

B.C. TEACHER

November-December 1982 Volume 62 Number 2

TEACHING IN CHINA



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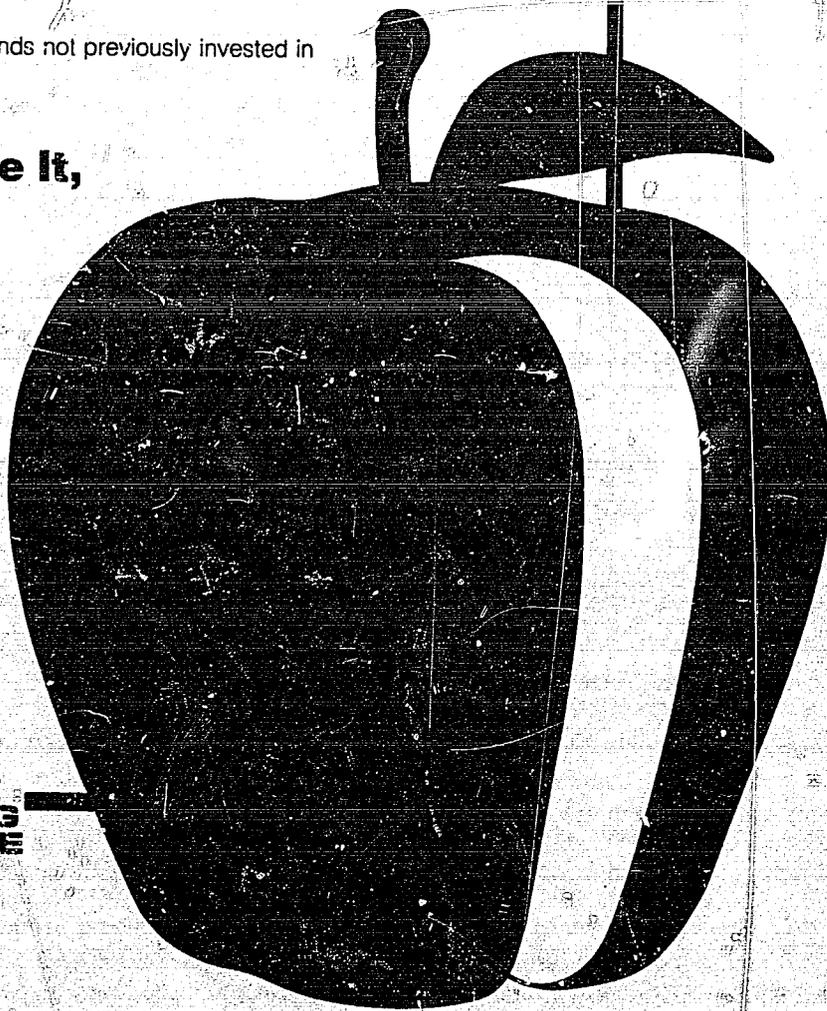
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CFT Link — p. 86; Ron Denman — pp. 80, 82; David Hopkins — pp. 61, 62; Linda Ironside — front cover, pp. 53 (top), 56-59; Ralph Maurer — p. 83; Michael Shellbourn — p. 86; Vancouver Public Library — pp. 84, 85.

COVER STORY

The young ladies on our cover, wearing their colorful traditional dress, are of the Yi minority people in Kunming, China. Our lead article describes some of the experiences a B.C. teacher had in teaching in China for two and a half years.

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From Our Readers

WELL DONE, MIKE

● Dr. Zlotnik's article in your September-October issue was RIGHT ON!

It's enough to inspire one to run for public office.

I am increasingly coming to the conclusion that:

- People do not truly understand the long history of the fight for equality and justice for all, or how precarious are the gains we have made.

- Better to screw up royally, trying for ideals that may falter on the shoal of human nature than to admit defeat before you start.

J'Anne Greenwood,
Vancouver

ARMS COST REAL PROBLEM

● The September-October issue did a fine job of focussing on the effects that education cutbacks will have on students, teachers and the education system. Behind the effects of the financial cutbacks is a complex network of causes that deserve

consideration, as we work to restore sane social priorities.

How the present government allocates the money it does have may be questioned, but the basic shortage of funds and the difficulties of the provincial economy are real. As a resource-based economy, B.C. is heavily dependent upon world markets for primary resources. Our forest industry, for example is closely linked to the construction industry in the United States, currently slowed down by high interest and mortgage rates. Interest rates — the cost of borrowing — respond like other prices to the pressure of demand, and U.S. interest rates have been kept high by the federal government's need to borrow huge sums. Why is the U.S. Government borrowing such large amounts? To finance the largest peacetime military buildup in U.S. history.

Recent strong public disarmament efforts are a direct response to the trillion dollar increase in military spending sought by the Reagan administration. This massive increase in spending for arms has underscored the trade-off between military spending and social programs. If you ex-

amine the growth in productivity of the industrial nations over the last 10 years there is a perfect negative correlation between growth and military expenditure: Japan and West Germany, with minimal investment in the military, have grown the most, while those with the highest investment in the military have the least growth and highest inflation. The military establishment is being exposed as a parasite, taking nourishment from and weakening the host. The world's governments are now spending one million dollars a minute on "security" and "defence." Massive military expansion is directly linked to cutbacks in education and other social programs. Basically, British Columbia is experiencing the economic impact of the arms race.

If you would like more information on the economic, social or medical implications of so-called "defence" spending, or would like to join in the efforts of other teachers to end the arms race, write to: Teachers for Peace Action, 2736 W. 42nd Ave., Vancouver, B.C. V6N 3G5.

Lois Barber
President, Teachers for Peace Action

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Living and Learning in Scandinavia, Dr. Steen Esbensen, July 1983

ET 3062-383

Japan: Education in the Early Years, Dr. Hannah Polowy, August 1983

ET 3049-383

Higher Education in Germany, Austria and Switzerland, Dr. Stephen Foster, July 1983

ET 3044-384

Kenya: Land and People—Culture, and Education, Barbara Matiru, July 1984

ET 3053-383

Scottish Heritage, faculty of Universities of Edinburgh and Glasgow, August 1983

also

The Ukraine, Dr. Hannah Polowy, May 1983; *Hungary*, Dr. Marg Csapo, June 1983; *People's Republic of China*, Mr. Ken Woodsworth, October 1983.

For details on these and other educational travel offerings contact the Centre for Continuing Education, The University of British Columbia, 5997 Iona Drive, Vancouver, B.C. V6T 2A4 or phone 228-2181 or 228-6811.



Centre for Continuing Education

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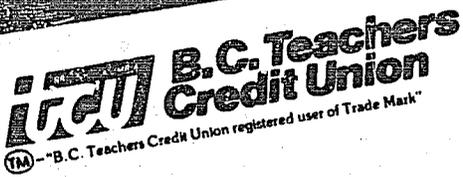
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The "little UN" — the nickname the students have given to the dormitory, because it flies so many "flags."

TEACHING

Imagine living and teaching in China!

LINDA IRONSIDE

●Ask teachers here how they like their job and many will reply, "Well, the bureaucracy's a pain, but the teaching itself is good," or "The administrators don't know a ruler from a doorknob, but the kids are fun!"

Teaching in the Foreign Language Department of Zhongshan University in Guangzhou (Canton) was a bit like that. On the whole it was not a happy place, the leadership admittedly weak, any sign of co-ordination, planning and co-operation a rare delight. But I loved teaching there.

There were difficulties arising very predictably from the context — foreign teacher in a traditionally xenophobic country. And the more specific ones relating to the problems of this particular department. The joys were those of a teacher anywhere who likes the work, who can observe learning taking place.

The department was split into many camps: the older professors versus the

younger, more independent teachers with new ideas to try out; those with a background and interest in linguistics versus the literature buffs; party members and non-members, including political agnostics; "gong-nong-bing" (those university graduates who entered college without academic requirements during the Cultural Revolution, often on the basis of political ideology or personal favor) versus just about everybody, those who studied abroad and were as eager for change as they were suspect of the sin of pride versus those who were purely homegrown; returned Overseas Chinese versus those whose families had never left.

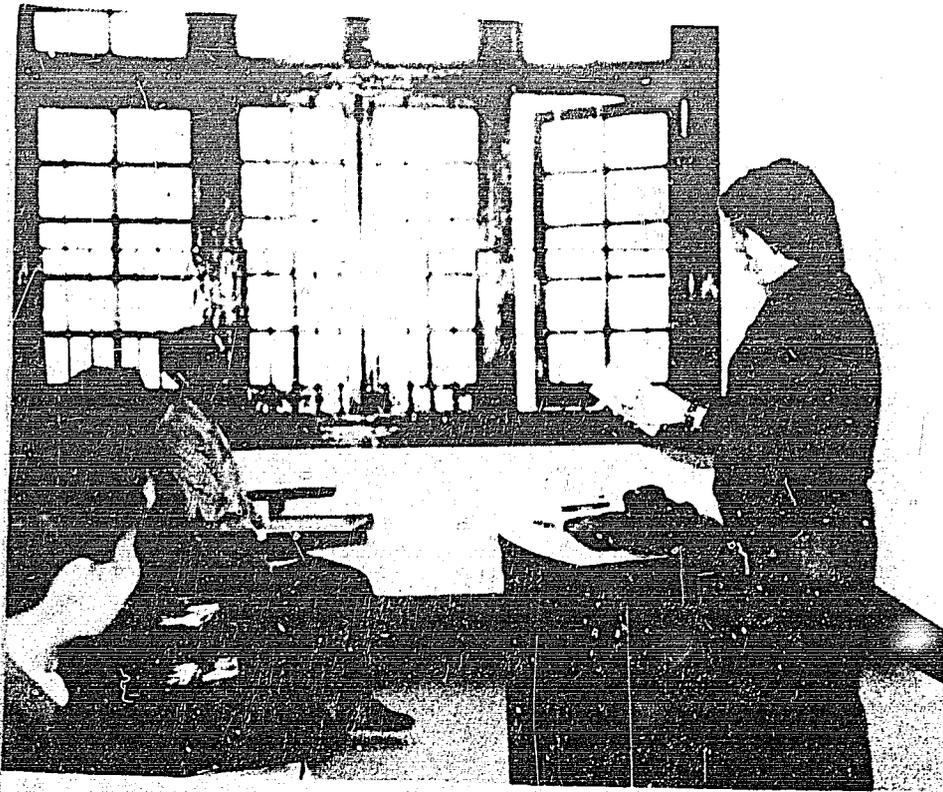
On top of these were the usual personality clashes. Add to that who knows how many unspoken ghosts of the past, the scars of the Cultural Revolution, and the picture is one of confusion, frustration and unspent potential.

Being a "key university," a designation

by the Education Ministry, lent a certain pressure to the stew. Despite the lack of harmony and drive, we had to produce students who would look good beside those from other institutions, especially the Guangzhou Foreign Language Institute, a real thorn in the side of the Department since the 60s, when books and teachers were absconded with, leaving our once proud department weakened.

The chaos that was the Cultural Revolution left the entire education system in a mess; the road back to solid programs and identified standards is a long and arduous one. There were no teaching syllabuses, no clear goals, no course outlines. Each foreigner who came developed his or her courses as he or she saw fit.

In two and a-half years I attended and participated in only two department meetings, although there was always a lot of discussion of an informal nature, usually in twos. In terms of sequential programming,



The author shares a classroom joke with her students — 72 of them!

IN CHINA

This B.C. teacher did just that for two and a half unforgettable years.

this was chaos. Every semester was a brand new start. But it gave me free rein in the classroom, allowed me to pick materials and plan the course as I wanted — that is, the Methodology, Composition and Speaking courses, whereas in Reading there was a basic text to follow. The Methods and Composition I knew something about and came up with a decent package; the Speaking I didn't, and didn't. I worked with a Chinese teacher in the Reading course, preparing classes together, of which each of us took one. This gave me a chance to learn the Chinese perspective on the material and program, testing and grading.

It was not always easy to work in this environment as a foreigner. My "gao bizi" (big nose) was akin to the scarlet letter — a brand; I was an outsider. After a year of hard work, I made the mistake of thinking I was a colleague, and spoke frankly on issues and problems I saw. Mistake. My words were not just another view, another

opinion. They were from a foreigner. Tantalized to an act of aggression.

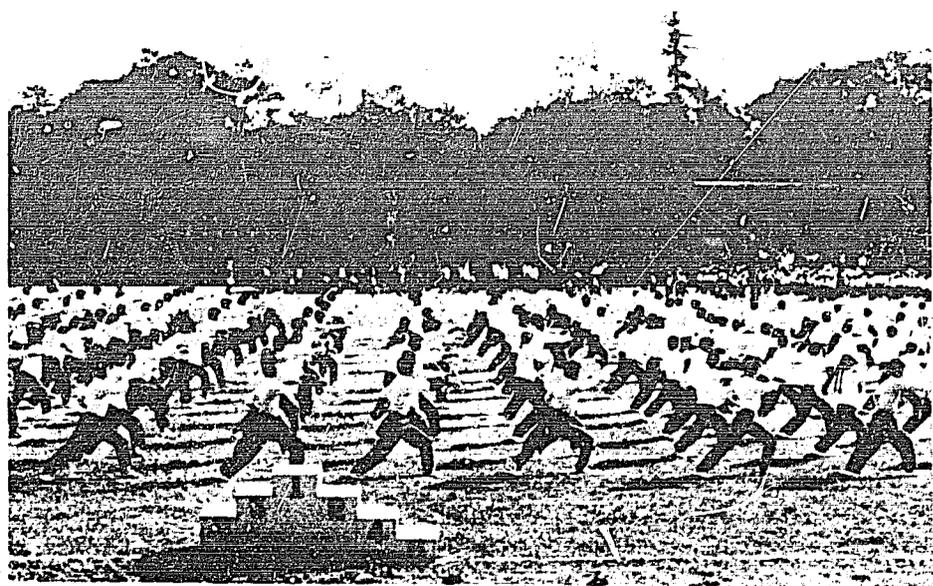
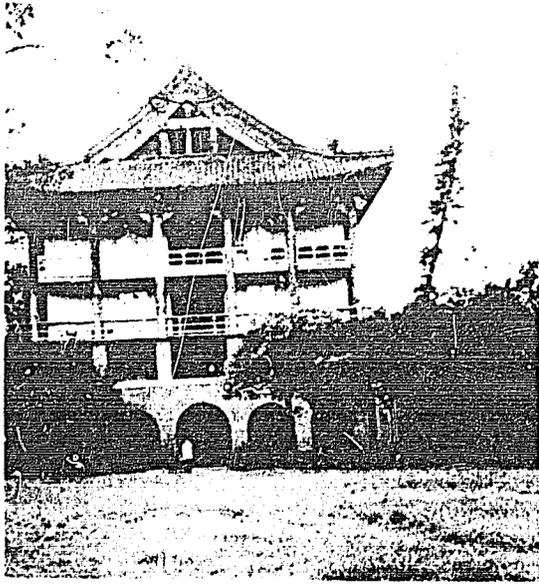
All conflicts involving my students were particularly tense, since they included the daughters of the head and the vice-head, who did not always see eye to eye! When I complained to Chinese friends that I did not know what was going on in the department, that I was not treated as a colleague, they assured me, "Neither do we!" It is true: each teacher worked in his or her own individual area, with little time for or knowledge of the plan and work of the department as a whole.

It is no surprise to anyone, I'm sure, that problems arise when a person of one culture attempts to teach people of another. But that problem is compounded because our very way of dealing with problems is so different. The Chinese generally avoid confrontation and try to preserve at least the semblance of harmony. While I, a well-trained Westerner, was anxious to "lay it all

on the table," "have it out," "take the bull by the horns." The very words sound even to me harsh, aggressive, offensive in a Chinese context.

So, problems, conflicts were never discussed openly, even those of which the shock waves were noticeable for months. What I know about it, about what I did wrong or am supposed to have done, comes only from gossip, the main source of communication in all matters, a word quietly spoken, a hint obscurely given. The Chinese don't have such a problem with this; they can read the signs and understand this very sophisticated and discreet system; for a Westerner, it was a code that was tough to crack.

The Chinese love to give you "a tall hat," flatter you, make you feel good; even if they don't like you, they show the proper respect for your position. "You are such a good teacher!" people said to me without any knowledge of what I did in the classroom at



Above: A teaching building on the campus of Zhongshan (Sun Yat-Sen) University in Guangzhou (Canton). Below: Students shown exploring an old Buddhist temple on a commune near Guangzhou, one of the outings on which the students invited the author.

Above: A demonstration of synchronized calisthenics by students at Zhongda (an abbreviation for Zhongshan University). Below: Preparing for a party the author held for her students — their first Christmas celebration. Their enthusiasm and generosity dispelled any homesickness the author might have felt during her first Christmas in China.

all. This can be highly misleading to highly inflatable egos; I would dearly love to believe them!

"We like your class," students said one day to a teacher I knew they disliked immensely. "Why did you tell him that when I know you don't mean it at all?" I asked. "To make him feel good; he is a foreigner and has come a long way to teach us. We could hardly tell him we don't like him, could we?"

Foreigners invariably walked around in a state of euphoria, having believed all those nice compliments, or in utter confusion, knowing this was "kechi hua" (politeness) but not knowing what the real truth was. In

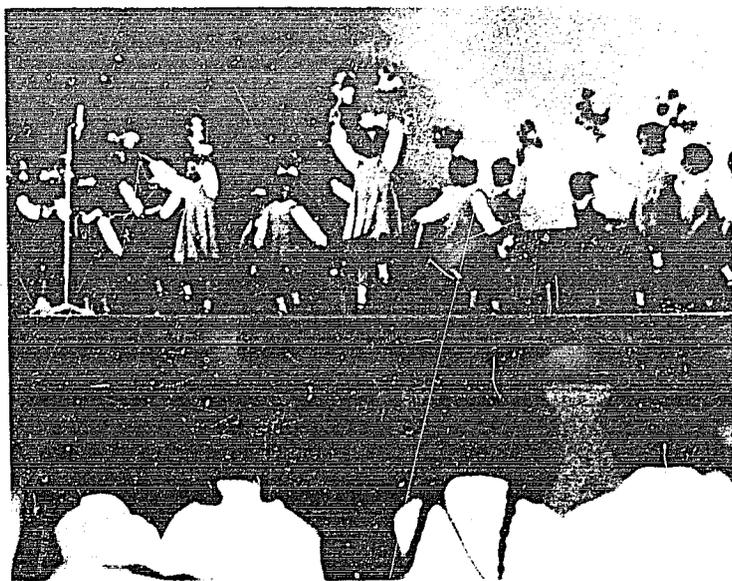
two and a half years, I was only starting to be able to "read" my Chinese colleagues, to understand the very subtle language that was so often the antithesis of the Western approach to conflict and problems.

