introduction of educational television was "hardware looking for a purpose," and lists twelve buying hints for educators to prevent their computers suffering the same fate. He makes one highly significant point. All educational technologies, up to and including television, are one-way media to disseminate knowledge to large numbers of people. The computer is a two-way tool enabling *each* student to engage in an individual learning process, with educational materials responsive to his or her particular need. It has the potential to make us more truly human.

The Canadian Learning Materials Centre (Killam Library, University Avenue, Halifax, N.S. B3H 4H8) has compiled a series of reprints — speeches, essays, articles, editorials, Royal Commission reports, spanning ten years, on the subject of *Publishing for Canadian classrooms*. Paul Robinson, editor, has arranged a progression to set forth all too clearly the lack of "Canadian content" in Canadian classrooms, the reasons therefor, and the attempts to deal with the problem in various parts of Canada, as regards both textbooks and children's literature. This report is disturbing to me; I had not realized the almost overwhelming pressures to use classroom texts developed outside of Canada. The economics of Canadian publishing might make one weep, but "if Canadian children will not read of our history, of our geography, of our folklore, traditions and way of life, of our imaginative and literary works, . . . then they will not *be* or *feel* Canadian" (Claude Aubrey). Several writers stress the importance of a Canadian *context* implicit in our textbooks — absent, one writer says, not because of foreign-owned publishing companies, but because of a shift of emphasis from content to the "structure of the discipline."

Of particular note to B.C. elementary schools is a comparison of Ginn 720 readers, the "Canadianized" version we use, and the notably Canadian, Nelson series. One suggested solution is the careful development of local or regional units — with donated or government funds.

Statistics Canada has a report (among many) called *Prospectives Canada III* specifically suggested for teachers and students. Utilizing the information from Census '81, this handbook is about Canadian social conditions, the social changes affecting Canada and all its institutions. Much more than a class reference book, the volume treats basic issues in education, among other subjects, and includes the results of a survey of the attitudes of Canadians about the quality of their lives. (Available from Statistics Canada, Ottawa K1A 0T6 for $9.96).

Many other bulletins, in the descriptive series such as educational attainment, or the female labor force, or in the Provincial series, are also described as "lending themselves very well to classroom work."

Not just print, Statistics Canada information is available on computer tapes, or from the computer data base CANSIM, or custom-tailored to individual use. Census data and information are available from Vancouver. Phone 666-3691 or 112-800-663-1551 or write to Statistics Canada, 1st floor 1145 Robson St., Vancouver, B.C. V6E 1B8.

No less than eight publications of the Science Council of Canada speak to educators. Two deal specifically with women, *The science education of women in Canada: a statement of concern*, and *Who turns the wheel?* (listed in the June issue). The Science and Education Committee, consisting of science educators all across Canada, for three reasons is concerned that the number of girls studying physics and math in high school is less than half the number of boys: (1) in a world where the impact of science and technology is becoming increasingly significant, women must be able to participate in directing technological innovation, and must be well represented in the professional scientific community; (2) machines are rapidly replacing women in the clerical positions, yet eight out of 10 women work for 30 years, and the expanding job markets are for skilled personnel, (3) if Canadians are to control our own economic future, and compete in the innovative technological industries, we must have far more skilled personnel, whose training begins with school science courses. The committee urges parents, teachers, counsellors, policy makers and students to make changes so that girls learn that scientific and technical occupations are interesting and rewarding.

The report that prompted this concern, *Who turns the wheel?* is indeed thought provoking. Six science academics across Canada addressed their colleagues, presenting the facts, offering explanations, including the role of educators, and suggesting possible solutions. Interesting facts emerge: (a) Girls are missing experiences of science early; negative feedback loops appear as soon as Grade 4. (b) Studies show similar conditions in many countries; notable exceptions are Hungary and Japan. (c) The much-touted "sex differences" in ability are in fact very small, and include so much overlapping as to be very misleading to educators. (d) Successful working scientists have the "courage to take risks" while North American society identifies among feminine behavioral traits "security orientation." (e) High school girls are shockingly misinformed regarding women in the work force, or marriage and divorce rates among career women. (f) "Role models" need not necessarily be women scientists, but are often women in "masculine" fields. (g) Sexual stereotypes are most rigid at the 14-15-year-old age, just when high school course choices leading to or limiting career options are being made. (h) Research addressing these problems is absent in Canada. (i) Girls seem to lack common sense science knowledge in elementary school.