Personally, my colleagues treated me very well. In 1979 people felt for the first time the freedom to have foreigners in their homes without asking permission or washing the walls first, which was done during the Cultural Revolution. Teachers invited me to dinner, went out of their way to make sure my Christmas in China was a pleasant one, and invited me to share in their Spring Festival. Friends would bring tasty delights they made for me at home, medicines by

the score when I was ill. They were always, without exception, ready to help if I needed them: an interpreter, a shopping adviser, whatever.

They also felt free to ask me for favors; help preparing classes, polishing of translations they were doing. I was one; they were many. For a naïve enthusiast like myself, who fairly shouted from the rooftops, "I am willing to help," the inundation of requests was a quick and effective lesson in reality therapy. I was deemed to be a "friendly foreigner." That did away with the need for "kechi."

People were not always polite, sometimes not discreet. "Tomorrow is too late."



Above: These students are preparing dinner for the "orphans" — students who lived too far away to go home to celebrate National Day. Below: The dignitaries on the reviewing stand at a sports meet on the Campus of Zhongshan University. Pictures of Mao Tse Tung and Hua Guo-feng would not adorn such a stand today.

Above: These nursery school children are entertaining at festivities to mark the 55th anniversary of the founding of Zhongshan University. Below: These students are checking the inventory of books in the library. The books were supplied by foreign teachers and friends of those teachers.

"Is it easy for you to buy French books in Canada?" "You should have bought Books 6 and 7 as well, and what about the answer keys?" One even followed his words of sympathy for my illness with a request that I make a tape for his students, "You must take care of your health, you must rest more . . . my students want to learn some French songs . . . will you . . .?"

But the joys in the classroom more than made up for the frustrations in the office. Students were eager to learn, serious about their studies, diligent in their work. Relations with them were always easier because they spoke more frankly. Although I did not always sympathize with their complaints, I

was one person they felt free to talk to frankly about them. Like young people here, they loved to complain; they saw lots of sins in their fathers they were sure they had not inherited.

They were interested in learning about things outside of their own country, and in teaching me about China and the Chinese culture. We talked of love, marriage, politics, the generation gap. ("My parents don't understand me as well as my friends do.")

They were good learners, too. I watched with joy as their written English moved from turgid, pompous prose to pieces of highly enjoyable reading. They are used to taking direction from the teacher, and excel in this

method of learning — I pointed out the weaknesses and problems, and they set about correcting them. They were good at memorizing, had amazing memories, leaving me feeling quite addle-brained many times.

Their education, for most of them during the Cultural Revolution, provided only a narrow field of knowledge, and little in the way of the skills of analysis and problem-solving, but their minds were bright, alert, receptive. We had conflicts too, of course; my methods and my culture often collided with what they were used to. But these seemed to resolve themselves, as we talked and learned together.

The intelligentsia in China has been called a caste rather than a group representing a certain approach to life. The professional staff in our department fell into four classes: professor, assistant prof., lecturer, assistant teacher. Except for the professors, few seemed involved in research, writing, intellectual activity. Their lives revolved around preparing classes from the course book, and their family. Some did translation or taught night school for extra money. Some of our teachers had been Russian specialists in the 50s, and had real difficulty with the English they were now asked to teach.

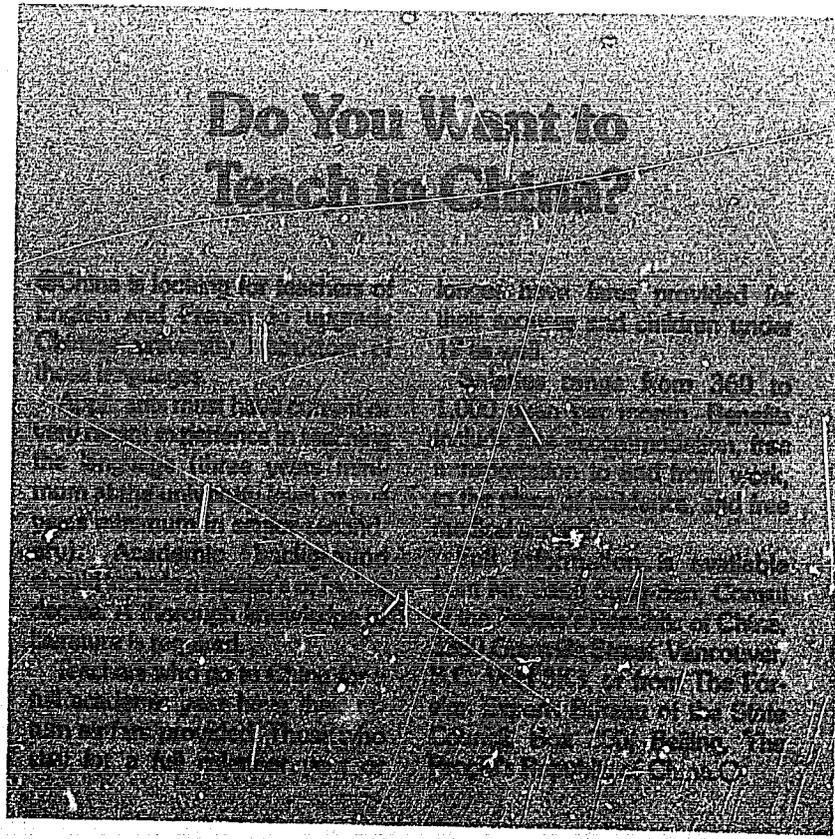
Some did not know how to use an encyclopedia; some had never been in the main library of the university, which housed quite a decent English reference section. They taught the textbooks assigned and asked questions pertaining to that. Few attended the optional lectures given on Wednesday afternoons in English, by Chinese and foreign visitors to the campus.

But two years brought a lot of change: teachers coming back from study abroad; new materials from the West introduced; increasing pressure to modernize the teaching methods, to be aware of current linguistic theory; more teachers being sent for further training in China and abroad.

With increased influence from the West, students too are changing — the new students are very young (17+), interested in clothes and dancing; the department worries about standards and discipline. There are cases of truancy, and even failure. It was in 1982 quite a different place from the one I first went to in 1979.

The times, they are a-changin'. ○

Linda Ironside has recently returned from China, and is attending Simon Fraser University. Before teaching in China she was the modern languages consultant in Prince George.



WE SHALL MISS THESE TEACHERS

In-Service

Elva J. Hamilton
Maria Orla Harrison
Helen Janette Mayers

Last Taught In

Burnaby
Langley
Burnaby

Died

July 29, 1982
October 2, 1982
October 8, 1982

Retired

George Apps
Alice A. Bryans (Wilkes)
Ellen V. G. Cameron (Lewis)
Donald W. Cook
William Franklin
Phyllis L. Hastie (Plant)
Ruth Hewitt
James B. Hill
Ida E. Hodgkins (Zenk)
J. Gordon Keenan
Mary Mazier
Nina C. Reichelt (Brown)
Rossie Shannon
Margaret Slater (Whitworth)
Jonathan Tribe
Suzanne Jackson Webber

Last Taught In

Courtenay
Courtenay
Golden
Abbotsford
Vancouver
Vancouver
Vancouver
Victoria
Vancouver
Alberni
Surrey
Williams Lake
Alberni
Sechelt
Penticton
Vancouver

Died

September 2, 1982
September 26, 1982
June 22, 1982
August 17, 1982
July 26, 1982
October 1, 1982
August 5, 1982
August 10, 1982
August 22, 1982
August 18, 1982
May 13, 1982
September 10, 1982
August 24, 1982
July 5, 1982
August 22, 1982
July 21, 1982

CLASSIFIED ADS

●The best issues for classified ads for the summer season (holiday or summer session accommodation, for example) are the January-February and March-April issues.

The deadlines for those issues will be **December 31** and **February 25** respectively.

Classified ads cost \$3.30 a line, minimum charge three lines. BCTF members receive a one-third discount. ○

Doing research in your classroom will make you a better teacher



Throw away your preconceptions about stuffy academic research. Here is an easy, practical, productive way of doing research as you teach.

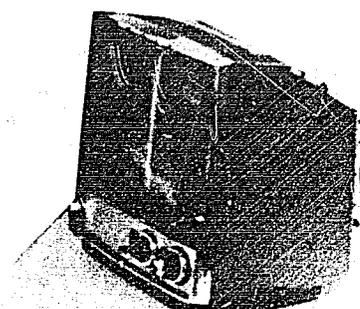
DAVID HOPKINS

Jane was a teacher who took my *Analysis of Teaching* course. As part of the requirements for that course she made a videotape of herself experimenting with various models of teaching. After reviewing the video, Jane felt that she had been rather abrupt in her questioning technique and had given the pupils little time to formulate responses to her questions.

I suggested to Jane that she explore this observation a little further and ascertain whether this was a consistent behavior of hers or an aberration. She did this by taking a further video of her teaching, and by asking a colleague to observe her teaching.

Jane also developed a short questionnaire on her questioning techniques, which she administered to her pupils and subsequently analysed. As a result of this endeavor, Jane realized that she did in fact interject very quickly after asking a question, and quite often answered her own question.

All well and good, Jane thought, but what does this mean? Thinking that recent research on teaching might help, Jane read some back copies of the *Education Digest* and came across an article on "think-time" by Linda Gambrell. The article reviewed a number of studies on the relationship be-



tween the amount of lapse time the teacher gave after questioning and the quality of student response. According to Gambrell, when the think time is increased to five seconds or longer (the norm is one second) higher level thinking is elicited.

This information gave Jane her answer; she was obviously not allowing her pupils enough time to think after she had asked a question, to the detriment perhaps of their level of cognitive functioning. Using the Gambrell article as a source, Jane reviewed the major references on "think time," developed a plan to change and monitor her questioning technique, and then devised a simple experiment to test the hypothesis (at least for her and her class) that Gambrell had advanced.

It took Jane some six months to complete these tasks (teaching is a time-consuming job), but there was no pressure on her to complete the study; in fact, the longer time allowed for more valid data, and she was well pleased with the results. Not only did she find evidence of higher level responses in her students, but also by involving her students in the evaluation of her teaching, she found that the climate of her class was enhanced by the mutual and overt commitment of both teacher and pupils to the learning process.

This is an excellent example of classroom action research in practice. It is also very different from what is commonly regarded as classroom research. The usual approach utilizes coding schedules, outside researchers, involves the testing of hypotheses, relegates the teacher to a passive role, and culminates in an academic paper or research report. Classroom research as illustrated in the example, generates hypotheses about teaching from the experience of teaching, and envisages the teacher using this research to improve his or her own teaching. It is research carried out by teachers with the aim of improving teaching.

So when I write of classroom research or of the teacher as researcher, I am not envisioning or advocating scores of teachers assuming a normative research role and carrying out research projects to the exclusion of their teaching. My vision is of teachers who have extended their role to include critical reflection upon their craft. It involves reflecting on their teaching, the teaching of their peers and an examination and the testing of practical educational theory in the classroom.

Classroom research in this form was popularized by the Ford Teaching Project.¹ This research project encouraged teachers to develop hypotheses about their teaching, which could be shared with other teachers and ultimately used to enhance their own teaching. The Ford Teaching Project published a large number of teacher-researcher case studies, booklets on research techniques, organized research conferences solely for teachers, and consequently gave an enormous boost to the teacher-researcher movement.

CRITERIA FOR RESEARCH

By this time many of you may be thinking that these ideas, although sounding useful, are impractical for teachers who do not have a research background or just do not have extra time to engage in research. Let me try to reassure you by listing three criteria for classroom research and outlining some practical ways in which teachers can gather and analyse classroom research data.

There are three criteria for teacher-based research:

1. the teacher's primary job is to teach, and any research method should not interfere with or disrupt the teaching commitment;

2. the method of data collection must not be too demanding on the teacher's time. As a corollary, the teacher needs to be certain about the data collection technique before using it;



Audio tape recording can let a teacher hear him or herself teaching a class or assisting an individual student. However, it can be time consuming, especially if transcripts are needed.

3. the methodology employed must be reliable enough to allow teachers confidently to formulate hypotheses and develop strategies applicable to their classroom situations.

Bearing in mind the first two criteria, let me outline some ways of collecting information about our own teaching. The Ford Teaching Project, for example, used five methods of data collection: field notes, tape recording, pupil diaries, teacher/pupil discussion, and case study.

Of these five methods I find teacher field notes the most useful. Keeping field notes is essentially a way of reporting observations on, and reflecting about classroom events and problems and the teacher's reaction to them. They should be written as soon as possible after a lesson, and can draw on impressionistic jottings made during a lesson. Many teachers I know keep a notebook open on their desk or keep a space in their daybooks for jotting down notes as the lesson and the day progresses. Keeping a record in this way is not very time consuming and provides surprisingly frank information.

Tape recording can be very time consuming unless the method is used judiciously. The Ford Teaching Project teachers and staff were very enthusiastic over this method, but they had secretarial support for making transcripts. Most teachers do not have this support, and for that reason I advise against it as a broad spectrum diagnostic tool. It is, however, excellent for those situations where teachers require a very specific and accurate record of a limited aspect of their teaching.

Another common practice in many

school districts is for pupils to keep a daily log. Once the pupils have been taken into the teacher's confidence and are aware of the teacher's concern to research his or her teaching, these diaries are an excellent way of obtaining honest feedback (particularly when the pupils retain the right to decide whether or not the teacher has access to the diary). This is also a quick way of obtaining information, because teachers normally check pupil diaries as a matter of course.

Information obtained from diaries can also act as a starting point for teacher-pupil discussion, particularly if the student notes any particularly discrepant event or feeling in his or her journal. Because individual discussions are very time consuming, it may be more profitable to devote that time to general classroom meetings, and talk individually with pupils (for research purposes) only when specific instances warrant it. On the other hand, pupil-pupil interviews can provide rich sources of data, particularly if the pupil interviewer keeps to an interview schedule prepared by the teacher. It is a good idea to tape record these individual discussions or interviews for future reference, particularly if the encounters are relatively short.

The case study has limited utility for the typical teacher researcher. The Ford Project required material of this type for research purposes. Some teachers may want to produce case studies for a course they are taking or as part of research toward a higher degree. These situations apart, it is unlikely that teachers would devote time every term to providing a case report of their teacher-researcher efforts.

In addition to the methods used by the

Ford Teaching Project, I have found that the video recorder, questionnaires, and participant observation produce much valuable information. It has been the experience of the teachers I have worked with that the video recorder is probably the most useful "wide lens" method we have available.

It allows the teacher quickly to observe many facets of his or her teaching, and provides heuristic and accurate information for diagnosis. Later, the teacher may want to use a different method to examine specific aspects of his or her teaching that he or she becomes aware of through using the video. Moreover, many of the teacher researchers I know use the video on an intermittent but regular basis to enable them to keep in touch with their teaching.

Questionnaires provide a very quick and simple way of obtaining broad and rich information from pupils. It is important, particularly in the primary grades, to be

The teacher's primary job is to teach

relatively unsophisticated in the structuring of the questions. I suggest condensing the usual Likert scale to two or three responses, using a Snoopy figure or a happy/sad face for the criteria, keeping the questions simple, and using the "what did you like best," "what did you like least," "what would you do differently" type of open-ended question.

A participant observer provides the teacher-researcher with the most flexible source of data and also a means of support. I try to encourage teachers to engage in classroom research in pairs or small groups for a number of reasons. Among them is the emotional support they gain from each other, particularly because this activity is initially threatening. It is now fairly well established that teachers learn best from other teachers, and take criticism most easily from this source.

It is ideal if teachers can act as participant observers for each other, for this mutual

exchange of roles quickly breaks down barriers that would be monolithic to outsiders. The participant observer can also play any number of differing roles. He or she can observe a lesson in general, focus on specific aspects or talk to students all during one observation period.

Finally, a word about criterion three — how to analyze in a credible way the data you have gathered about your own teaching. In the example, Jane went through a number of steps in her research project, and because these stages reflect established research methods in sociology we can have some confidence that the results are reliable enough to allow generalization. The steps are:

- collect data;
- establish categories;
- verify the integrity of categories;
- relate categories to theory;
- design action plan;
- implement plan;
- review.

Jane initially collected data by videotaping her teaching. She then categorized this information, and tentatively concluded that she exhibited poor question management. Having established the category, she then verified it by using some of the methods I have just described. She also took care to

"triangulate" her data, that is, to gather information from sources other than herself — pupils and a colleague, for example — to ensure that her own perceptions were authentic.

Having verified that she did interrupt too quickly, Jane had to find out what this behavior implied. She did this by referring to the literature on teaching, and was then in a position to change her questioning technique, the implementation of which she also researched and monitored.

I am not suggesting that teachers should always be researching their teaching; there is neither the time nor the energy. But I do want to encourage a critical, reflective and self-conscious approach to teaching, and doing research in your own classroom is one way of achieving this. ◯

i. The Ford Teaching Project 1972-75 (Director John Elliot) involved 40 primary, intermediate and high-school teachers aspiring to Inquiry-Discovery methods of teaching in examining their own classroom practice through action research. Further information about the project, and their list of publications can be obtained from, Classroom Action Research Network, Cambridge Institute of Education, Shaftesbury Road, Cambridge, CB2 2B4, Great Britain.

Dr. David Hopkins is a member of Simon Fraser University's Faculty of Education.

SIMON FRASER UNIVERSITY

The Faculty of Education, Simon Fraser University, invites application from experienced teachers for the position:

FACULTY ASSOCIATE FOR THE PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

THE POSITION:

Faculty Associates work closely in supervising student teachers during their school placement for classroom practice. They assist Faculty members in instructional components of PDP, and provide liaison between the Faculty and the school system. Faculty Associates may have the opportunity to travel as the program is also offered at several regional centres in British Columbia. Preference will be given to applicants who are prepared to undertake some travel as part of their job responsibilities.

THE TERM:

The Faculty Associate appointment is an 8½ month appointment commencing mid-August. The normal method of appointment is by secondment from a School District. The majority of appointments will be finalized by March 31, so that a leave of absence from a School District may be arranged. The Faculty encourages applications from candidates interested in part-time Faculty Associate appointments combined with graduate study. A limited number of such appointments may be made.