Curriculum materials might be developed to meet this lack — "remedial science" as well as remedial reading. "Practical perspectives" suggest including the stories of women scientists, stressing the sociological and psychological contexts of the sciences, keeping abreast of skills in the job markets. The causes are diffuse and therefore the directions of change are pluralistic. It may be that the chief problem is that nobody cares.

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Prices quoted in these reviews are publishers' list prices, and are subject to varying discounts: 5 to 15 per cent on textbooks and 25 to 35 per cent on trade books. Library editions and prebound books do not have discounts. Where price is not mentioned, this fact is noted in the review.

Prices listed by American publishers are American list prices. Prices asked by Canadian agents are likely to be considerably higher, with or without a discount.

A Canadian agent does not necessarily carry all the lines of the American publisher he or she represents. Be prepared for a few disappointments.

Teachers buying books for their personal use should try to secure at least a 10 per cent discount from book stores, or ask for the regular educational discount when ordering directly from the publisher or his or her Canadian agent. Be sure to establish that you are a teacher when you send in your order. Where possible, use school stationery.

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PARTICIPACTION

The concluding address was given by the Honorable Lynn Verge, Minister of Education, Newfoundland and Labrador, and president of the Council of Ministers of Education, Canada. She recited an enlightened statement of policy adopted by the Department of Education in Newfoundland, and added that "these recommendations have not been translated into any noticeable improvement in the province." Hence, she insists, a need for developing strategies at the grass roots level. I invite you, for the three reasons given above, to study this report and begin to develop such strategies. Remember that the report is offered free from the Science Council of Canada (100 Metcalfe St., Ottawa, K1P 5M1).

Quebec Science Education: which direction? (co-sponsored by the Science Council of Canada and l'Association des professeurs de sciences du Quebec) has implications far beyond the borders of Quebec. University, public schools, and industry document the inadequacy of present science teaching. Future directions emphasize re-education of science teachers, and more social context. One point often overlooked is the drastic reduction in the interval between a discovery and its application. "Pure" science and technology are ceasing to be distinguishable.

Not just a series of papers, this report includes a summary of discussions following the symposium. In a final "feedback" Ray Duchesne, University of Montreal, says that the chief question is not addressed — why is science taught? — to train the necessary scientists and technicians (only)? — to create citizens able to choose and differentiate? (the author is not sanguine) — or just to give science teachers more prestige? Anyone interested in science teaching will appreciate this report, and the Science Council welcomes correspondence on the subject.

The *Science Council of Canada Annual Review 1981*, in the chapter "Fifteen years in retrospect" states that the *promotion of excellence* is a cornerstone of science policy. "Attracting extremely capable young people to careers in science and technology is the foundation of excellence." Science and Education is a major study of the Science Council, examining the science education of students who do not follow a science career, as well as those who do. Educators are asked to enter into dialogue with the Science Council to define or clarify problems and future options.

In the quarterly bulletin *Agenda* of the Science Council of Canada (from which articles may be reproduced) an editor notes that propaganda and advertising have produced such scepticism that people apply scepticism equally to reality, and believe only what they prefer. David Suzuki criticizes educational curricula because of the commitment to facts, rather than to an understanding of the relative nature of information.

Which leads me directly to *What is scientific thinking?* a discussion paper by Hugh Munby, also available from the Science Council of Canada. We need "scientific thinking." It involves using language differently, in a specific and disciplined way, to construct concepts; for example, science is the creation of human beings. We invent our knowledge, and the test of an explanation is not truth or falsity, but conformity to observation and usefulness in prediction. Failure to understand this attitude produces bewilderment and distrust. Science must be taught as useful constructions, no more. Science students — indeed, all students — need to be given "intellectual independence" defined as having the resources for judging knowledge independently of other people. Munby offers these two statements for discussion, and suggests careful observation of individual science teaching to discover how far scientific thinking is provided.

Policy issues in computer-aided learning, a brief report of only 43 pages, put out by

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the Science Council of Canada Committee on Computers and Communication is also of compelling interest to educators. The report takes for granted computers in the classroom, as many as one per pupil. It deals with problems of limited markets for Canadian software, lack of Canadian content in software, poor interchangeability of systems, absence of national standards. The Canadian-developed National Authoring language (NATAL) is frequently referred to, as designed specifically for the preparation of CAL courses by authors and teachers with no specialized knowledge of computers. A brief discussion of copyright problems in computer software makes some interesting comparisons to photocopying. Developing computer software implies a better method of defining educational objectives (what is the program supposed to *do*?) not to mention redefining the role of the teacher. (Students talk to computer terminals).

Less directly dealing with education but no less important is *Planning now for an information society: tomorrow is too late,* Report No. 33 of the Science Council ($4.50). It talks about a "transformative technology", electronic "teachers" becoming common, and the risk of severe section unemployment with the consequent need for retraining programs, particularly in software skills. It also points out the dangers to personal privacy and national integrity.

Almost all these reports, as well as the two from Canlit given brief separate reviews, and indeed most of the reviews in this issue, deal with the future of education. One is reminded of the old Chinese curse, "May you live in interesting times." We live in interesting times.○

BOOKS RECEIVED

Teaching the gifted, challenging the average, edited by Norah Maier. Toronto, Guidance Centre, 1982. 122 pp. paper, $10.00. 0-7713-0114-6. In 11 separate essays, the experiences and methodologies of teaching various subjects by the staff of the University of Toronto Schools (teaching academically able 11-17 year olds). Many curriculum suggestions provide for variety and diversity, to make students proactive rather than reactive learners.

Weber, Ken. *The teacher is the key: a practical guide for teaching the adolescent with learning difficulties.* Toronto, Methuen, 1982, 166 pp. hard $14.95. 0-458-95310-5. Discussions of the what and the why, followed by five ways of teaching, well interspersed with vignettes of "case histories".

ADOPTION

Kirk, H. David. *Adoptive kinship: a modern institution in need of reform.* Toronto, Butterworths, 1981. 173 pp. paper, $11.95. 0-409-84280-x

David Kirk, as a sociologist and father of four adopted children, has examined adoptive relationships personally and professionally over three decades. *Shared fate,* his first book on the subject, years ago pointed out that our society bases adoptive practices on the false premise that "adoptees always remain children." Those of us who have been directly affected by the adoption procedures in this century will find that Kirk has a distinct message to the courts and legislature in regard to such things as inheritance and incest laws.

He points out that records, admittedly incomplete, indicate that two to four per cent of the North American population is adopted. Or stated another way, one in five of us is directly involved as a birth parent, adopting parent, sibling or adoptee. Groups of adopted adults, hitherto numerically insignificant, have since the 1960s become organized and vocal. Kirk documents instances of archaic laws that have been brought to light by such organizations.

The most fascinating part of the book develops his research into what he calls the two basic types of kinship, "rejection of

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difference" and "acknowledgement of difference." Dr. Kirk points out the problems connected with each viewpoint and says that research into the two types of adoptive kinship is now feasible, timely, and scientifically desirable.

All who are directly involved in adoptive kinship will find this book thought provoking and informative. The prose is ponderous, but the message is important: reform of our archaic view of adoptive relationships is urgent. It is a fascinating report on the current state of adoption.
— Connie LaFortune, Summerland

BRITISH COLUMBIA

The Public Commission on Social and Community Service Cutbacks, *Commission Interim Report*, Burnaby, July 1982, 46 pp. Available from the B.C. Federation of Labour.