CRITERIA:

The selection will be highly competitive. The following criteria will be considered:

- usually five years' successful teaching experience in a public school system
- curriculum and instructional needs of PDP
- secondment approval from school district
- previous successful School Associate experience
- work experience with adult learners

TO APPLY:

All correspondence, requests for application form and information packages should be addressed to:

Mrs. Renate Doege, Program Assistant, Professional Programs
Faculty of Education, Simon Fraser University
Burnaby, British Columbia V5A 1S6
Telephone: 291-4538

Preference will be given to applicants eligible for employment in Canada at the time of application. Completed applications, together with supporting documents, should be received by the Faculty of Education no later than December 15, 1982.



TRY TUTORING



— IT REALLY WORKS

Armstrong has found that using secondary students to tutor elementary pupils helps both.

DAWN JAMIESON

●Three years ago a Grade 5 boy was referred to my Learning Assistance Centre. His classroom teacher said he had minor math and major social problems.

For the next seven months Dominic "helped" me work with a Grade 3 remedial math group. Once a routine was established he attended faithfully, unobtrusively leaving his class and always letting me know if he could not make it. At the end of the school year Dominic received the award as the most improved Grade 5 pupil in the district.

And with this small experiment began my interest in cross-age tutoring.

During the past two school years, I set up and supervised a tutoring program between Pleasant Valley Secondary School and Armstrong Elementary School. Pupils from Grade 10 and 12 classes worked with pupils from Grade 2 and 3 classes on a structured reading program.

My interest in the topic led me into study of tutoring programs offered in other areas. Generally the research shows that most of the documentation of tutorial programs has been done in the United States.

YTY (Youth Tutoring Youth) program in Newark and Philadelphia was founded by the federal government through the Youth Corps and established a format for most U.S. programs. In New York "Each One Teach One" operated in the ghettos with some interesting side effects. A "Caring Relationship" program in Chicago also documented the benefits of tutoring. Study of research generally showed no adverse effects of tutoring programs, but many positive and often unexpected benefits did occur for both tutors and tutees.

THE ARMSTRONG PROGRAM

The Armstrong Elementary School enrolls about 450 children in Grades K to 3. The reading program of the school places a strong emphasis on both analytic and synthetic phonics instruction. By the Grade 3 level we often find many children who have good basic decoding skills but still need a lot of practice in using these skills to obtain a satisfactory rate and fluency level. They need to read.

To give the children an opportunity to practise their reading in a one-to-one, controlled situation the Learning Assistance Centre set up a tutored reading program, pairing secondary students with the elementary students.

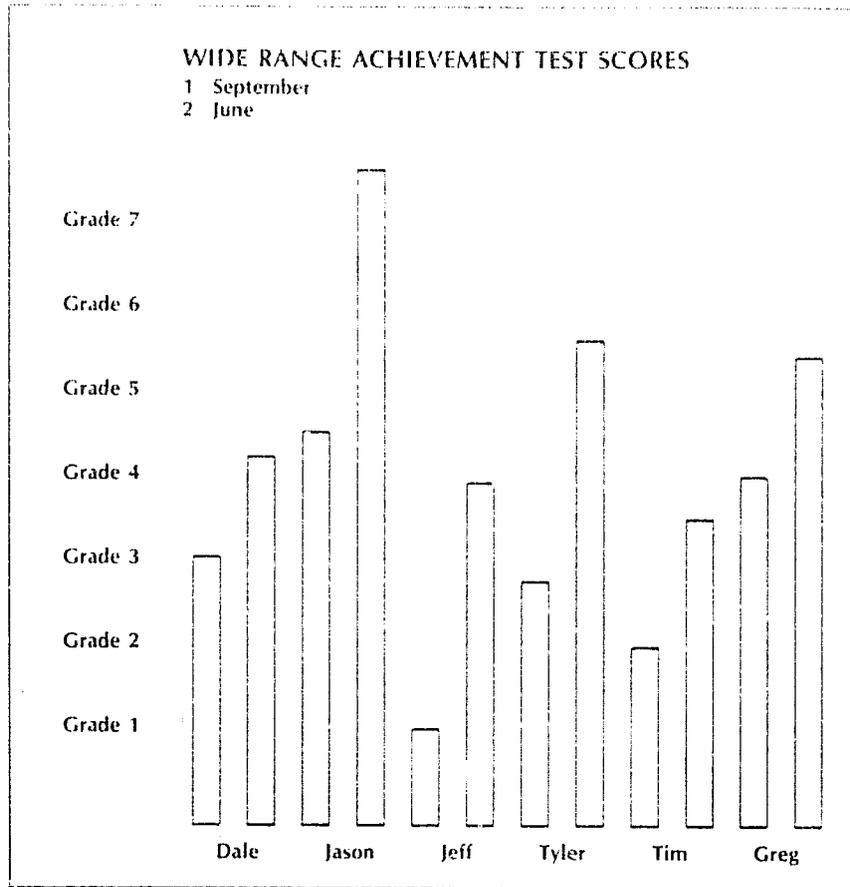
The tutors came from a special education class and two different English classes at the school. The students from the English classes received a letter grade as part of their English mark for participation. Over the first year 18 tutors and an equal number of tutees were involved but the numbers and people involved changed as a consequence of changes in enrolment. A core group of six remained unchanged and this is the group on which the best records were kept. It is also the group that showed the most tangible improvement.

The tutees were Grade 2s and 3s in the bottom reading groups in three different classes. All were receiving learning assistance in areas other than the tutored reading program.

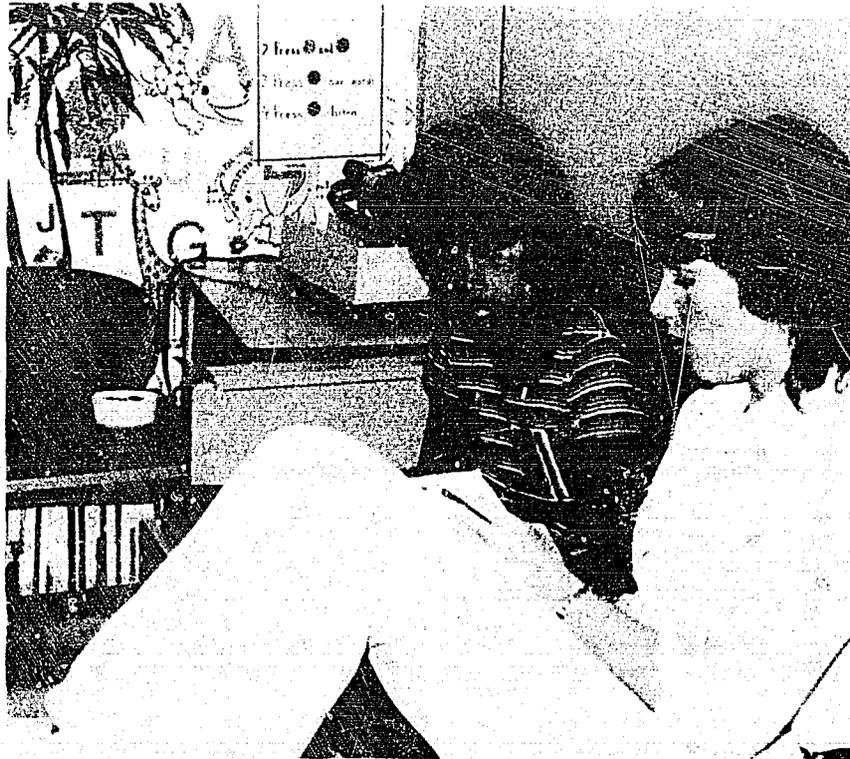
Tutors were trained in a very specific method of reading practice based on a combination of an impress and a modelling system. Briefly, the method involves the tutor's reading the material, the tutor's and tutee's reading the material together, a vocabulary check, and the tutee's reading the material alone. If fewer than two errors are made, the pair continues to the next block of material to be read. After a few months, when the tutors are ready, comprehension questioning is added to the program.

The first task of each session is the recording of reading rate (in words per minute) on material that has been previously read and on new material. A record of hard words is kept on the bookmark. They are practised each session and crossed off when the tutor feels mastery has been obtained.

The Wide Range Achievement Test was used in September, December and June of the first year of the program as a check on sight word increase. Records being kept for this year are not complete but a comparison graph of six students is included (Figure 1) to illustrate changes. Because all tutees could be classed as problem readers to some extent, it would be reasonable to



The tutoring by secondary students produced remarkable results in the performance of the elementary pupils. This chart shows how six of the pupils improved their results on reading achievement tests.



Close relationships develop between the secondary and elementary students. At the end of the school year the "big kids" take the "little kids" to see the secondary school.

expect an increase of less than a year. The graph shows the September to June change for six tutees. The smallest gain was a year and two months. The tutees were not drilled on these sight words. The changes were strictly a result of their generally improved reading ability.

As the graph indicates, there was a gain in academic areas of sight word knowledge in all cases. Analysis of the graphs kept of reading rates for all the tutees show that an increase of from 25 to 55 words per minute was seen. Most tutees made an increase of from 30 to 40 words per minute in their reading rate over the year. There was a general trend toward a crossing of the rate lines for rehearsed and unrehearsed reading.

Indications of growth in areas other than academic are best seen in comments and actions of people involved in the program.

Evaluation sheets showed that there was real satisfaction on the part of the tutors with the job they were doing. There were few absentees; in fact, one of the remedial students used to come for the tutoring session but then neglect to go on to classes at the secondary school. The one time I saw any real annoyance on the part of the tutors was when a session had to be cancelled without notice.

Real relationships were formed between



The tutoring program gives the elementary pupils an opportunity to practise their reading skills on a one-to-one basis. The tutors are trained in a specific method of reading practice.

CORRECTION!

The planned Conference on Indian Education SUCCESES IN INDIAN EDUCATION: A SHARING has been rescheduled from the announced December dates to FEBRUARY 17-19, 1983, Sheraton-Landmark Hotel, Vancouver, \$40. The Conference planning committee, comprising Native Indian educators and representatives of Native Indian agencies and teachers and consultants from various school districts, decided that additional planning time was required to ensure the best possible program of workshops, speakers and panels. The workshops will demonstrate successful models and explore issues and problems of development and implementation.

Inquiries in writing to:
Special Projects
Indian Education Conference
Centre for Continuing Education
The University of British Columbia
5997 Iona Drive, Vancouver, BC
V6T 2A4



Centre for
Continuing Education

the tutors and tutees. A few gifts were spontaneously exchanged at Christmas. Phone calls were made by tutors when their charges were ill. The culmination of the program at the end of the first year was when the "big kids" took the little ones to visit the secondary school.

David, a tutor from the secondary special education class in the first year, showed steady improvement all year. You could gauge the growth by the way he walked, the way he carried his head, the eye contact he made. David received the award as the top special education student at the end of the school year.

A Grade 3 teacher, in talking about his pupils that had been on the tutoring program said, "You know, I am really more concerned about my middle group — that low group has done so well this year." His comments were backed up by a showing of real growth on such measuring instruments as Gates-MacGinitie and Ginn 720 mastery tests.

The program has been well received in the school. Participation in the second year was even stronger than in the first. In the second September, teachers were specifically requesting placement of some of their students on the tutoring program. Support from the principal is warm and positive. He often visits the sessions to talk and make the tutors feel welcome in the school. Many teachers have commented how nice it is to

see teenagers in our school. They are impressed with the concentration and nice feelings that are evident from observation of the tutoring sessions.

Study of research and experience with the Armstrong program supports one indisputable fact about tutoring programs: they are a worth-while and defensible education method.

Careful planning and supervision of programs is essential. Measuring of results is difficult but certainly an area that needs more consideration and research. Perhaps part of the difficulty is that the programs are greatly involved in both the effective (cognitive) and affective domains. Programs are set up to facilitate growth in academic areas but the greatest (though largely immeasurable) gains are seen in the social-emotional areas. The tutee is expected to be the prime learner in the situation but in fact the tutor or teacher makes greater gains.

Two years of experience with this tutoring program have encouraged me to continue to operate and study it. Many improvements can be made but tutoring programs seem to be a good use of Learning Assistance Time. They enable the learning assistance teacher to reach many more children in any given time. The effects of good one-to-one learning cannot be disputed.

Dawn Jamieson is a learning assistance teacher at Armstrong Elementary School.

THE B.C. TEACHER, NOVEMBER-DECEMBER 1982

Exploring Sexuality in the Classroom

Sexuality is as complex a matter as any other human characteristic. Either we deal with sex education or we deal with an epidemic of confusion beyond our control.

EDWARD V. BLOOM

• This film is disgusting. Encouraging sex and shows this behavior as normal.

• A mis! Made me feel 15 again. Had good meaning to it plus lots of hidden meaning . . . which they will pick up without having had it said.

Teachers are not immune to reality.

Almost daily we are confronted with opposing public views — in this case comments concerning one family life film, *Running My Way*.

"Sex education," to quote education minister Bill Vander Zalm, "is nothing new in many of the school districts throughout the whole of North America as a part of the school curriculum."

According to the minister, "They've had it. And in California, they led us by a large shot, and they've got more 13-year-old pregnancies in California than they have anywhere else in the world."

Gestation facts aside, the position of the B.C. education ministry on family life is likely to remain what it always has been — equivocal. And that despite time spent by colleagues in the Curriculum Development Branch developing the *Family Life Education Guidebook*.

Local districts must expect no prescription. Boards face the nettlesome choice of setting a district mandate for instruction in the face of opposing sincerely held views. Some will play for stalemate. For those accepting the challenge, a single factor is constant. Parents of this province retain the right to opt children out of board-prescribed programs. In reality our public forms opinions not so much on the adopted curriculum as on its perceptions of those who instruct the class.

The teacher, then, is in a pivotal position. Once the question is put to you — "What are your views on sex education?" — it may already be too late to decide. Only well informed professionals retain the presence of mind necessary to survive in an arena where to falter is to fall.

Our defence is the facts. Decide where you stand on the issue of exploring sexuality in the classroom. Certainly take nothing for granted. Enquiry into sex education unearths more mythology than the study of sex itself. For some people the inclusion of human sexuality in the public school curriculum conjures up spectres from the temple of Venus.

Critics dismiss the term "family life" as a " . . . coy euphemism. Why disguise discussion of human plumbing, reproduction, genital intercourse and who knows what? It's a downhill slide to moral degradation!"

Educators and parents are then hard put to encourage reflection on the human development emphasis of a quality family life program.

Well planned family life courses pay close attention, among other things, to enhancing self concept, discussing love, preparing the individual for responsible decision-making and contributing to personal knowledge when youngsters first seek to understand the sexual dimensions of their lives.

Certainly myths are potent, and numerous, but they are not truths. Is it true, for example, that youngsters "know it all" anyway, or do so when their bodies are ready? Pity the poor child who supposes, on hearsay, that popping a pill on Friday takes care of her social weekend.

Research confirms that incremental family life courses record a deal more success than once through the instructional sheep dip sometime close to puberty.

Sexuality is as complex a matter as any other evolving human characteristic. Societal changes constantly add to the confusion of natural variables. Beginning shortly after birth, an erect penis or vaginal lubrication preludes developing male and female characteristics, which respond to the shifts of human existence until old age. Along the way, and especially during puberty and adolescence, one universal question is repeated by each generation — am I normal?

Systematic family life instruction in the school allows peers to address such fundamental issues from the perspective of healthy, informed neutrality.

A second myth suggests that a little sexual knowledge is a dangerous thing: more sexual knowledge surely leads to disaster.

The first part of the statement is certain. Incomplete knowledge — "street knowledge" — which every child acquires despite all, opens up the prospect for experimentation ignorant of consequences. More complete appropriate technical knowledge, on the other hand, is recognized for what it prevents, not what it causes. Youngsters with prior knowledge characteristically postpone sex until they are more in command of their behavior.

Youth, do we need reminding, is a period of experimentation — knowledge or no. A family life education course adopted on the assumption that incidents of venereal disease and unwanted pregnancy should rapidly abate will be doomed to justifiable

criticism. Maybe the long term prospects are good. Meanwhile, in the immediate sense, the impact of accident prone experimentation is confined to manageable proportions for those unhappy individuals bent on misfortune in the face of facts.

Liberated from the inhibitions of unacceptable street language and facts based on myth, youngsters feel free to discuss aspects of human sexuality which continue to puzzle or please them. It depends on the adult whether the benefit is mutually felt.

The proven advantages of well planned, well taught family life programs are numerous. Some benefits are more self-evident than others. Based on follow-up research, conducted largely in the states, the following five outcomes may be considered safe assumptions:

- Real knowledge increases as a result of participation in family life and sex education programs. Already mentioned is the replacement of street knowledge with technically correct vocabulary and fact.

- Self-esteem develops through learning. This leads to an improved ability to relate to others, including peers. The implications of good family life education are obvious for reducing both personal and social tension.

- Attitudes toward sexuality become positively rather than negatively charged. Knowledge replaces individual fear or embarrassment.

- There is a lessening of the emotional impact of exposure to sexually explicit materials.

- Realistic attitudes toward marriage and child bearing are enhanced.

In an interesting observation on our society, Dr. William Masters, of the Masters and Johnson Institute, notes that sex continues to be considered less of a natural function than, for example, bladder and bowel needs. Do we accept the risk and challenge of toilet training a child? Certainly, because it makes the youngster fit for company. Indeed, one mark of successful parenthood in our culture is toilet training at the temple of the W.C.