Four commissioners — Tom Alsbury, chairperson, Tom Hutchison, Joy Langan and Gordon MacPherson — held hearings in 11 B.C. communities in the period April 29 to May 21, 1982. Over 200 groups of B.C. citizens expressed their concerns and their anger over the arbitrary and the discriminatory nature of the provincial government's cutbacks, particularly on the helpless and the near helpless — that is, on children, women, native people and the disabled.

The format is to quote from briefs and then to parallel the quotation with editorial elaboration. It makes an effective presentation, easily perusable.

Anger spills over particularly as one reads of the ludicrous folly of persisting with the mega projects. One brief says, "To build a giant new sports stadium while the sick go untreated suggests we are entering a kind of Alice in Wonderland world where nothing makes sense." Another one adds, "I would suggest that a society that would limit the already limited educational opportunities available while building a convention centre and a football stadium in downtown Vancouver is morally bankrupt." And place those two comments in the context of one from the hospital employees' union, "Almost overnight the health care system in this province is being torn apart by our provincial government."

A Prince George businessman states the obvious. "I am against these public sector cutbacks. It just means more people without money, and when people are without money, they can't buy my products."

The commissioners almost tease the reader of this interim report. They offer some preliminary or tentative conclusions. The restraint program is destroying many long established social, educational and health services. We mortgage our future capability as a resource rich province by educational and vocational training cutbacks. Budget and wage restraints increase unemployment and do nothing to reduce inflation, high interest rates and high tax rates. We fail to decrease any costs in the long term but we vastly increase human suffering, loss of dignity and deprivation in the short term.

The interim report avoids any recommendations. It also does not explore any of the "why" or underlying assumptions kinds of questions. Why is there not a restraint program on the mega projects? Why are workers on the mega projects not being asked to roll back their wages or to share jobs? In whose interest is it to have these restraints, these proposed job-sharing programs? Will the doctors who received that 39 per cent increase in fees agree to a roll-back? What is happening in hospitals? Will the public ever know the numbers who are needlessly sacrificed because some were unable to qualify at the elective surgery stage and had to wait until the emergency surgery period? Is this a program brilliantly conceived, carefully planned and systematically executed? Or is this an elaborate sham to ensure a redistribution of resources, a massive realignment of resources from the middle class to the rich, from the public sector to the private sector?
—John Church, BCTF

Note: By the time this issue reaches our readers the final report of the commission should be available.

EDUCATION FOR A CANADIAN FUTURE

***Canadian Education in the 1980s* ed. by J. Donald Wilson. Calgary, Detselig Enterprises, 1981. 282 pp. paper, $13.95. 0-920490-0.**

Those of us who believe that the problems of the schools could be solved if teachers would "just teach," will find little solace here. *Canadian Education in the 1980s* is compelling evidence of how much of what we say and do in schools occurs in a social context. We react to political, religious, linguistic, economic and cultural forces; the form and the content of our schools are shaped by the pressure of these ideas.

J. Donald Wilson, Professor of Educational History at UBC, has collected commentaries on the history of these pressures. The essays are almost always readable and informative, occasionally vigorous and provocative. The collection is divided into sections entitled: Transitions, Connections, Curriculum, Work and Schooling, and Future Perspectives.

The first two chapters recount the general drift of Canadian educational thought during the last 20 years. Walter Pitman describes the collision between the over-promising sixties and the more disillusioned and budget-restrained seventies. Pitman writes, "The failure of Canadian education to meet its own expectations in the 1960s was caused not through lack of resources, not through lack of community support and enthusiasm, but through lack of philosophic integrity. We put all our faith in schools, when it was quite apparent that the twentieth century had provided access to information and skill beyond the imagining of the nineteenth century reformers who saw the school as a sole instrument for educating the masses."

Robert Pike, a sociologist, outlines the merging of "economic theory, liberal doctrine and functionalism" that set the stage for the expansion of the education system in the fifties and the sixties. Pike believes that future reform will increase access to education by emphasizing the growing institutional and financial commitment to life-long learning. These two pieces are excellent; they are thoughtful and carefully documented.