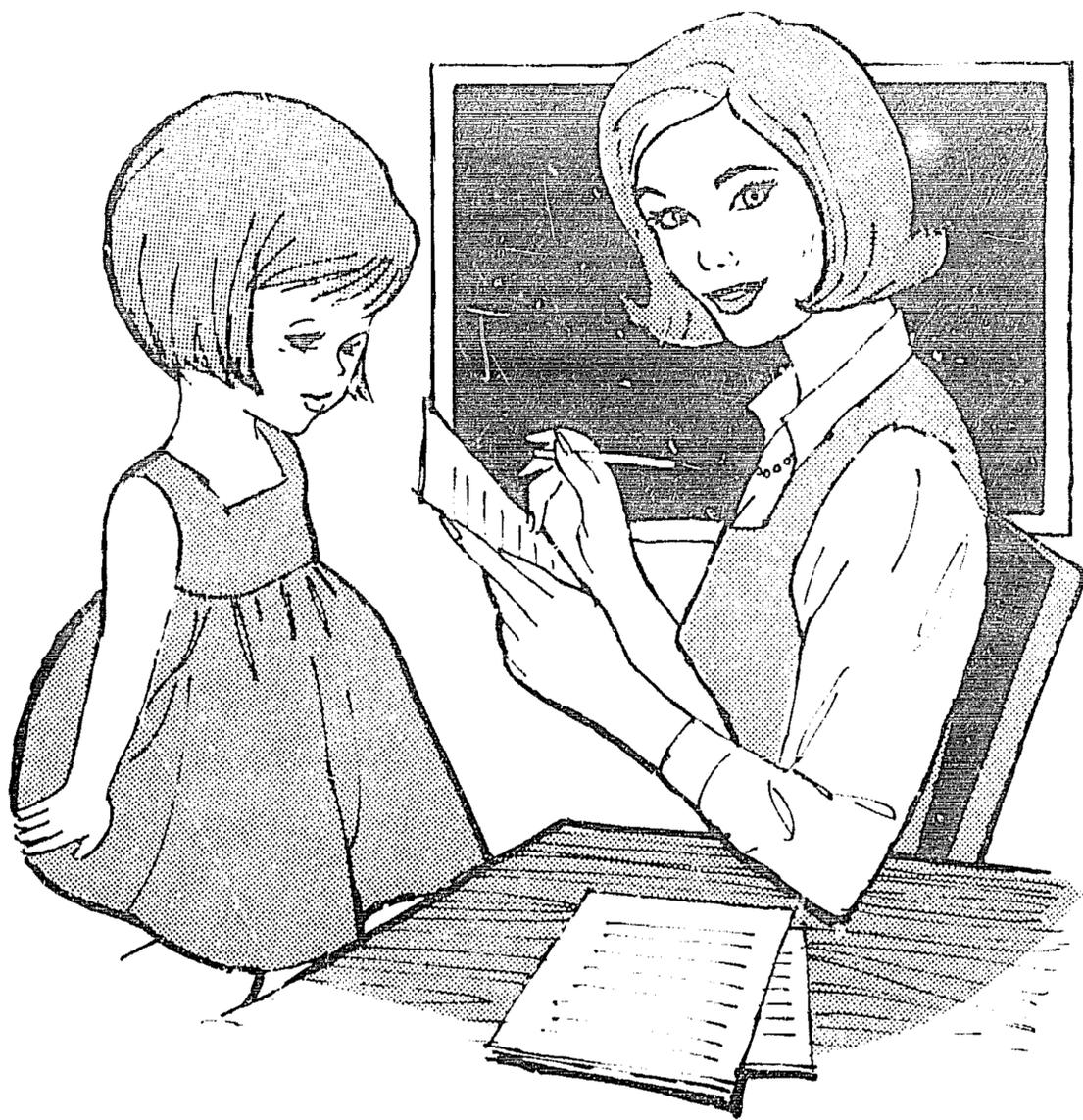
A decade later, at the stage of pubescent sexual change, youngsters are already well along the road to societal integration. The majority face the world of burgeoning sexuality with many facts left to chance. Issues of correcting false information eventually become ones of when, not how.

As educators we have a choice. Either we opt to deal with the issues of instruction, given the chance, or we deal with an epidemic of confusion beyond our control. ○

Edward V. Bloom is responsible for curriculum development in the Saanich school district.

Teachers,
Will you
listen?

Sexual abuse is an uncomfortable topic for many teachers. Yet every teacher has a moral and legal obligation to report cases of such abuse. Here are suggestions for dealing with children who have been abused sexually.



**LORIE ROBINSON and
LLOY FALCONER**

"I love you, daddy."
 "I love you too, honey. Haven't I told you that before?"
 "Daddy, is what we're doing O.K.? I mean this feels kinda funny."
 "Of course it is sweetie. I'm just teaching you what love is all about."
 "Well yes, daddy, but then why can't I tell anyone about what we do?"
 "Because it's a secret between you and me."
 "And we aren't bad, daddy, are we?"
 "No, we just have a special secret."

The trauma of disclosing sexual abuse is matched only by that of the sexual abuse itself. To the victim, breaking "the secret" brings feelings of shame and disloyalty rather than feelings of relief. As difficult as it is for victims of sexual abuse to reveal their secret, they often have to reveal it repeatedly before intervention occurs.

Although most people believe that sexual abuse begins during adolescence, the average age for the abuse to begin is between nine and eleven years, and it often begins as

early as five years. All children go to school. Therefore, if the school is the one institution that reaches all children, teachers and counsellors must be prepared to recognize and talk about sexual abuse.

This topic is generally an uncomfortable one for teachers to discuss. Nevertheless, the school is often the only place where the child feels safe and participates in positive relationships with adults and peers.

WHAT IS SEXUAL ABUSE?

The British Columbia Ministry of Human Resources defines sexual abuse as: "... the sexual exploitation of a child who is not developmentally capable of understanding or resisting the contact, or a child or adolescent who may be psychologically and socially dependent upon the perpetrator."

Sexual abuse may be seen on a spectrum that ranges from no physical contact, where a child is forced to look at the genitals of an older child or adult, to incidental sexual contact (teasing or fondling), to outright vaginal, anal, or oral intercourse.

HOW OFTEN DOES SEXUAL ABUSE OCCUR?

The problem of sexual abuse is far more pervasive than most of us care to admit.

DID YOU KNOW THAT...

one in four girls will be sexually molested by the age of 18?

DID YOU KNOW THAT...

one in 10 boys will be molested by the age of 18?

DID YOU KNOW THAT...

in 1980, 240 cases of sexual abuse were confirmed in B.C.?

DID YOU KNOW THAT...

one in every six elementary school children experiences some form of sexual exploitation regardless of where he/she lives or socio-economic status?

DID YOU KNOW THAT...

75-80 per cent of offenders are known or related to their victims?

DID YOU KNOW THAT...

on an average, children tell of abuse nine times before they are heard?

DID YOU KNOW THAT...

children don't lie about abuse? (Since 1972, of 2,000 cases reported in Santa Clara County, California, all reported cases were verified.)

WHAT ARE THE INDICATORS?

Physical and emotional indicators of sexual abuse should be viewed within a pattern

framework rather than viewed as separate indicators confirming actual sexual abuse. A student who is tired, lethargic, and listless may be demonstrating such symptoms for reasons other than sexual abuse. Perhaps the student is merely catching a cold or flu.

However, just as physicians realize that a patient complaining of a stomach ache probably suffers from common indigestion, they do not completely rule out the possibility of these symptoms' indication of something much more serious or even fatal. Again, these symptoms must be viewed within a larger pattern. Even so, some indicators are so specific to sexual abuse that they require immediate attention (for example, evidence of venereal disease, prostitution, self-mutilation).

Some indicators that a student may have experienced sexual abuse are:

- depression
- withdrawal from social activities
- isolation from friends
- drug/alcohol abuse
- chronic running away
- repeated physical complaints — stomach aches, sore throat, bad breath, pain in genital area
- attention-seeking behavior — acting out
- suicide attempts
- self-mutilation — razor cuts, burns, tattoos
- physical abuse — welts, bruises
- low self-esteem — unkempt appearance, dirty
- truancy from school
- sudden drop in grades
- inappropriate seductive behavior
- bi-sexual/homosexual experimentation
- prostitution
- promiscuous sexual behavior
- unusually heavy household or child care responsibilities
- parent/guardian overly restricts social activities
- first arrival at school, last departure
- compulsive need to excel at school . . . only "As" will do
- refusal to speak in front of class
- refusal to undress for PE
- over-eating or under-eating
- frequent lateness or absence
- tiredness, lethargy, listlessness
- evidence of venereal disease
- unusual or extreme fear of going home, or of specific areas of the house — bedroom, for example
- extreme fear of being left alone with adult men or women

WHAT TO DO

If you suspect that a student has been sexually abused, you have a number of choices:

1. You may, following school or district policy, notify the Ministry of Human Resources immediately and, therefore, do no interviewing yourself. (In that case, all interviewing of the child will be done by the MHR staff.)

2. You may have one of your own school or district staff interview the student (for example, nurse, principal, counsellor).

3. You may want to talk directly to the student to confirm your suspicions.

Indicators of sexual abuse may arise during the course of a conversation with the student. The student may give you ample reference to abuse by saying, "Did you ever hear of anybody who . . . ?" or, "My friend down the street says . . ."

At this point, your choices are limited. If you avoid the issue, you become just one more person to whom the student has tried, but failed, to disclose the abuse. You would not listen. A more appropriate choice would be to confront the issue directly in a calm, caring, and rational manner.

If at all possible, arrange for a quiet place, free from interruptions, in which to begin your discussion. The next step is to establish some sort of rapport with the student. Remember, this may be a very awkward time for that student, so some trust must be developed. (Of course, it is highly unlikely that you would be discussing sexual abuse with a student you hardly know, yet even a student known well needs some lead-in to the discussion before the actual interview regarding the abuse begins.)



The following are some helpful questions and statements that facilitate disclosure, alleviate guilt, and indicate support:

Disclosure

"Did someone touch you in any way that made you feel uncomfortable?"

"Did someone touch your body on a place your bathing suit covers, and you didn't like it?"

"A lot of students who have told me the things that you're telling me now have had sexual experiences that they feel ashamed and/or guilty about. Is this true for you?"

"When I hear the following symptoms (list them) it makes me wonder if he/she has had a sexual experience that he/she feels

uncomfortable talking about. I wonder if this is true for you?"

Alleviating Guilt

"It's not your fault."

"You're not to blame."

"You weren't responsible."

"You're not alone; this has happened to others."

Support

"I believe what you're saying."

"The next while might be really rough for you, but I'm prepared to help you in whatever way I can." (Note: Make no promises about what you can or cannot do concerning the student's future.)

WHAT NOT TO DO

Don't assume the abuse was a terrible experience. If the student was physically responsive it will only add to the guilt.

Don't criticize the offender. The student may deeply love the offender despite what happened.

Don't project your own reactions, revulsions, or moral indignation onto the student.

Don't use trigger words such as rape or incest. These may alarm the student.

MORE "DO" SUGGESTIONS

In most cases the in-depth interview to confirm the abuse will be conducted by the police or the Ministry of Human Resources. However, in some instances, teachers might find themselves in a situation where it seems important to do the initial assessment.

• Continue to reinforce the student by saying it is right for him/her to tell you.

• Ask open-ended questions.

— Can you tell me what happened?

— Where did he touch you?

— When did it happen?

— Where did it happen?

— How often has this happened?

— What did he say to keep you from telling anyone?

• Keep in mind at all times the student's developmental level. Young children will not be able to give a step by step chronological account of what happened. Help them to narrow down the time of assault by asking such questions as, "Was it day or night?" or, "Was it near your birthday?"

• Use language that is appropriate for the age, sex, and intelligence of the student. Accept terminology or slang.

• Facilitate expression for the younger child.

Note: If you are the first person to interview the student regarding the abuse, you may be subpoenaed to testify in court.



REPORTING SEXUAL ABUSE

Know your district policy

Bill 45 of the British Columbia Family and Service Act states:

Duty to report

"7. (1) A person who has reasonable grounds to believe that a child is in need of protection shall forthwith report the circumstances to the superintendent or a person designated by the superintendent to receive such reports.

(2) The duty under subsection (1) overrides a claim of confidentiality or privilege by a person following any occupation or profession, except a claim founded on a solicitor and client relationship.

(3) No action lies against a person making a report under this section unless he makes it maliciously or without reasonable grounds for his belief.

(4) A person who contravenes subsection (1) commits an offence.

Right of entry to investigate certain complaints

8. Where the superintendent has received a report that a child is in need of protection he shall investigate the circumstances, and if the parent or any other person refuses to allow the superintendent to have access to the child, the superintendent may apply *ex parte* to a judge in person or by telephone for a warrant authorizing him to enter and search a place specific in the warrant in order to investigate whether the child is in need of protection, and the judge may issue the warrant on being satisfied that access to the child is necessary to the investigation."

"In British Columbia, it is mandatory under the law to report sexual abuse."

If it is possible, make your report to MHR in the morning. The ministry will have more time to investigate the complaint.

ROLES OF THE SCHOOL/TEACHER/COUNSELLOR

Disclosing sexual abuse is a time of crisis for the victims. They do not know how the report of abuse will be received; they do not know how the people close to them will react; they do not know if they will be believed and supported, or blamed and

judged. They fear that, once the secret is out, all of the threats made by the offender will come true.

Most victims feel unloved, uncared for, and unable to trust. The longing to be cared for is a common need in victims' lives. The school can provide that caring and support at a time when the victims' home-life may be in turmoil.

Ways the teacher may help and support the student

1. Following disclosure, while awaiting the arrival of the social worker, the teacher may act as an interpreter of procedures for the student. (If students know what to expect when the social worker and/or police arrive, they will feel more in control of the situation and less frightened.) Some things that may be discussed are the various possibilities of what may happen to the victim and family within the next few hours. Some of these possibilities are:

- that the mother and father will be told;
- that the family, especially the mother, will believe and support the student;
- that a medical examination will be required;
- that the offender may go to jail;
- that the victim may have to stay somewhere other than home (with friends or relatives in a foster placement).

Find out what the student wants to happen, but don't make any promises you cannot keep. Do not contact the family yourself. Any contact prior to intervention by the Ministry of Human Resources may make matters worse.

2. Students will need support after they return to school.

— Talk to the student. Ask what you can do to help.

— Keep routines. Students often feel that school is the only place in their lives that is safe. If they are treated differently from others at school, feelings reflecting low self-esteem will be reinforced.

— Don't keep questioning or grilling the student. Rather, be there if the student wants to talk. Be empathetic. Try to hear how the student is feeling, and respond in such a way that the student feels you understand and care.

— Continue to monitor. Watch the student for emotional or behavioral symptoms that indicate the abuse may have started again.

3. In their families, abused children are often rewarded with attention for sexual or seductive behavior. At school, these same children are often isolated by their peers because of these inappropriate behaviors. Conversely, these victims may isolate themselves because of their feelings of guilt and shame. The teacher may:

- teach social skills that encourage normal peer group interaction;

— encourage the student to communicate needs and feelings verbally;

— teach that some touching is affectionate and some touching is sexual;

— encourage the student to have fun through appropriate play, art, music, and hobbies;

— involve the student in learning activities that raise self-esteem and feelings of self-worth.

NEED FOR INTERVENTION

Once the victims have revealed their secret, they are at risk within their families. They have defied the offender and made him the enemy. If nothing is done to protect victims, either the abuse will continue or the family may unite to drive them out. Thus, the person to whom the secret is disclosed carries a big responsibility. Because of the magnitude of this responsibility, often teachers or counsellors do not report the abuse. The student pleads with them: not to tell and, in respecting the confidentiality of the relationship or in trying to be loyal to the student, they remain silent. This silence can be extremely harmful because:

- The abuse will probably continue; moreover, the child may feel even more guilty for telling. The teacher is then in a position of helping to keep the secret, and the student believes that the teacher does not really care.

- Even if the student will no longer tolerate the abuse or moves out of the home, other children in the family remain at risk.

- The teacher may decide to tackle the situation by him or herself, call the family and threaten to report the abuse to MHR if it continues. Thus, MHR may be seen as a punitive service rather than one that exists to help a family in crisis.

Failure to report tacitly puts the teacher in complicity with the offender, and is breaking the law. The teacher thus supports the family secret.



NEED FOR PREVENTION

Even if all children told and all offenders received treatment, substantial damage would still occur. The best approach to the

problem of sexual abuse is to prevent it from happening. Prevention programs help children to protect themselves by teaching them that they have the right to make decisions regarding their own bodies. These programs also reinforce the child's ability to seek help and to say, "NO!"

School programs that deal with prevention start at the earliest age levels. They are aimed at teaching students the difference between "good touch," "bad touch," and what to do when touched in an inappropriate manner.

The following resources are helpful in teaching young children about sexual abuse:

Caren Adams, C. & Fay, J. *No more secrets* 1981, 90 pp. Order from Impact Publishers, P.O. Box 1094, San Luis Obispo, CA, USA, 93406

He told me not to tell, 1980, 28 pp. Compiled by King County Rape Relief. Order from King County Rape Relief, 305 South 43rd, Renton, WA, USA, 98055.

Kent, C. *Child sexual abuse prevention project*, 1979, 120 pp. An educational program for children. Order from Hennepin County Attorney's Office, Child Sexual Abuse Prevention Project, C-2100 Government Center, Minneapolis, MN, USA, 55487.

Williams, J. *Once I was a little bit frightened*, 1980, 14 pp. Order from Rape and Abuse Crisis Center, P.O. Box 1655, Fargo, ND, USA, 58107.

Williams, J. *Red flag, green flag people*, 1980, 22 pp. Order from Rape and Abuse Crisis Center, P.O. Box 1655, Fargo, ND, USA, 58107.

CONCLUSION

When a society allows adults in a caretaking role or in a position of trust to misuse children sexually, that society is saying implicitly to its children, "You are not of value and no one cares enough to protect you."

Children are being sexually abused. They need to feel free to disclose the abuse. As teachers, you may be there to listen. ○

A bibliography and a list of audio visual materials is available on request.

Lorie Robinson is a teacher and counsellor at Mt Douglas Senior Secondary School in Victoria. Lloyd Falconer is a teacher and counsellor at Mount Newton Middle School in Saanich.

PROJECT OVERSEAS: A SUMMER LOVE STORY

For 20 summers BCTF members have been sending some of their colleagues to conduct in-service training courses for teachers in the developing countries. Is the project worth while? The answer from this 1982 participant is an enthusiastic yes.



The author working with Ghanaian teachers last summer in Project Overseas '82. The classroom had no electric lights.

CHRISTINA MADER

● This is a letter to the average employed B.C. teacher who occasionally questions the amount of BCTF fees deducted from his or her paycheque.

I want you to understand how you were part of my 1982 summer and that you and I directly touched the lives of over 280 people in Africa — in Accra, Agona Swedru, Akim Oda, Koforidua, Kumasi and points en route.

If you enjoy numerical manipulations, multiply 280 times two groups of Project Overseas participants. You will arrive at the number of teachers in personal contact with Canadian teachers in Ghana. Now multiply that number by 15 participating Project Overseas countries, and you will have a world-wide estimate of the men and women squarely affected by one aspect of those monthly deductions labelled "BCTF fees".

○ These numbers do not include the spouses and children of the workshop participants whose lives we also entered, or the ripple effect of the in-service those

participants will give to their colleagues.

Yes, it was worth it. Let me fill in space between statistics. And let me speak only about experiences with my group. The Southern Ghanaian Team was two men, one woman.

Our hosts requested daily workshops for school administrators who also teach full time. They asked for these specific subjects: role of the principal (supervision), leadership styles, decision-making, classroom organization, communication, and reading.

Our group found military curfews conducive to evening work sessions. Quietly and gently we agreed on principles of operation: "Let's not just tell them how to do it, let's do it ourselves!" Thus our team's leadership style was democratic ("Could we all three speak at official functions as an example of sharing power?"). Decision-making was by consensus, ("Fufu and fish-beef soup for tomorrow's lunch? If there are no objections I'll have the cook prepare that").

Supervision generated students who analyzed a demonstration lesson in which

THE B.C. TEACHER, NOVEMBER-DECEMBER 1982

they themselves took part. ("Please mark a check on this seating chart each time I ask someone a question.") *Reading* meant recognition of the problem that there was virtually nothing printed for my students to have their students read. ("Look at the sketches in my journal while I read aloud a few of the entries. I am now demonstrating an approach you can copy called Language Experience.") *Communication* became pure joy with the help of one of my team mates. ("Let me read the list of non-verbal signals I saw this class project to Christina in the last exercise. Then tell me if that is how you felt.")

Until this summer I had experienced such cohesion, hard work, openness and laughter only in all-women groups.

In short, nearly overnight our trio became a close-knit team who supported and led one another through incredible adventures in Africa. "Another great day in the jungle," I'd laugh each night.

Such attitudes are visible and each one of us radiated confidence, happiness and a total desire to be involved in exactly what was going on. Naturally our students were drawn to that; who wouldn't be? We ourselves were drawn to that, both in each other and in our Ghanaian hosts and students. Two such exceptional people deserve mention.

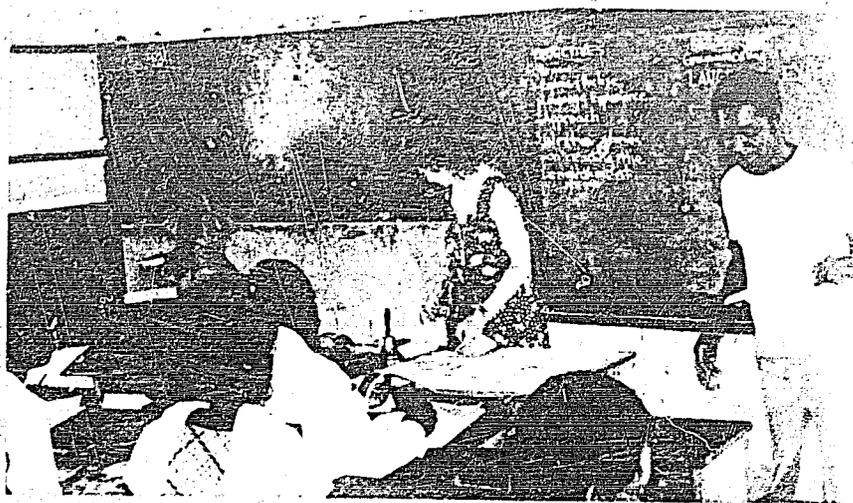
One, Mary Kwabi, a teacher from Akim Oda, guided us through the market and explained new smells and customs. Once she walked many miles in her Sunday best to pay a visit. That evening our group sat spell-bound listening to the story of her life. It was a tale of strength and courage remarkable in its uniqueness yet typical in honesty and frankness to those of other Ghanaian women to whom I became close. Later Mary presented me with a bracelet identical to hers and told me we could be sisters.

The second person who radiated the same confidence and inner peace was Tom Bediako. He was our host and local "Big Man", the top official of the Ghana National Association of Teachers. Certainly we were all drawn to him, his remarkable witty intellect and interpersonal skills, his wonderful laugh. He has the rare ability to view problems and solutions from a global perspective and can translate those into words close to one's own heart. I just loved him and feel fortunate to have been taught by him, even briefly.

As I am writing to you, the average B.C. teacher, you are educating our children — some of you my daughter — during trying economic times. I want to reach out now and speak as I did to my Ghanaian principals.

"Sometimes our own difficulties seem overwhelming. At such moments it helps to

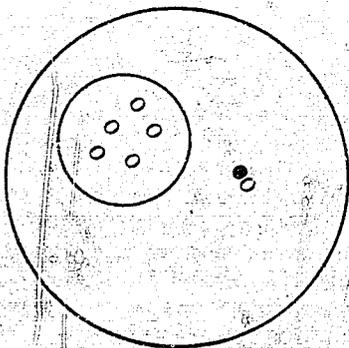
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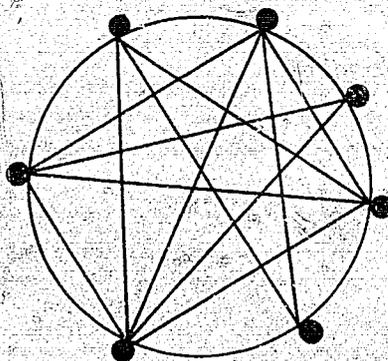
The Ghanaians attending the workshops presented by the Project Overseas team were all school administrators who taught full-time. Each day they came filled with enthusiasm and eagerness to hear, practise and observe the techniques presented by their Canadian colleagues.

have a friend who adds a new perspective. Let me do that now. I shall paraphrase for you my favorite poem:

They drew a circle that shut me out.
Heretics, rebels
used violence to flout.
But love and I had the wit to win —
We drew a circle that took them in.



The skin color or culture of the previous speaker is obviously immaterial. I call this The Mader Inclusive Theory of the Universe and draw it like this:



Each day our students came filled with enthusiasm and eagerness to hear, practise

and observe what we believe are sound educational approaches. Given their problems, I marvel at their ability to do so. Every class had a few students who were hungry. A few who were chilly. A few who were tired from field work or the long walk to our sessions. And always some with malaria.

Was it worth it? Yes. Yes. Yes.

Canadian teachers through us inspired the Ghanaian teachers with energy to carry on. We provided an opportunity to reaffirm traditional values (Ghanaian dancing, drumming, medicine, Adinkra poems and symbols) and a setting within which to practise taking new directions as teachers (role play, peer tutoring and feedback, for example.)

I believe this contains the beauty of what Project Overseas can be and in fact was to us three. I believe this is what I am trying to communicate to B.C. teachers be they in Victoria or Kitwanga: you and I helped others and thus ourselves.

What I am writing about is true for me as well. Perhaps this winter the euphoria of my African summer will be threatened by the reality of having been a first-round cutback casualty and temporary Saanich teacher. At that point what we, the Southern Ghanaian Project Overseas Team 1982 gave out in such profusion will circle back: friendship, laughter, love and tenderness.

As I had learned to do at a Native Indian Giveaway ceremony one Spring, this Summer I left the most cherished beads I had with a Canadian friend in Accra. I wonder in what form that gesture will come back to me next Winter when I need it?

I close as educator and as woman with a thank you gift for all colleagues. It is my favorite cross-cultural proverb: "If a tree takes 300 years to mature it is important to plant it today." O

Christina Mader formerly taught in Saanich.

What we need in pensions

BRUCE C. WATSON

Over the past four years there have been at least eight major studies at the federal and provincial levels on the question of pension reform. In addition to these major studies, consulting firms and associations of

people involved in pensions have entered the fray. Numerous national and provincial meetings have been held as a part of this great "pension debate".

The government of British Columbia made its contribution in June 1982 in the form of its green paper, "Developing a

Pension Policy for the Future".

The BCTF's Pensions Committee reviewed a staff paper written in response to the government's position, and the Executive Committee approved the following submission to the government's Pension Task Force.

●The British Columbia Teachers' Federation, throughout its history, has given priority attention to the needs of its retired members and is therefore pleased that the government of B.C. is focussing attention on the inadequacies of the retirement income system in general.

We believe that persons should have access to a pension plan that permits the orderly accrual of fair and adequate pensions and related benefits and that provides for the orderly financing of these benefits.

We believe the principal purposes of a pension plan should be:

To provide the structure by which persons may enjoy reasonable financial independence in retirement.

To provide financially secure arrangements so that active and retired persons can with confidence make personal and financial plans for the future.

To pool and to moderate the risks in providing long-term financial security.

To share among all persons some of the planning, organization and the management activities involved in providing financial security in retirement.

Although it is recognized that the individual should accept some of the responsibility for his or her retirement years as he or she now does for the work years, mechanisms should be in place within our society to assist the individual in this task.

This assistance may take many forms — compulsory provision of pension plans, compulsory participation in pension plans, earlier vesting and lock-in, incentives through Income Tax Act changes to save for retirement, improved communication of benefit programs, provision for participation in financial and pre-retirement planning.

We believe the federal and provincial assistance programs for those who now reach retirement without adequate income should be upgraded to ensure these persons receive adequate support.

We believe the private pension plan system should be retained to permit the particular needs of employee groups to be met and should be expanded to ensure all employers provide pension plans.

Within these principles, this submission will focus on the various policy alternatives and/or steps outlined in the discussion paper.

PENSION COVERAGE

All employees — regular, full-time, part-time, temporary — should have access to a pension plan. Coverage should commence at an early age and be a condition of employment. As outlined later, contributions should be locked in.

Although the discussion paper indicates that 53.2 per cent of the paid work force is

covered by private pension plans and that this percentage would "increase significantly" if the contributors to registered retirement savings plans were included, in Canada as a whole 40 per cent of all contributors to RRSPs in 1979 also contributed to employer-sponsored pension plans. (Pension Plans in Canada — 1980 — Statistics Canada). This percentage would be greater when non-contributory pension plans are included.

Therefore, we contend that coverage is a problem that should be corrected.

We recommend that all employers must provide pension plans and that all employees must participate in those plans.

In the context of current society adequate provision must be made for the female employee who has interruption of earnings through time off for maternity and child-rearing.

We recommend that the Canada Pension Plan be amended to provide a drop-out provision for maternity and child-rearing years and to provide a mechanism for part-time and/or full-time homemakers to attain coverage.

We recommend that all private pension plans make provision for recognition of service/contributions while an employee is on a leave of absence for maternity and/or for child-rearing.

We recommend that receipt of maternity,

unemployment and sickness benefits be recognized as eligible income and service for pension purposes.

INFLATION

Probably the greatest concern for retirees is security — of home, of income, of health, of friends, etc. A person may retire with a degree of certainty regarding his or her income only when the monthly pension benefits, from whatever source, are indexed to some known measure such as price changes. Ad hoc increases given at the whim of a pension plan administrator or employer do not provide the ongoing assurance required if people are to enter retirement and are to live as retirees with a reasonable peace of mind. Many imminent retirees and those already retired have lost faith in the pension system. They have seen the income they had planned for or thought at time of retirement to be adequate evaporate through the effects of inflation. Current pensions in many cases need to be increased and all pensions need to be indexed, not only to restore and maintain purchasing power, but also to restore confidence in the pension system.

We therefore recommend that all private pension plans be required to provide annual increases in pension benefits based on some known measure of inflation.

PORTABILITY — PROTECTION OF ACCRUED BENEFITS

In a world of swift technological change and relative ease of travel, people will not, by and large, remain with one employer or group of employers throughout their working years. Provision must be made whereby pension credits cannot be removed either by the employee or the employer. The eventual pension benefit should be reflective of the total working career of the individual with each employment segment paying its fair share of the final benefit.

We therefore recommend that full vesting and locking-in of accrued pension credits be compulsory after no more than two years.

Further, a mechanism should be available for transferring the credits of vested pensions including employer share, where necessary, to a locked-in RRSP or to some other suitable central agency.

To protect the value of deferred pensions, some measure of inflation adjustment should be compulsory during the deferred period.

RETIREMENT AGE

A focus on retirement age tends to divert people away from a consideration of the

quality of life during the work years. Reams have been written on why age 60 or 65 or whatever should be the age for mandatory retirement or the age on which benefits should be based.

Very little has been written on the quality of the work life, on how we spend our years as employed persons. Do people really want all their leisure time at the end of their careers? Would people perhaps prefer to spread some of this leisure throughout their careers through intervals of part-time work, leaves of absence, longer vacation periods, etc.?

Perhaps what is required now is a more innovative approach to the working years rather than a continuation of the debate on mandatory versus non-mandatory retirement.

We therefore recommend the encouragement within occupational groups of specific mechanisms to permit employees more periods of non-work during their careers; for example, deferred salary leave plans, and to permit phased retirement over a period of time.

Together with this, we recommend the elimination of a mandatory retirement age.

ADEQUACY OF PENSIONS

For employed persons, the pension income should reflect pre-retirement employment income. We live in a society where salary and wages are determined on the basis of qualifications, responsibility, experience, danger, type of employment, etc. Seldom is the argument for salaries and wages based upon an argument of "need." Similarly, when looking at pension income, there is no validity to the argument that a pensioner is receiving more than he or she "needs".

The question of "need" is useful only in the context of a minimum, based on cost of housing, food, clothing, etc., below which retirement income should not fall. These minimum standards should be met through government programs (OAS, CPP, GIS, GAIN) financed on a pay-as-you-go basis.

We agree with some of the arguments in the discussion paper that the expenses of retired persons are less than those of people who are in mid-life. However, people tend to spend in relation to their incomes and as disposable income increases with age, prior to retirement, so does expenditure on items not attainable when everyday living costs consumed all income. Only those who are relatively well-off are in the position of becoming savers. Therefore, pension income should reflect pre-retirement employment income.

Further, it is erroneous to assume as

stated in the discussion paper that "all major consumer goods such as cars are fully paid for and therefore no longer an expense." This may be the case at time of retirement but such durable goods have to be repaired and/or replaced. Therefore, for a considerable number of years into retirement, the retiree who enters retirement with minimum savings must continue to save to take care of such capital expenses.

Again, in this regard, please refer back to the section on inflation and the absolute need for the pensioner to feel secure about the future.

Although the role of savings in the provision of retirement income cannot be overlooked, the opportunity for significant income from savings is open primarily to the upper-income levels.

We therefore recommend that the adequacy measure for private pension plan benefits, plus CPP and OAS benefits, be related to the income earned prior to retirement.

SURVIVOR BENEFITS

Changes in our social structure have brought people to look at pension plans in a different light from what they did a decade ago. A pension benefit earned during a marriage is now viewed as a family asset, jointly owned by both spouses. Each has a responsibility to the other when it comes to consideration of the ownership of the retirement income.

We therefore recommend that where there is a spouse, including common-law, the pension must be taken on a joint survivorship basis with waiver of this provision only with the written approval of the spouses.

SECURITY OF PENSION BENEFITS

As discussed earlier, security of income is a prime concern of retirees. In addition, people not yet retired should know that the benefits promised to them upon retirement will in fact be paid.

We therefore recommend that all private pension plans including public-sector employee plans be required to meet funding standards adequate to ensure promised benefits will be paid.

We recommend that the government invest the CPP funds in real and productive assets and that the contributions of public-sector employees be likewise invested.

We also recommend that benefit standards be set and enforced both for the private- and public-sector plans in British Columbia.

Continued on page 86

FORTIFYING THE BARRICADES

One result of the unrealistic goals of the last two decades in education is that there is a move to downplay academic studies in the colleges. This would be a backward step in the pursuit of civilization.

CLAUDIO VIOLATO

●The provincial government seems bound on a course to change the nature of B.C. colleges from essentially academic institutions to vocational/technical institutions. As a result, academics are increasingly called upon to "defend academic education" — something of intrinsic worth.

While schools have been under siege repeatedly in the last few decades, today's renewed onslaught has a special character. It is directed, primarily, toward academics — those students and teachers of such esoterica as history, literature, psychology, philosophy, mathematics, biology and so forth.

This new attack is not merely one of rhetoric, hyperbole or charges of irrelevancy; it is much more serious and dangerous than that. Today the critics of education are wielding an economic weapon.

As financial and other commitments to academia become increasingly more tentative, academics are rallying to fortify their defences. But first it must be understood very clearly what is to be defended. Perhaps this is best done by understanding what is *not* to be defended.

In the last few decades, people involved in education have allowed (and sometimes encouraged) various interest groups to force their aspirations, goals and objectives on them. For the most part, teachers have

willingly gone along with the pretense that they could confer, *en masse*, creativity, individuality, good citizenship, responsible democracy and so forth. They have, of course, failed in achieving these impossible goals.

But while they pursued these amorphous spectres, the emphasis shifted from content to process — so-called "methods." "New" methods were tried, discarded or replaced, rediscovered and reinstated only to be discarded again. A seemingly endless parade of methods were tried: from teacher-centred to student-centred classrooms, from programs for the underprivileged to programs for the "gifted" (that is, privileged), and from teachers as purveyors of knowledge and discipline to teachers as warm and affectionate "therapists" attempting to bolster self-esteem. Just as fads and fashions come and go, so too methods have had very little staying power. However, not everyone found this milieu unprofitable.

Various manufacturers and distributors of "educational technology" found this quagmire of pseudo-educational reformism a rich market for their wares. Thus entered teaching-machines, programmed instruction, overhead projectors, slicker and simpler text-books, film strips, television monitors and a bewildering array of other

gadgets — the mini-computer being the latest that has been promised as a savior.

The curriculum, too, has undergone a strange metamorphosis. In a typical college calendar for example, one finds the following courses offered: Basic Meditation: Theory and Practice, Parapsychology, The Role of Women in Society, and Personal Growth and Awareness. The last of these has, as one of its goals, nothing less than providing a "setting for individuals to discover themselves and others!" One can find this trivialization of the curriculum in elementary and secondary schools, and in colleges and universities.

SCHOOLS HAVE FAILED

Through all this, schools have been plagued by disarray and confusion, by more than a trivial proportion of ill-prepared and uninterested teachers, and by attacks both from the outside and inside. While the quality of schools and education in general decreased, loftier and more difficult to attain goals were promised. It is with relative ease, therefore, that such organs of mass culture as *Time* can regularly make the case that "the schools have failed." Today, the critics of schools and education can rightfully lay the charge of failure at the feet of teachers and academics.