"Connections" is a chapter about aid to religious schools, multicultural issues, and Quebec language education. It is a timely section, given the B.C. government's increasing financial support of private schools, current demands for multicultural approaches, and Quebec's language education fights. There are intelligent treatments here of the history and precedents involved in these peculiarly Canadian questions.

In an essay included in the third section, "Curriculum," UBC's George Tomkins gives an excellent overview of Canadian curriculum change and what Tomkins refers to as its "three persisting issues." These three persisting issues or strands in our educational history are the older emphasis upon Christian tradition, patriotism, and social-vocational competence; the general

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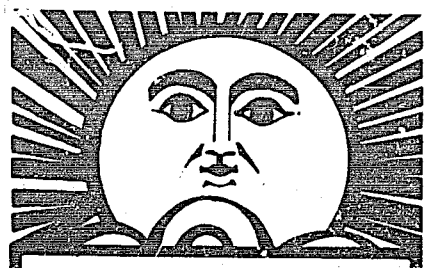

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debate between what might be termed the "cultural" and the "useful" in education; and the Canadian or the national identity question.

Articles bound to draw strong responses are those about educational opportunity for women and the transition from school to work by working class students. UBC's Jane Gaskell, in the former, writes about the continuing sex-segregated nature of our schools and how girls are still channelled into segregated employment. In another article, Gaskell and Marvin Lazerson describe the results of a longitudinal study of Vancouver high school students and their attitudes as they make the transition from high-school to full-time work.

One might expect the final chapter on future perspectives to be a gloomy litany of problems: aging teachers, shrinking enrolments, and lay-offs. Fortunately, the predictions are more interesting and more complicated. The three contributors present most of the commonly predicted difficulties, but they are surprisingly upbeat given the sometimes grim statistics and scenarios.

Canadian Education in the 1980s would be useful to students of education, parent groups, and teachers for its histories of Canadian educational issues. It could offer a solid starting point for issue-oriented discussions and, as such, it deserves a wide and prominent circulation.

— Frank McCormick, Vancouver

In another review of the same book John Church (BCTF) writes (in part):

Not one of the articles is written by a classroom teacher and this reminds one of Dwayne Huebner's comment at a 1979 conference in Delta that teachers needed to become critically reflective and to write their own essays and not leave it to university professors and others who live off teachers to describe the working life and conditions of the classroom teacher. Though teachers are not the authors here, many of the authors are suggesting massive changes in the nature of education and the role of the teacher. Stevenson describes the imperative of "a quantum leap forward" in formulating education policy, and Pitman poses the intriguing question: "Can the educational establishment lead in the transformation [of society to a concentration on human values] or will it stand in the way?"

Reading and reflecting on the essays in this volume on Canadian education could be one small essential step to ensure that we teachers become the facilitators, not the thwarters, of that transformation.

***Camlit crash course, revised* by Peter Birdsall and others. Victoria, Canlit, 1979. 59 pp. paper, $5.00. 0-920566-09-x.**

Broten, Dolores. *Course countdown 1973-1980: Canadian literature in English Canadian high schools.* Victoria, Canlit, 1981. 24 pp. paper, $7.00. 0-920566-11-1.

The *Crash course* booklet would be most useful to teachers and English department heads who are planning to include a more extensive section of Canadian materials or establishing specific courses in Canadian literature. It is essentially a catalogue of English and French-Canadian fiction, drama, and poetry. The section on literary criticism is, of course, not comprehensive. The last section focusses on "Canadian Immigrant Art" from its beginning in New France to the 1970s. It seems to be gleanings from various biographies. Dry as dehydrated potatoes to read, this could be a useful reference.

The small booklet of only 24 pages is the final research publication of Canlit, a cooperative of students who began the study of Canadian literature in the nation's secondary schools in 1973. Their survey indicates little change in the percentage of courses in Canadian literature. There has been some increase in Canadian content in the current curricula. Canlit calls Canada "a nation of silent heroes with martyr mentalities" who "do not take enough pride . . . in preserving and maintaining our national voice." The report contains the format and results of their questionnaires, and a few comments from the teachers surveyed.