The pleasant sounding but impossible goals — that which Freud referred to "as a delusional remoulding of reality" — served their purpose at one time. They helped to perpetuate the myth (which, as Jacques Barzun noted, is a traditional American belief) that education can do what the rest of the world leaves undone and undo the wrongs that the rest of the world has done. No doubt, these lofty goals and aspirations also allowed teachers and academics to harbor an exaggerated sense of their own importance. Education cannot eradicate racism, poverty, sexism, delinquency or a whole host of other social ills — an observation that both Marx and Engels made some time ago. Nor can teachers, with their relatively modest influence, easily reverse the damage done to the intellect and psyche by the stunning hammer blows of conditioning within a commercial culture.

Anti-intellectualism and anti-culturalism (usually referred to as popular or mass culture), which are pervasive and deeply entrenched attitudes in this part of the world, cannot be so easily ameliorated. This, though not impossible, requires intensive and sustained effort. Bigotry, barbarism in interpersonal relationships, conservatism and crassness in culture generally (all of which are disturbingly widespread), cannot be eradicated by simply having people "take" a few courses or a BA. But

the belief that all of this could be done by partaking of the "smorgasboard" curriculum was encouraged and perpetuated by education people.

Particularly sadly, some people who should have known better (such as psychologists), aided and abetted those who held these foolish notions. Education people were (and are) inundated by a variety of quick-cures, psycho-educational remedies, "therapies" and panaceas of all sorts. Thus we had (and have) the banal prescriptions of Dr. Glasser, Dr. Joyce Brothers, Dr. Dreikurs and others — all Ann Landers' with PhDs or MDs. So today we have *parenting, reality therapy, superlearning, stress management, and suggestology.*

Of course some American psychologists have been particularly guilty of huckstering nostrums by which the sleaziest ad-person would be embarrassed. Just as we had the phrenologists not so long ago, today we have what might aptly be called the neophrenologists: those who give advice about "educating the right half of the brain," or prescribe ways and methods of "enhancing creativity." While these palliatives were being offered, new syndromes were discovered. Suddenly, *hyperactivity and learning disabilities* have become commonplace. Amidst this psychobabble and a mountain of self-help books, psychology — once the promising young science of humankind — has become bogged down in the swamp of commercial culture.

We more humble Canadian folk have shamelessly boarded the American bandwagon, hoping, perhaps, to share in some of the glory of our more glamorous southern counterparts. But, alas, the grandiose dreams and promises of the 60s and 70s have finally shown themselves for what they always were: empty rhetoric and cynical self-serving activities.

Is it the unrealistic goals and aspirations of the past two decades that should be defended? No. But academics and teachers should defend the sound notions of any thoughtful and reflective person that it is



"Lots of kids talk in class. What's so different about my kid?"

"Innovations Unlimited"

better to know than to be ignorant; that it is better to think than to react; that it is better to be cultured than to be crass.

Teachers and academics *cannot*, nor should they pretend that they can, cure social ills that are essentially politically and economically determined. Their goals should be more realistic. They *can* reduce ignorance and boorishness. And these are necessary if not sufficient conditions for a person to become civilized.

Evidently then, academics and teachers must promise less and deliver more. They must resist, as much as possible, the imposition of business values on educational practice. The measure of the worth of an academic institution is not the number of graduates that are churned out per year, but rather the quality of those graduates. This quality is not to be measured by the size of salaries (if, indeed, work is found) or their technical and motor skills, but by the degree of literacy and knowledgeability.

RESIST U.S. INFLUENCES

Academics and teachers in the future must be more selective in their importation of American educational goals and psycho-educational remedies that may be inappropriate for our own situation and ideology. In the past there has been an eagerness and willingness to import, wholesale, American remedies, textbooks, magazines, professors and culture generally at the expense of our own more modest culture — for the American education system seems bound on a ruinous road.

But now, the provincial government seems to want to change B.C. colleges into vocational/technical institutions. There is an apparent desire for a shift to high motor, low cerebral activities. This, however, would be a backward step in the pursuit of civilization. Intellectuals, academics and other thinkers have always been (and always will be) the guiding lights toward civilization and away from barbarism. When the barbarians triumph, the consequences are dire. (Note for example, the outcomes of Nazi Germany where the barbarians dominated the intellectuals.)

While there is cause for criticism as we have seen, colleges can be an important civilizing force in B.C. today. Their destruction is tantamount to throwing out the baby with the bath water. If an important civilizing force is desired in our province, the colleges must give more emphasis to academic studies, not reduce academic activities.

Can we ask for anything less? We need much more. ○

Dr. Claudio Violato teaches in Kwantlen College in Surrey.

EDUCATION: IN SEARCH OF A PURPOSE

If students are to get a basic education that will prepare them for a productive future, major changes are needed in our secondary schools and colleges. General education is fine, but people also need an education that will help them earn a living.

ROSS REGAN

●When public education evolved, there was general agreement on the purpose and the means of financing schools. But we now have a comprehensive education system extending from elementary through post-secondary with no consensus on the purpose or the means of financing schools and institutions.

We need to establish statements of purpose and principles that govern the policies and allow educators and the public to derive satisfaction from their participation in this complex educational structure.

The process of evolving a long-term plan for education is vital; it must involve the public in collaboration with educators to meet the needs not only of our young people but also of adults — politicians, employers, unions, parents, and other segments of society.

Six years ago the BCTF initiated a plan for involving the public in a study of educational needs, but there was limited support from other groups. There is more information available now than ever before to formulate long term plans for an education system that will provide for social and economic growth in Canada.

While it is evident that one's education and choice of career influences future lifestyle and ongoing educational needs, opinions differ on the extent to which career

education should permeate the public school curricula. Educators advocate that the poor, the disadvantaged and the minority people can be saved by the schooling process, yet we still have a 30 per cent dropout rate from secondary schools in Canada.

School programs are used to "screen out" students from regular English and mathematics courses in our time-based course organization of education. These students eventually leave or "graduate" with "modified" and watered down English and mathematics skills, and face a severe handicap for either employment or continuing education, because employers and post-secondary instructors specify a higher level of basic skills for entry. If all students are to achieve a basic education that will prepare them for a productive future, major changes are necessary in the secondary schools.

One Member of Parliament from B.C., Frank Oberle, conducted his own study in 1981, and concluded that the current state of secondary education in Canada must be regarded as a primary contributor to our youth unemployment predicament. The Honorable Warren Allmand stated that we have a 28 per cent functional illiteracy rate and has advocated a major review of the education system.

Students need better education; they cannot cope with the working world when this basic right is denied them. Career education is one way to cultivate greater interest and purpose to the learning process, and has been proven effective when employers and the community are more directly involved in education. Put students who want to learn with a person who wants to teach and good things will happen.

SPECIFIC PURPOSE NEEDED

For this to be meaningful in the complex education system, we must be more specific on purpose than the policy of the Canadian Teachers' Federation, which states: "The fundamental aim of education is the intellectual, aesthetic, physical, emotional and ethical integration of individuals into complete persons who realize self-respect, self-fulfillment and their relevance in society" (1980).

Contrast this with the Organization for Economic Cooperation and Development report for Canada in 1976. "... for both social and economic reasons, society has a responsibility for providing all young people with a full vocational or professional qualification utilisable on the labour market, upon which their future education and retraining may build."

Emphasis on academic studies leading to university entrance still prevails as the primary purpose of the secondary schools, yet only 12 per cent of the graduates go on to university and only four per cent of the population earn a degree. Colleges stress their academic transfer courses but only a small percentage of students continue their education and complete a university degree. Today the colleges are no longer a domain of the young, as mature adults recognize the need for upgrading of their education to meet technological change. Projections of future enrolment show a steep increase in the college population above the age of 35, according to a 1982 report from BCIT.

The present college and institute system in B.C. evolved from the melding of regional vocational schools and community colleges in 1972. Today 22 institutions are attempting to serve a wide variety of specialized functions to meet personal and career needs of individuals. However, there is no stated purpose that has been agreed to by educators and the population they serve. At a time when most education systems are experiencing severe cutbacks, British Columbia is fortunate in being able to increase the operating budget by 12 per cent, but long-term plans are needed to establish priorities.

Based on recent studies, Canada has a serious problem in providing education and

training to meet current labor needs. Precise forecasts of employment needs are very difficult to compile but there is increasing public sentiment for training Canadians for jobs in Canada. There has been a significant decline in offshore recruitment for skilled occupations but the Honorable Lloyd Axworthy estimates that over 20,000 trained people will be admitted to Canada each year for the next 10 years.

The federal government has been directly involved in funding employment training programs for 70 years and future grants will be based on projected economic and industrial needs of the country. In the proposed legislation for a new Adult Training Act to replace the Adult Occupational Training Act of 1977, the federal government plans to fund "targeted programs" that will lead to adequate employment preparation of individuals who need the education to be employable.

Provincial priorities have tended to follow the availability of federal funds, and the colleges and institutes will continue to be governed by this influence.

Educators at all levels need a process to assess the requirements of society before taking rigid positions for or against the priorities set by provincial and federal governments. An advertisement in the *Vancouver Sun* earlier this year indicated that Kwantlen College needed a philosophy instructor to teach courses including existentialism, epistemology, ethics, metaphysics and history of philosophy. At a time when our country is in extreme financial and economic difficulty, one can justifiably question the wisdom of priorities set by educators. General education and transferable academic credits are fine, but people also need to obtain education and training that will help them to earn a living and contribute to the economic and social benefit of society.

INVOLVE THE PUBLIC

As we move away from the institutional delivery of courses with new technology for learning, more people can benefit from a broad offering of general academic courses. Educators are struggling with the means to adapt instruction to the new methods and may be able to reduce some education costs. Again, long term plans are needed to adapt education to new educational technology and distance learning concepts.

Schools have always had their critics but one of the ways to avoid general criticism is to involve the public in a formal and meaningful partnership with educators in the determination of policies at all levels of the system. Parent advisory councils for the elementary and secondary schools, and

industry and community advisory committees for post-secondary institutions can be used to review any new proposals and to set priorities. On the basis of policies and goals, advisory groups can review objectives and evaluate the success of any educational process. As the public demands more accountability, it should also become more active in planning and assessing results of the public investment in education.

Standards of performance are needed and competency-based education is a concept that has potential for most schools and institutions. Moving from time-based requirements to performance-based curricula and mastery learning will require a major shift in the philosophical attitude of many educators and their view of the purpose of schools. Educators would be required to specify goals, objectives and evaluation methods in clear and precise language that could be readily digested by the students and by the community.

INSTITUTE LEADS THE WAY

One institution in the province is doing that now. The faculty of the Pacific Marine Training Institute has adopted the competency-based model in designing the curriculum for courses leading to Master Mariner and First Class Marine Engineer status. Instructional content of physics, mathematics, chemistry and English is combined with the technological content of courses in a manner that clearly identifies the desired performance levels for students. Results are determined by examinations set by the federal Department of Transport, and there is consensus on the purpose of the training. The marine industry plays an active part in establishing the goals of the programs leading to the acquisition of both social and technical skills for persons to work on local and ocean-going vessels.

If educators are to avoid fragmentation and discord by reacting to external influences regarding the purpose of school programs, they must collaborate with the public to establish the purpose of education.

The future progress of Canada will be determined by our ability to survive in a technologically oriented world, and we must prepare people with the education they need. Short term solutions will not solve long term problems in education.

Teachers and parents can work together, and instructors and employers can collaborate on the educational needs that must be provided in this decade. We can do more for less money if there is a unified effort. ○

Dr. Ross Regan has served on the BCTF Executive Committee and recently completed doctoral studies in technical vocational education.



Stress on Schools + Stress on Families = Distress for Kids

Cutbacks in spending on education mean that schools must rely more heavily on homes to support and supplement the work of teachers. But fewer families in these hard times can keep pace with what the schools require of them. Inevitably, children are the losers.

NANCY S. JACKSON

The following is the summary of an information paper prepared for the Canadian Teachers' Association by Ms. Jackson. Copies of the complete paper are available for \$2.00 each from CTF at 110 Argyle Avenue, Ottawa, Ontario K2P 1B4.

THE FAMILY IN THE CONTEXT OF CHANGE.

It is a time of economic crisis for families. There is more money going out and less money coming in, for more families.

Children feel the economic squeeze as well, and they take the difference with them to school.

Older students feel the pressure to take a part-time job after school, to earn spending money if not to help pay the rent, or to buy gas for the family car.

Younger students may be unable to participate in sports programs or music programs, because they have no means to earn the money.

Some students feel embarrassed about not having the same equipment as others do, like a calculator in math class.

Mothers used to provide for their families by cooking, canning and sewing. Now, many of the things her family needs cannot be made with her labor at home — ice skates, calculators — and many other expenses cannot be met with her labor — like the mortgage payment, and the heating bills. It is no longer economical for her to stay home; she can acquire more value for her family through her wages than she can contribute by staying home.

This is the context for the changing profile of the average Canadian home. A majority of households no longer have a full-time worker in the home, whether they be families with the lone parent in the labor force, second earner families, or collective households. Families with "mother at home" are now an exception to the rule, and declining in numbers.

This also means that in a majority of homes, parents are facing increasing pressures. They need more time and they need more money to meet the needs of their families. It seems nearly impossible for most families to get both. When parents are employed outside the home, there are significant changes in the amount and kind of time they have available for their children and for the school.

For the family with higher income with the wife employed outside the home, things are a little more flexible. Her earnings are not required to meet the basics, so they can be spent in ways that make the family more free, including replacing her services in the home. She gains both time and money by

taking a job. So does her family. So does the school. She is in a better position to participate on the consultative committee, contribute funds to the sports campaign, buy a cheesecake for the raffle, or spend more time helping her daughter with her math problems. Everybody benefits.

In families with middle and lower incomes, the added income of a second earner will relieve the pressure of keeping pace with expenses — mortgage, food, heating. If her earnings are good, they will also provide some discretionary spending such as music lessons, or ice skates.

But her income will not be sufficient to buy her own replacement at home as well, so the cost to her of having an income is the added burden of the double work load. She will still go home and do three-quarters of what she did before. So she pays a high price in her own lost time. It adds a new kind of pressure, and takes away some of the things she used to do for her family, and for the school as well. No more cookies for the bake sale, library volunteer work, or consultative committees.

The education of children is at stake

In the face of these multiple pressures on home life, it is often the expectations of the school that will fail to be met. This will be true for the student who is over-tired after work and consistently fails to get his or her homework done. It will also be true for the parent who finds it harder to be available to supervise homework, take a trip to the library, or help out with the remedial reading group. The same parents will be the ones saying "No" to the Christmas concert, and "No" to the field trip, and will fail to show up on time for the parent/teacher interview.

These changes in the organization of personal lives are rooted in fundamental changes in the economic and social fabric of Canadian society. They can be expected to remain for the foreseeable future; the status quo ante cannot be reinstated.

The changes cannot be understood solely as matters of personal preferences, or merely as expressions of changing social values, nor as an artifact of the women's movement. Rather it is the case that the

socio-economic fabric itself is shifting, of which the family and the school are only a part.

THE SCHOOL: SETTING STANDARDS FOR THE HOME

Education, as well as the family, is in a continuous process of change and development. In thinking about the relation of education to the family, it is essential to keep in mind this dynamic. Schools and families are swept along in a process of historical change in which the expectations and assumptions that are part of the relation between them also change. Thus for educators, the problem is not merely one of families living up to some perennial set of obligations. Rather, expectations keep changing in relation to the changing social context and changing educational practices.

The school establishes standards for the home through the routine expectations it has of children. The home comes to be organized, in part, around the work of satisfying these expectations of the school. As the school changes its practice, it has the effect of changing the standards to which the home, and the mother in particular, are expected to comply.

IN THE CLASSROOM

The elementary classroom teacher has perhaps been the most aware of the ways in which his or her work depends upon the home if plans and expectations for the day's activities are to be successful. Tired and hungry children don't learn well and are often disruptive. The provision of proper food, rest and clothing, on a daily schedule that conforms to the school's timetable, are thus the most basic way in which mothers meet the schools' requirements for their children. Even some of these very basic expectations change, for instance as conventions of appropriate dress and standards of health, hygiene and grooming have changed and developed over time.

Other aspects of the schools' expectations of students are less obvious, and have been less well documented. Recently some interesting work has begun to appear that explores the learning that takes place in the home in such areas as language development and patterns of social interaction. These are specific skills that many school processes take for granted, but that depend on particular kinds of training that mothers give their children at home. Thus they form a kind of hidden work order for mothers.

As methods of classroom organization and lesson design change and develop over time, the expectation of particular skills learned in the home shifts as well. Recently there is an increased interest in the ways

that mothering practices change in response to currents and trends in educational methods. This happens most among middle class mothers who are anxious to provide the best possible preparation for their children to satisfy the expectations of the school.

OUTSIDE THE CLASSROOM

There is also a well established tradition of expectations between the school and the immediate community of parents it serves. This relation changes over time in response to a number of formal and informal practices. For example, shifting funding formulas make changes in the degree to which a school requires its own community of parents to provide it with operating funds. Changing staffing practices determine the degree to which the school needs the assistance of volunteers from the community in various capacities in the classroom, the lunchroom, the office or the playground. The professional practice of a particular teaching staff affects what is expected of parents in co-operative, extra-curricular activities and organizations such as a PTA.

Perhaps the best example of an increase in these expectations is the development of the community school concept, and more recently, the introduction of parent consultative committees in the schools. The community school model was hailed as a means to make schools more responsive to the social and educational needs of their immediate communities.

This model of co-operative relations between the school and the community places a number of demands on parents and others in the community. It involves parents in the processes of planning and decision-making on a variety of issues, from the use of facilities to policy on discipline. It emphasizes the involvement of parents and other adults in the classroom to aid with classroom projects and/or supplementary instruction. Thus, both time and expertise of various kinds are required of parents to fulfil the terms of this co-operative relation with the school.

THE CONTEXT OF CHANGE

Two familiar developments in the school are noteworthy here. One is the movement toward more standardization of curriculum and evaluation, and increased accountability for classroom practices. The second is the reduction in the level of support services as a result of cutbacks in educational spending. The effect of these two policies has been to make the performance standards for students (and teachers) more rigid at the same time as limiting the resources available to teachers in meeting the particular

educational needs of the individual or the community. Both of these policies result in increased demands on teachers. They also result in intensification, both directly and indirectly, of the demands on parents.

Indirect demands on parents arise as teachers are less able to attend to individual needs in the classroom. The needs do not disappear; they show up elsewhere. Parents increasingly do the work of mediating between the particular needs of the child and the increasingly inflexible school environment.

The child may need more time at home with school lessons, if individual help is less forthcoming at school. Fewer contact hours per child with the speech consultant or the remedial reading teacher may mean that the parent needs to spend more time doing drills and exercises at home. Less contact time with the librarians may mean that the child needs more help with his or her term project.

Heavier caseloads for the social worker, the nurse, or the school psychologist may mean that the parent carries more of the burden if problems arise. Less access to the guidance counsellor means that the work of educational counselling, selecting courses and programs, is left for the families to do, however ill prepared they may be. When the handicapped child is placed in the regular classroom, the need for the work of mediation by the parent becomes particularly acute, as the new teacher may be unfamiliar with the unusual needs of this student, and may be too busy to notice.

MORE DEMANDS ON PARENTS

More direct demands on parents also spring up in the wake of budget reductions. More volunteer time is requested by the school: in the library, the school office, the lunchroom, the playground. There are more fund raising events and requests for contributions to support playground equipment, sports programs, and field trips that are included in the school program but omitted from the budget. More participation is requested in such tasks as organizing and staffing field trips, collecting classroom materials, supervising sports events, or assisting with remedial groups.

Thus, both inside the classroom and out, limitations on resources in the school mean an intensification of demands on the home to make up the difference. Parents, like teachers, have to do more work to get the same results from the school.

Not all families, or all communities of families, are equally well prepared to fulfil these functions the school variously requires and expects from them. In fact, those communities with the greatest educational needs are often precisely the ones that have



The school establishes standards for the home through the routine expectations it has of children. The home organizes, in part, around the work of satisfying the expectations of the school.

the least resources — time, money, expertise — to support and supplement the work of the school.

For many families, the expectations of the school are unfamiliar, confusing, and even threatening. And the consequences of fulfilling those expectations are not readily understood. The students' lack of compliance with routine expectations of the school is not seen as a problem originating in the inappropriateness of the school to the educational needs of these students and their families. Rather, it is seen as an indication of the culturally or educationally disadvantaged family background of the individual.

CONCLUSION

Both the home and the school are struggling with declining resources. Cutbacks in educational spending mean that in both formal and informal ways, the schools are increasing their reliance on the homes to support and supplement the work of educators.

Meanwhile, an increasing number of homes have fewer resources to spare. Costs are rising faster than incomes; there is more job insecurity and less mobility; more families depend upon two incomes to survive;



No longer is the carefree enjoyment shown by this boy characteristic of most students. As the economy has turned down, more and more students have felt the economic squeeze, and they are coming to school as changed people.

and more mothers are managing families with absent fathers.

These trends show little sign of reversing for either the home or the school for the foreseeable future. We have come to the end of the period of post-war prosperity in which both families and schools enjoyed expanding budgets and high expectations.

Now we find growing dissatisfaction on both sides. Alienation increases among growing numbers of students and parents faced with school programs based on expectations to which they cannot conform. Disillusionment increases among educators as their expectations are consistently not fulfilled by a growing number of homes. Nobody can see clearly where the trouble is coming from. But many people observe that fewer and fewer families seem to keep pace successfully with what the schools require of them.

Indeed, it is only those communities in which families have the greatest resources that can successfully fulfil what the school expects. Those who are most able to support and supplement the resources of the school with their own time, money and expertise are in the very best position to derive benefit under the present policies.

The largest number of homes are not in the best position. In fact, those communities

with the greatest educational needs will also be those with the least time and skills to supplement the work of educators, inside or outside of the classroom.

This crisis in educational resources is more than a jurisdictional dispute. What is at stake is the education of our children. The risk we run is that of creating shortfalls in the resources that are essential to sustaining a quality learning environment. The net result can only be a decline in the educational achievement of an increasing proportion of Canadian students. ○

Nancy Jackson teaches at UBC, Faculty of Education. She is a consultant and researcher in the labor force.

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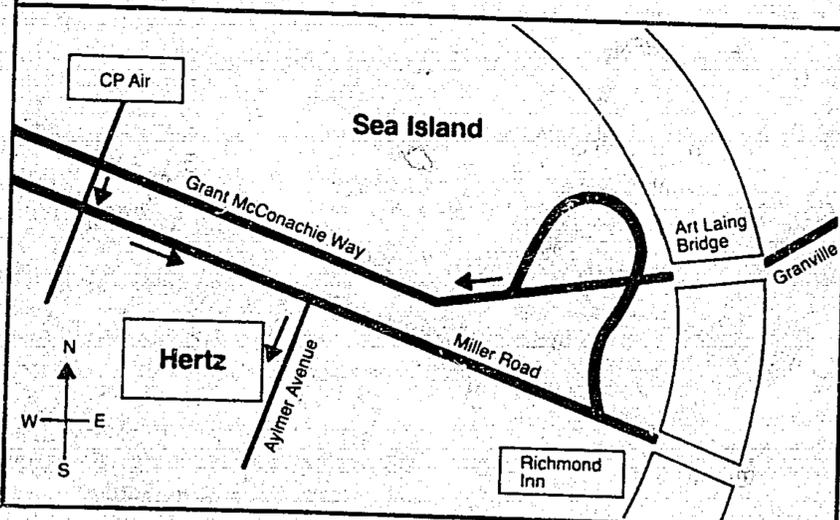
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NUCLEAR WAR

JACK BOULOGNE

Nuclear war is the greatest threat ever faced by humankind, yet the topic is seldom raised in classrooms. We must change that.

●What is the single most important fact of human life in the 20th century?

Without a doubt, it is the undeniable fact that the 20th century may be the *last* century of human existence.

Yet, strangely enough, this great truth is rarely brought up in classrooms, and our students are infrequently exposed to even a brief unit on the nuclear holocaust.

At least, that's the way it used to be; lately there has been a little more public awareness of this unpleasant subject, and here and there a teacher is gingerly experimenting with a film or two, or an occasional speaker.

I think we should look a little more closely at the reasons for this strange silence on a subject everyone is deeply concerned with, consciously or unconsciously, to see if our reactions are rational or irrational. If public thinking on the holocaust is irrational, as I think it is, then we, the teachers, should consider ways in which classroom consciousness can be raised in a productive way.

In short, I believe we should tell the kids the way it is, without leaving them with that stunned and helpless feeling we are all so familiar with as adults, whenever we hear or read some grisly list of nuclear news (not to mention biological or chemical warfare, which are so awful that even the experts can barely make themselves think about them).

First, the causes. Why do we avoid introducing Armageddon (without the comfort of a second coming) into our classrooms?

THE ARGUMENTS

1. "Things are horrible but besides they are not too bad." This argument is as illogical as it sounds, but yet it's the most frequent explanation I encounter when I ask people why they have been sticking their heads in the sand.

2. "Why waste your worry?" To tell students about the horror of nuclear war might depress them, and then suppose it doesn't happen. We'll have worried about

— as a teaching subject

nothing. People who live on volcanoes often use this argument. Do we really live on a dangerous volcano? I believe we do, but we should let the students have the facts and let them make their own decisions on these facts. Yet this is rarely done.

3. "Surely real people wouldn't drop nuclear bombs on real people." Many people consider nuclear war as unlikely because of its suicidal character. They overlook the obvious facts of history. I've read a lot of history and I've seen very little evidence that would justify the conclusion that collective suicide is impossible, and a fair amount to show that it is possible.

4. "The VD argument: If you don't mention it you won't catch it." Illogical as this is, I've detected this attitude enough times to be able to say it's pretty common. Heads in the sand, again.

5. "It's not fair to expose students to these horrors they can't do anything about." Even if it were true that nuclear war is inevitable, students, in my opinion, ought to be told what is going to kill them. Besides,

they, the students, might be the ones to solve this problem that we, the adults, have created for them.

6. "We must first create a better world before it's worth saving." Again, a common comment, and again, as I see it, illogical. Essence before existence? I'm of the old school of thought: I'd like to survive and I'd like my children to survive. "Humanity" might not be worth saving, but you are (and your children are, too).

7. "It's OK to save the world but it's got to be done the right way." This is the brunt of the political problem. Brezhnev would gladly save the world the "socialist" way and Reagan wouldn't mind preventing nuclear war if it can be done without giving up our "freedoms." We must learn to compromise. To save humankind from the fate of the dinosaurs is more important than quibbling over how it should be done.

8. "We don't matter on the cosmic scale so what does it matter if we blow ourselves up." This cynical argument is always in the backs of our minds, and I've found it to be

pretty common among students, as well. But it is factually wrong. We represent a very high level of order in the universe. As Carl Sagan puts it, "We are the universe's way of knowing itself." We may very well be the only form of conscious life in the cosmos, and to snuff out the light of intelligence seems wrong, just plain wrong.

9. "The wicked will perish but the righteous shall be saved." Thanks a lot!

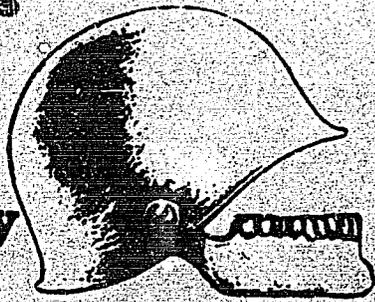
10. "What's the use of telling these poor kids about nuclear war when we can't tell them what to do about it?" This argument is a serious one, and I'd like to deal with it at length.

THE COUNTER ARGUMENT

At the outset, let me declare myself. I am certain that global nuclear (or chemical, or biological — take your pick!) war is wrong, wrong, WRONG! It's not only wrong *morally*, it's wrong *biologically*. It cannot be the will of God that we should cruelly put each other to death. It's even *aesthetically* wrong. Four billion hunks of smoking radio-

The money required to provide adequate food, water, education, health and housing for everyone in the world has been estimated at \$17 billion a year. It is a huge sum of money

... about as much as the world spends on arms every two weeks.



active flesh don't just seem revolting, they are revolting.

If you agree with this strong stand (and I believe every intelligent human being with a minimal degree of moral sensitivity, given the facts, and time to think, will arrive at this same conclusion), it becomes a moral duty to talk about nuclear war with your students. If your views on nuclear war are less emotional, it is still worthwhile to ask yourself just why you shouldn't introduce a little nuclear knowledge into your curriculum.

Now, finally, the big question: "HOW?" There are now many good films available at the district cultural libraries (for example, War Without Winners, War Games, Essay On War) and some videotapes (many teachers will have seen the Dr. Helen Caldecott tape at the last AGM; it's available). I recommend these films followed by an unhurried free-flowing, low-key discussion as a very efficient starting point. Also, I suggest teachers adopt a factual approach, not a moralistic one, to nuclear war. Students, I have found, are intensely interested in this subject, but are, just like adults, easily driven into a state of helpless apathy.

Accordingly, always present these facts in a cheerful manner. I usually tell my students we, humankind, have a 50 per cent chance of survival and that all of humanity's problems are, in principle, soluble. (This depresses some, but cheers up others.) The fundamental aim is to get your classes to see the nuclear holocaust as an ordinary problem — a big one, to be sure, but really when you look at it calmly, a problem that is caused by human beings, and hence can be solved by human beings.

Go to it. You may enjoy it. ○

Jack Boulogne teaches in Princess Margaret Secondary School in Surrey.

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IMPROVING COMMUNICATIONS

Since the sources of retirement income encompass personal savings, employer-sponsored pension plans, Canada Pension Plan, Old Age Security and its adjuncts, communication and financial and pre-retirement planning become essential ingredients to improving the lot of people in retirement. The various sources of income, the integration of employer-sponsored plans with CPP/OAS, the rules governing RRSPs, etc., and the income tax implications all point to the need for a greatly improved understanding of how everything fits together.

Further, if people are to be at least partly responsible for their own retirement in-

come, planning must be continuous throughout their working lives.

We therefore recommend that all plan sponsors provide financial planning information to their members, and for those within 10 years of retirement, pre-retirement planning seminars.

Further, we recommend that all plan sponsors make a concerted effort to prepare explanatory booklets and information on their pension plans (financial, investments, benefits, etc.) in a fashion readily comprehensible by the average employee.

ADMINISTRATION

Every plan should provide for the establishment of a board of trustees with equal

representation from the employer(s) and from the employees, with an independent chairperson. Where possible one of the employee representatives should be from the retired group.

POSSIBLE B.C. PENSION PLAN

We consider the possibility of a British Columbia Pension Plan to have merit. However, investments of contributions and benefits should be controlled in the same manner as those in private pension plans. ○

Bruce Watson is an assistant director of the BCTF's Government Division.

THE B.C. TEACHER, NOVEMBER-DECEMBER 1982

A Matter of Opinion

SOCIALIZING GIRLS FOR FAILURE

JO-ANN HANNAH

● "Why didn't women ever achieve anything?" The temptation is to say because women never had wives ("Behind Every Successful Man...").

But seriously now, there are two trends in research to account for women's apparent lack of achievement in leadership and intellectual areas. One trend is that women are biologically inferior (or that men are biologically superior). The other trend looks at the environment and how women are actually socialized to be "natural" mothers and stay away from intellectual achievements.

The biology issue goes back to the 1800s when doctors weighed brains and found men's brains heavier. This proved scientifically (the church was losing its hold) what was already believed: men are smarter than women.

Are men smarter? At adolescence some studies (less than 10 per cent) show males slightly ahead in mathematics, and females slightly ahead in verbal skills. This doesn't mean that *all* males are ahead in math. The majority of scores are the same for males and females, but a few top male scores are better than the top female scores. The reverse occurs for verbal tests.

Interestingly enough, this slight male advantage for a small number of males on some studies has been cause for massive research grants to see if it is genes, hormones, or brain lateralization that makes males superior in mathematics. Little money has gone into researching biological reasons for female verbal superiority. In fact, verbal ability is often deemed environmental: young boys are at a disadvantage since they don't relate to their female primary teachers as well as girls do.

Biological research hasn't provided us with conclusive answers and still leaves us with plenty of questions. If there is a biological reason for sex differences in

ability, then why aren't the test scores farther apart? Since the difference is so small, why is there such a huge deficit of women in mathematics and science? And, looking at the situation from another perspective, if women excel in verbal ability, why aren't we the majority of lawyers, politicians, diplomats, and public relations officers?

It appears that the push to find a biological sex difference that explains women's lack of achievement is not scientific but political. If there is a math gene in men that accounts for their greater numbers in that field, the not so subtle implication is that it is useless to encourage women to go into mathematics. And so the status quo is maintained. If, however, socialization accounts for the differences in male and female achievement, society must recognize its injustice and change. And the change will cost money.

Turning from biological factors, let's look at socialization. Young girls tend to play with toys that set the path for motherhood, are people oriented, and facilitate verbal skills: dolls, house, sewing and cooking sets, and make-up. Boys, on the other hand, have building blocks (which are excellent for developing spatial-math skills), robots, chemistry sets, GI Joe dolls (how does one converse with a trained killer?), and computer games. These toys set the way for science and mathematics.

But a more subtle discrimination arises. Hoffman (1972) found that girls are more likely to be "mommy's helper" and that boys will be left to play with their toys. Consequently, girls are developing verbal skills while boys are developing problem solving and concentration skills. These skills are crucial for cognitive development.

Boys also develop problem solving strategies through the tasks they are assigned. Jeanne Block has found that adults will explain how to do a task to a boy and then

let him do it. They are more likely to simply do the task for the girl or hover over each step, their hand poised just over hers. The boy becomes rich in experience and gains a repertoire of strategies to apply to new challenges. The girl looks for help.

As children get older their games show different cognitive abilities. While both sexes have game rules, boys' games also use strategies, while girls' games use procedures. Boys require team work to figure out a play in soccer; girls need only remember which way the hopscotch pattern goes.

Not only are cognitive skills encouraged in boys, actual achievement is more likely to be rewarded for boys. A study by Crandall (1978) with Grade 4 students showed that adults will praise high achieving boys but not high achieving girls. The adult tutors would praise the boy for his ability but respond to the girl's correct answers with comments like: "That was an easy one." Is it that we are uncomfortable when girls act out of their sex role? Do we see an achieving girl as "uppity?" Whatever our logic the girl gets two messages: (1) there is no reward in being a high achiever, and (2) she doesn't have ability but does well because of such external factors as luck and the easiness of a task.

As educators we have the responsibility to help all our students reach their full potential. Given the ingrained sexism of our society this is not an easy task. It is not enough to open the computer course to both sexes and then teach only boys because "the girls didn't sign up." We must look more deeply into *why* the girls didn't sign up. Then we must act on our knowledge. ○

Jo-Ann Hannah formerly taught in Hazelton, but is now attending UBC.

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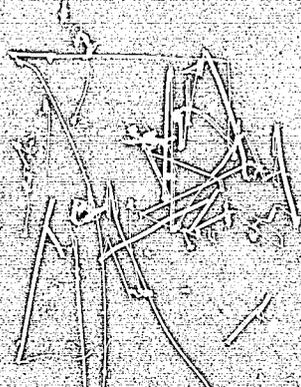
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New Books...

GRACE E. FUNK



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

●By some chance, many of the books on the review shelf this month concern the uses and usages of the English tongue.

M. H. Scargill, who is Professor Emeritus, University of Victoria and is probably known to many readers, has added to his previous nine works *An English Handbook* (Sono Nis, 1982), being a handbook of correct usage, useful for persons learning English. Saxon Menné, writing for the Oxford University Press, has produced *Writing for Effect* (1979), a small handbook on rhetoric, useful in senior English classes. Further along the way is *Author and Editor at Work: making a better book* by Elsie Myers Stainton (University of Toronto Press, 1982) dedicated to the memory of William Strunk Jr. In an agreeably humorous style, she imparts some usage, some publishers' problems, some common sense in personal dealings and some useful reference books.

On to the finished product — Oxford has published *An Anthology of Canadian Literature in English Volume I* edited by Russell Brown and Donna Bennett. A 674-page quality paperback, it includes excerpts from 40 authors, arranged chronologically by their birthdates from 1776 to 1914. It is intended as a text, and provided with the usual introduction, footnotes, etc. Michael Tremblay was born much after 1914 (in 1942). His work and influence is presented by Renate Usmiani in *Michael Tremblay: Studies in Canadian Literature 15* (Douglas and McIntyre, 1982).

If all this appeals to you, maybe you should be introducing your students to H. O. Barrett's *English*, in the Student Subject and Careers Series published by the Guidance Centre. Thirty-three occupations are "of interest to students of English."