One teacher wrote: "I have been teaching a Canadian literature option for nine years. I try to make the kids (sic) aware of a lot of names in Canadian writing . . . By the end of the course, the kids are to know at least 70 names and one published work of each; be able to talk intelligently about 20 writers; and be an "expert" on one." "Think of the results if every child in Canada were to take a course like that!" says Canlit.

Curriculum writers are slow to change, and slower yet to see the value in our native literature, as most have studied British and European literatures. Many will not admit to the existence of a Canadian culture. Perhaps younger teachers would find this report of use in preparing briefs to department heads, and to the ministry, regarding the use of Canadian materials and the establishment of Canlit courses.

— Connie LaFortune, Summerland

Wallace, Daisy G. ed., *Developing Basic Skills Programs in Secondary Schools.* Alexandria, Va., Association for Supervision and Curriculum Development, 1981. 141 pp.

Shane, Harold G. and Tabler, M. Bernadine, *Educating for a new millennium: views of 132 international scholars.* Bloomington, IA., Phi Delta Kappa, 1981. 160 pp. paper, $6.60 (US).

For five warm glorious days in the merry month of May, I painted a house in Victoria, and as I painted, I reflected on two publica-

tions. Under the blue sky, with brush in hand, I thought that the present group of politician-educators in power would approve of the first publication and dismiss the second as irrelevant, "blue-sky" idealism, flirting with escapism, not cost-efficient, and hence irresponsible. There are some superficial similarities. Both are small, easily read, prepared in the United States in 1981, by a collective of authors. As I reconsidered the phrase "a collective of authors" I shuddered, and I know I dropped a splatter of coral (a sophisticated name for pink paint) on an innocent pansy in the flower bed beneath me.

The contrasts predominate. Wallace's work forces the reader to focus on today, or, really, on a return to a mythical yesterday. Shane invites his reader to examine a future-focussed study of education to effect major changes if our crowded little planet is to survive. Wallace reported views of educational leaders in the United States; Shane and his colleague interviewed 132 scholars of both the natural and social sciences from obvious countries such as the United States and Britain and other western European countries, and from less obvious countries such as Canada and the Soviet Union.

Educating for a new millennium impresses. Computer and visual literacy are essential ingredients of a future-focussed survival education. An anticipatory approach to learning should give students the skills to deal with the future, help students to foresee the influence of probable events, suggest alternative routes to examine, and require that people evaluate the consequences of those alternatives, and of the likely trade-offs needed as a result of future decisions. Shane suggests at least two important breaks with what is: a co-ordinated educational network operational at local or regional or national or even international levels, and an ability-age continuum. Because each person is unique, the traditional lockstep graded school structure must yield to recognition that learning is a lifelong experience. Shane's models are exquisite, embracing every geometric design, inspiring me to replicate with the paint brush as I toiled on the never-ending overhang.

Nevertheless Shane bothered me, partly in his language. The phrase "to inventory" may be appropriate / acceptable in Shane's future; it is not acceptable in my present. And I was appalled — I almost missed a rung descending the ladder — as I thought of U.S. based multinationals and of the U.S. intervention in Vietnam, Chile, Argentina, when I read that "the U.S. is one among a few nations that endorses a share-the-wealth global social policy." Despite my very serious misgivings about the nationalistic myopia of the author, there is a wealth of fundamental common sense in *Educating for a new millennium*, if we are to reverse and overcome current global problems of mass hunger, pollution, ecological breakdown. I hope that many teachers and other key decision-makers will weigh and consider what Shane suggests. Otherwise, while I enjoyed my five-day break to splash paint at an olde house in dear olde Victoria, I fear that the number of merrie months of May in which I can repeat my painting feat may be even fewer than what I consider is my still allotted physical capacity.
— John Church, BCTF

TEMPERANCE

Allen, Harold Tuttle. *Forty years' journey: the temperance movement in B.C. to 1900.* Victoria, H. T. Allen, 1981. 138 pp. paper, $8.00. Order from H. T. Allen, 104-1520 Jubilee Ave., Victoria, B.C. V8R 4N3.

This book presents the results of exhaustive research by the Reverend Allen, one of the main founders of the Greater Victoria Association on Alcoholism. The story records in infinite detail the influence of the trade in alcoholic beverages from its introduction by fur traders through the era of gold rushes, railway construction and early settlement. Attempts to control the obvious evils were made by the WCTU, by the lodges of the Grand Templars, by governments, by employers, newspaper editors and other individuals. Editors supporting temperance include those of the Victoria Colonist and Times, the Westminster Columbian, the Kamloops Sentinel and the Nanaimo Gazette.

The stories of the association of the liquor trade with prostitution and the expansion of brothels into residential areas ring a contemporary note, as does the statement that "the Police and magistrates sought to enforce the law, but their efforts were nullified by appeals to the Supreme Court of B.C. Judges, who always quashed their convictions."

The Reverend Allen records the close connection in all communities between alcohol and crime. In 1892 in Victoria, 112 out of 282 cases before the courts involved liquor. The temperance movement did not restrict itself to attempts to prohibit or control the sale, advertising and use of liquor. In many communities, alternative sources of recreation and entertainment were established. That the temperance movement was international is shown by the fact that in 1895 a world-wide petition of 2,700,000 names, including that of the Pope, was presented to the governments of the world to: "put an end to the scourge of alcohol, opium and legalized vice."

Although the very detail with which events and names are recorded, evidence of Mr. Allen's scholarly research, detracts in some degree from the general appeal of the book, it records a significant part of our history. It is, therefore, an extremely valuable reference, of particular interest in view of the problems of alcoholism and drug use in our society today.
— Frank Snowsell, Kelowna

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SHE OFTEN WONDERS

Though not exactly pretty, Zelina in her 20s used to be a dark, vivid girl, with a lean and angry look. She had a gift for picking up fashionable phrases and was frequently able to interest herself in things that are not really interesting, like methods of evaluating Grade 4 students. Everybody predicted that sooner or later she was bound to make a name for herself in education, or at least in Edubiz.

It seemed likely that she would rise to district consultant. Or she might even land a job at the ministry and dispatch to schools throughout the province softly exciting circulars about testing procedures and have the pleasure of referring to the minister by his first name, while phoning her widowed mother in Salmon Arm. She was a girl of unquestionable promise.

Her career reached its zenith when she was selected to join an accreditation team sent out to document the differences between appearance and reality at a high school near Telegraph Creek. Zelina's big thing was daybooks, those strange records of wishful colloquies between teachers and their classroom ambitions, those souvenirs of intellectual meals perhaps cooked but rarely eaten, sometimes not even served, and only once in a blue moon actually digested. She was also hot on course objectives.

Her great triumph on that trip came when she discovered that although the home economics teacher had written up objectives for Meat, she had none for Chicken and Fish. "No objectives for Chicken and Fish!" The denunciation echoed around the snow-clad hills. Later that month, possibly swollen by numerous tears of shame and regret, the spring run-off was unusually high and the Stikine burst its banks.

A chicken farm near the school was flooded and in the school parking lot dead fish lay rotting.

"Nature's so aimless," said the principal reflectively, surveying the chicken feathers that floated down the gutters.

"No objectives, you might say," replied the vice-principal.

Everybody agreed, it was a judgment.

Now, at long last, Zelina seemed on the verge of fulfilling her promise. So, in a carelessly euphoric mood, feeling she could afford a risk, she accepted a long-standing invitation from Teddy, one of the English teachers, to spend the weekend at his uncle's farm in the Cariboo. Now, to be frank, Zelina had never thought very highly of Teddy; he was too airy-fairy, too unfocussed, for her, although she did concede that he had a "practical nose" when it came to investing in the bond market; so he wasn't entirely without a reason for living.