Finally, so that we may truly be aware of the power of our language, *Visible Language*, a quarterly concerned with all that is

involved in our being literate (published by Visible Literacy, Box 1972CMA, Cleveland, Ohio 44106), included in the spring 1982 issue the full proceedings of the Harvard Conference on Literacy and Competency, discussing such topics as "Literacy for Employment and Social Change."

Most of the remaining books could be considered "how-to": how to identify the *Reptiles of North America* (Golden, 1982); *How to Succeed in College* (William Kaufman, 1982) very sound, personal advice; how to endure life in a summer cottage — *All you need is enough rope* by Christine Mander (Potlatch, 1982); how to profit from bad times by buying (and believing); *David Ingram's Investment Guide* from Hancock House (he throws in free cabins, motorboats, and airplanes); how to enjoy making up your day-book by using *The Scholastic Teacher's Day-by-Day Book* (Prentice-Hall, 1982). Just to keep you honest, and Canadian, you had better have beside it *The School Calendar 1982-83* put out by the Canadian Education Association.

In a more serious vein, *The Positive Path*, published by the Council for Exceptional Children, Southern Manitoba Chapter, tells how disabled Manitobans cope with their lives. *Building a Sustainable Society* by Lester R. Brown (George McLeod, 1981) is part of the endeavors of the Worldwatch Institute, and is concerned quite simply with how to preserve the world; namely, by stabilizing the population, the soil, the biological systems, the energy sources, and, ultimately, society and all its values. The book closes with the question "Will we?"

Concerning *Canadian Education in the 1980s*, (reviewed October 1982) Simon Ruddell writes from Ontario: "Similar volumes were published 20 years ago . . . if ever there was a profession in which it is hard to see where you are going or where you come from it's education." He draws attention to the views of Dr. Hamm-Brucher, former Deputy Minister of Educa-

tion for the Federal Republic of Germany, who reviewed Canadian education in 1975, and records his bewilderment at our "decentralized and unco-operative educational bureaucracies." Ruddell adds, however, that the title is something of a misnomer and the book is really a history of "landmarks passed on our journey." ○

BOOKS RECEIVED

The professional books listed below call for descriptive reviews. Few of us will have time to read them, yet their ideas could benefit us all. If one of them appeals to you, please write to me (c/o The B.C. Teacher) and offer to review it.

Agenda Vol. 5 No. 1 Spring, 1982. Ottawa, Science Council of Canada, 1982. 22pp. paper free ISSN 0706-2613. Order from Science Council of Canada, 100 Metcalfe St., Ottawa, K1P 5M1. Not only do computers need new skills, they change the structure of employment and the focus of decision-making. They give a student control over education software, and produce a new kind of music.

Altman, Hal. *The teacher and the troublemaker* by Hal Altman and Kay Grose. Calgary, Detselig, 1982. 95pp. paper \$9.95. 0-920490-24-7. A "how-to" booklet with emphasis on attitudes.

Colton, David. *Teacher strikes and the courts* by David L. Colton and Edith E. Galier. Toronto, D. C. Heath, 1982. 133pp. hard \$23.75. 0-669-0512-7. Readable, but American.

Fullan, Michael. *The meaning of educational change*. Toronto, OISE Press, 1982. 326pp. paper \$19.95. 0-7744-0249-0. Compilation of much research (most of it American) on educational change and innovation — its implementation (or lack of it) at local and national levels.

Holmes, Mark. *What every teacher and parent should know about student evalua-*

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tion. Toronto, OISE Press, 1982. 139pp. paper \$8.50. 0-7744-5058-4. Written in colloquial language, aimed at the classroom teacher; emphasizes clearly stated objectives for improving teaching and testing.

Kelley, Rob. *The world of computers and information processing*. Toronto, John Wiley & Sons, 1982. 404pp. hard \$15.96. 0-471-79917-3. Intended as a comprehensive text, with self-contained modules for beginning and advanced students, this book would serve as an excellent source of "computer literacy" for any adult.

Leithwood, Kenneth A., ed. *Studies in curriculum decision making*. Toronto, OISE Press, 1982. 312pp. paper \$18.95. 0-7744-0220-2. Sixteen writers develop the concept of planned educational changes as "decision-making." Three essays describe teacher decision-making; six describe the influence of other educators; seven make suggestions for improvement.

Miffen, Frank J. and Sidney C. *The sociology of education: Canada and beyond*. Calgary, Detselig Enterprises, 1982. 407pp. paper \$18.95. 0-920490-23-9. General text by Canadian scholars for university classes, intended to explain the institutionalized intergenerational inequality found in Canadian schooling. Emphasis on the various classes of Canadian society and education's function in maintaining them.

Ragsdale, Ronald G. *Computers in the schools: a guide for planning*. Toronto, OISE Press, 1982. 107pp. paper \$6.75. 0-7744-5056-8. A somewhat superficial discussion of the educational uses of computers, as subjects of instruction, aids to instruction, and objects of instruction (i.e. programming).

Stewart, Freeman K. *The Canadian Education Association 1957-1977*. Toronto, Canadian Education Association, 1982. 132pp. paper \$8.00 0-919078-76-1. Former executive director gives a concise account of CEA's growth and history, with significant educational developments.

CLASSROOM MANAGEMENT

Martin, Jack. *Models of Classroom Management*. Calgary, Detselig Enterprises, 1981. 188pp. paper \$10.95. 0-920490-15-8.

This, truly, is an outstanding little book! In his small paperback Jack Martin, Ph.D., of Simon Fraser University, presents in brief but lucid form an analysis of the essentials of effective classroom management. The format is well-suited to the content. Indeed, this book might serve as required reading for teachers in training, and as suitable reference material for any educator involved with the classroom situation.

The author has organized his material in a consistent manner throughout the four units of the book. Each chapter lists objectives, overview and rationale, principles, techniques and applications, readings, discussion questions, application exercises and review questions. The foreword explains the text's organization and suggests how the information given might be utilized. This similarity of presentation leads to ready access to information sought.

The two chapters on behavior modification are particularly well written. Good explanations are given of such important principles as "off-task" and "target" behavior, attention — ignorance strategy, descriptive praise, and positive reinforcement. Of particular interest are the author's views on punishment, which may be suitable to, or particularly harmful to, the establishment of a positive learning environment in the classroom. Throughout the book suitable emphasis is placed upon positive methods of developing classroom situations conducive to learning.

The discussion of classroom discipline and control involves an examination of the contributions of Wm. Glasser and Jacob Kounin. As he does with all the topics in his book, the author explains the theory upon which Glasser's Reality Therapy is based, then examines techniques that may be used when dealing with the four unrealistic

modes of reaction used by students with failure identities. Glasser's three types of classroom meetings are described. Similarly, when outlining the group management approach to classroom discipline as promulgated by Kounin, suitable teaching strategies and styles are suggested.

In the third unit of his book the author examines the work of Dreikurs and Rogers and how their approaches to classroom management stress not only motivations of pupils but also the necessity for teachers to adopt teaching styles that will encourage personal growth and significant learning experiences. As he does throughout the book, the author gives examples, usually in the form of dialogue to illustrate the techniques under discussion.

This book fills the need for a concise explanation of many valuable techniques that can be used to improve classroom management.

— Roger Winter, Langley

SCIENCE

Weisskopf, Victor F. *Knowledge and wonder: the natural world as man knows it*. Cambridge, Mass., MIT Press, 1979. 290pp. paper \$5.95. 0-262-23098-4.

This is a revised and much updated version of the first edition, which I read in 1965. I was surprised and refreshed by this second reading. Surprised because I never realized how many of the ideas presented have become part of my basic teaching technique, refreshed by efficient updating that has been done, especially on the chemistry chapter.

I was surprised that MIT had republished the updated version (originally Doubleday) until I read it. Tough basic concepts of force, light, the atom, quanta, distance, time, etc., are dealt with in a clear, succinct way. It could be called "Excellent Ways of Imparting Difficult Scientific Ideas to the Non Scientific." Provided you can read, you quickly grasp these lucid descriptions.

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FANTASY IS... by Barbara Pennyway, 19 p. A four-week fantasy unit for primary students. Includes 16 lessons and 12 station activities. Integrating creative writing, reading, spelling and art. \$1.45

LA 9501
ENERGY EDUCATION MATERIALS: A RESOURCE GUIDE by P. Henk Luyten and Michael F. Hoebel, 55 p. This resource guide offers teachers and students a guide to energy education materials available in North America. Suitable for K-12. \$4.75

LA 5845
THE TEENAGE CONSUMER by Bill Barrie, 12 p. The intent of this unit is to help students be informed and critical consumers. The composition of the unit reflects characteristics of the teenage market. Includes 11 lessons. Suitable for Grade 9 and 10 students. \$.90

To order the above listed materials please enclose a cheque or money order to the BCTE Lesson Aids Service, 2215 Burrard Street, Vancouver, BC V6J 3H9.

This is not a definitive text for the physics teacher. However, even these specialists will appreciate the way the author relates physics to everyday life and the way he integrates the concepts covered. Those of us who must deal with these ideas without being physicists or chemists can get a lot of help from this book, especially if we have to teach some of these ideas.

The book covers the following topics: Our Place in Space, Our Place in Time, Forces, Atoms, the Quantum, Chemical Bonds, Molecules, Crystals, the Quantum Ladder, Life Evolution. The main thrust is that of a physics teacher.

Weisskopf's style is crisp and lucid. He covers many ideas in depth. Diagrams and illustrations are nothing to get excited about, but they are adequate.

A good buy for science teachers at \$5.95.
— G. Morgan, Mill Bay

SPECIAL EDUCATION

Fotheringham, John B. *Helping the retarded child in the elementary school years*, by John B. Fotheringham and Joan Morris. Toronto, Guidance Centre, 1979. 148pp. paper \$5.95. 0-7713-0079-4.

This little book is a treasure-house for those seeking specific information on retardation. The authors are competent, practical and familiar with the latest in educational methods. In defining what retardation is (as well as what it is not), the authors make an interesting observation that this label fluctuates widely with different societal standards. In a simpler agricultural society, the demarkation line is at a lower level. In our highly technological society, the complexities of life make the "stupid" tag easier to apply.

The format of the book makes for easy reading. Short chapters, each one concluding with a brief summary, references, and suggested readings, help the reader. The longest chapter is devoted to specific program planning materials, ideas and techniques, and includes some discussion of the desirability of main-streaming vs. special and segregated instruction. The authors review the basic known causes of retardation, Piaget's outline of child development, and useful tests of achievement and ability for classroom and resource centre teachers. The final chapter on counselling these children and their families is excellent; stress and the toll it takes are discussed at some length.

There are many more comprehensive books, but teachers and administrators who have no special background in special education would do well to start with this book. Understanding the development and thinking of a retarded child and his or her inability to cope with abstractions is essen-

tial for creating feasible programs in both behavior modification and basic academic skills.

— C. LaFortune, Summerland

Weber, Ken. *The teacher is the key: a practical guide for teaching the adolescent with learning difficulties*. Toronto, Methuen, 1982. 166pp. hard \$14.95. 0-458-95319-5.

"There must be some means of capturing and maintaining their attention without using extreme measures. When you find out what it is, tell me."

Ken Weber tells us. His book really is an especially practical guide. With humor and loving empathy Weber gives us a new view of these students whose difficulties with their world too often make living with them in a classroom a serious difficulty in itself. He shares his insight into their troubles and the defences they employ against constant failure as they struggle to feel right about themselves. The key role of the teacher is clearly defined.

Having shown us some of his students — most teachers will recognize at least one — Webber then presents a treasure trove of ideas for teaching such students in the superbly organized materials and methods section of his book. A suggestion of the contents appears in the chapter titles: "Structuring Skill Development Programs," "Structuring Teacher-Directed Lessons," "Structuring Group-Discussion Lessons."

Chapter 9 is one of the most helpful presentations to be found on "Teaching Efficient Thinking Strategies." Weber tells us how these young people with learning difficulties think differently and how teachers usually see their kind of thinking. He follows with a sharing of his rich fund of information, proven through years of experience, for really teaching these students to think efficiently. Getting started on a task instead of the all-too-familiar, "I can't," "I won't," "What am I supposed to do?" is an interesting and helpful part.

The last chapter, "Establishing Effective and Reasonable Classroom Management", returns to the author's foundation, the teacher as the key. Throughout the entire school the co-operation of all the teachers and the administration is essential. Everyone must be committed to helping the students to deal more successfully with their world.

Every teachers' library should have this book. Many individual teachers will want to own it. Bright young beginning teachers will learn much about teaching students with learning difficulties. Experienced teachers will find ideas with which they can work and will enjoy the book. Short on pages, it is rich in content.

— Vera MacKay, West Vancouver



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Snap Shots...

GEOFF HARGREAVES



THE MYTH OF EDUCATION

“Isn't he still the best in the world?” asked Alice in exhilarated tones, as her old Datsun truck roared like a bronchitic bull over the damp and misty Malahat toward Duncan.

We were listening, or trying to listen, to a tape of Elvis Presley's Golden Hits that Alice had just bought. But what with the competition from the rasping engine and the heavy rain drilling, full pelt, on the windshield and the incessant squabbling of her three ebullient teenage children, squashed in behind us, the songs were sort of muffled. In fact, they sounded as if you'd locked a rock band in the basement, switched on a vacuum cleaner, instituted a riot, and then went to stand under the shower, while you listened to, or rather for, the music. We simply weren't getting the full effect.

But Alice has such a tough life generally that I didn't want to darken the rare flash of pleasure by pointing out that the fit was so far from hi, it was verging on low treachery. “Sure is great,” I said.

“Stop that, Oken!” Alice suddenly bellowed, and removing one hand from the steering wheel, swung it back with negligent grace hard against the forehead of her older boy, who, for reasons best known to himself, had been blowing into his sister's eyes until she screamed.

“Where was I?” she then said, instantly recomposing herself, while Oken's siblings chortled with delight at his discomfiture.

“Elvis,” I reminded her.

“Oh yes. Pity he's dead. But maybe not. It sort of adds something, to think of Elvis still singing his songs from out of his grave.”

Alice, I should tell you, is always a great one for death. It's a favorite topic of conversation with her: the death of the family, the death of God, the death of literacy, the death of the city. She gets more mileage out of death than she does from her Kingcab truck.

“Will you stop that, Kai!” she yelled at her younger boy, who, almost in defiance of the

laws of human anatomy, was managing to kick his brother in the kidneys, while both remained seated. Again she swung back the punitive hand. But young Kai ducked and Alice's knuckles collided with the innocent cheekbone of Kiki, her daughter. Howls of pain, intensified by a sense of injustice and the pure joy of knowing her mother to be wrong, clashed with the suave yearning of Elvis to be just a teddybear.

“Don't be such a baby, Kiki,” barked Alice and then she added to me, “I don't know what's wrong with her lately. Off her food. Nowhere near as aggressive as she usually is. Quite lifeless. I suppose the closer a kid gets toward death, the better behaved she gets.” And she laughed.

“You've finished your thesis?” I asked.

“Not quite. I've still a summer session to do.”

Alice is quite some lady. She's been doing a study of the four major North American subcultures — the black, the gay, the Chicano, and the Canadian — but in addition to that, and holding down a full-time teaching job, plus coping as a single parent with the needs of Oken, Kai, and Kiki, she can still manage, on the weekends the kids go over to their father's place, to look like one of the Graces out of Botticelli's *Primavera* — the blonde on the right, Voluptas, if you'd like me to be exact.

“I'm just working on the Canadian myth,” she said.

“Myth?” I asked.

“Yes. The way we see ourselves. You know, the virgins of the North, in a land that lacks fire. With our souls scoured clean by snow and rain, like old unpainted cedar barns. You must have seen hundreds of those images in Eaton's and Sears and Woodward's.”

“Sure I have. Have you done anything on education?”

“Only by the way. In classical mythology the teacher is a centaur, you know. Considered only half human. The other half is

identified with a horse, that's to say, the student body driven by its blind animality.”

“Mom, I'm going to throw up,” wailed Kiki from behind.

Taught by long years of parenting to detect an inauthentic ring deep within the most urgent-sounding wail, Alice was unperturbed. “Then don't throw up over me,” she said.

Kiki gave a forlorn whimper, arousing in me the unfulfilled hope that she might actually have died.

“I've read often enough,” I said, “that the word *education* does not come from the Latin *educere* meaning to lead out.”

“That's right. It comes from *educare*, meaning to lead out again and again and again. The animal in kids keeps slipping back into its den. That's why you need endless”

A sharp squeal from Kai, as Oken casually paid him a punch on his right ear in return for the earlier kicks in the kidneys, curtailed Alice's etymological discourse. She turned her classic profile and shouted, “Okay, that's enough from you two. The next one to kick or punch or even touch the other gets out and walks, rain or no rain.”

“He kicked me in the first place,” sulked Oken.

“Shut it,” snarled Alice. “Don't look so worried,” she then added to me: “This is just the way my kids enjoy themselves.”

The noise behind us subsided into muffled grumblings. The truck was starting to head downhill, and the rain slackened its beatings on the windshield. Elvis's voice rose smooth and dark and sweet in the comparative silence. “Teach me tonight,” he moaned amorously.

“What do you think of that?” murmured Alice.

There seemed nothing else to do but sing along. ○

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

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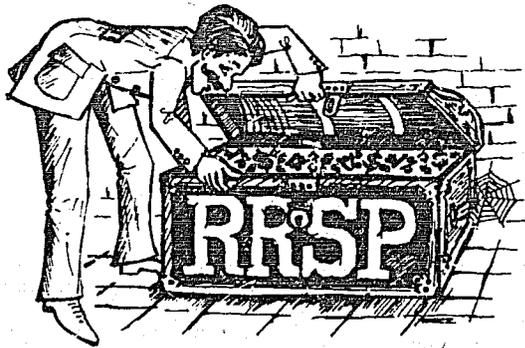
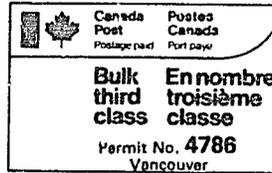
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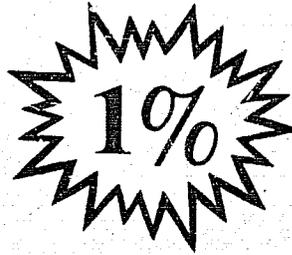
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