Teddy's uncle found Zelina hard to talk to. He told Teddy that he felt she was always looking beyond him, as if to see who would next appear over the horizon. But since the only neighbor within five miles was Old Billy Catchpole, whose idea of happiness was filling up with rye and shooting insulators off telegraph poles, he figured she was wasting her time anyway.

On the Sunday morning, Zelina and Teddy went riding. The sun's rays were warm on their backs, the horses full of spirit. To show Teddy what a slowpoke he was, Zelina kicked her horse into a gallop up a hill. From the top she waved back to Teddy. And then her horse took it into his head to gallop down the far side.

The gallop downhill was a mixture of terror and delight. Zelina got worried when the horse headed for a clump of trees but she could not muster enough control to divert it entirely. The upshot was that a low branch caught her across the neck and she was knocked from the saddle.

It wasn't the broken hip she suffered that caused her the real trouble; it was finding that she was putting on weight at an uncontrollable rate. Specialists eventually told her that her thyroid glands had been pathologically affected by the collision with the branch, and that there was very little they could do.

As her weight increased, her ambitions diminished. On her return to school, she settled into a split 3 and 4, and has been there ever since. Her classroom objectives became misty, mysterious, even mystical, and she took to filling in her daybook on the weekend after her classes.

When his uncle died, Teddy inherited the farm. He quickly sold it and on the proceeds went to the Solomon Islands to write poetry, and has never come back, though he did send Zelina a colorful calendar last Christmas.

It was a Sunday evening when she was filling her daybook and trying in vain to remember what she had done the previous Wednesday morning, when it occurred to her that ever since her accident, her life had taken on a posthumous quality, whereas before the accident, it had been somehow distinctly pre-natal. Before, she had existed for tomorrow; nowadays everything important seemed to be part of yesterday. If that were so, she asked herself anxiously, when did she really live? Was it only during that wild minute when the horse took off and was charging downhill?

She often wonders, she tells me.

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

PROJECT OVERSEAS 1983

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Each year about 70 Canadian teachers are chosen to spend their summer without salary working on CTF Project Overseas. Their assistance is given upon invitation to teachers in Africa, the Caribbean, Asia and the South Pacific to improve teaching skills and strengthen professional teachers' organizations.

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REQUIREMENTS FOR BCTF PARTICIPANTS

- membership in the BCTF
- an appropriate teachers' certificate
- a minimum of five years of teaching experience in Canada
- Canadian citizenship
- excellent health
- evidence of flexibility and mature judgment

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APPLICATIONS

Deadline date for applications: **November 12, 1982.**

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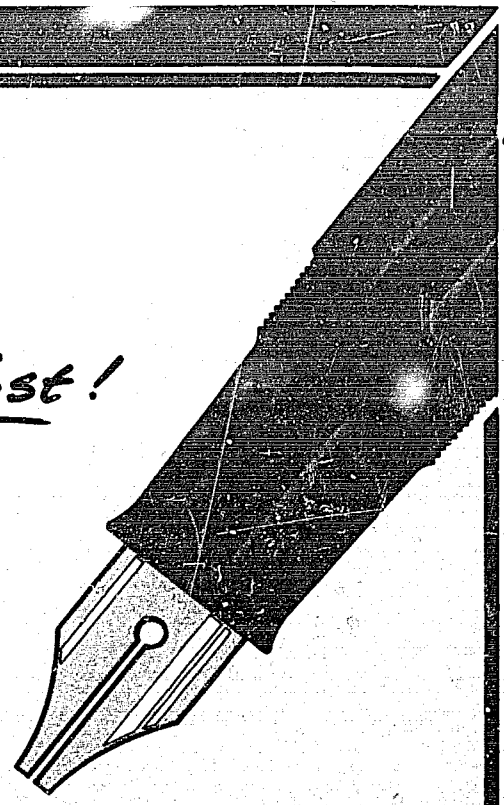

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