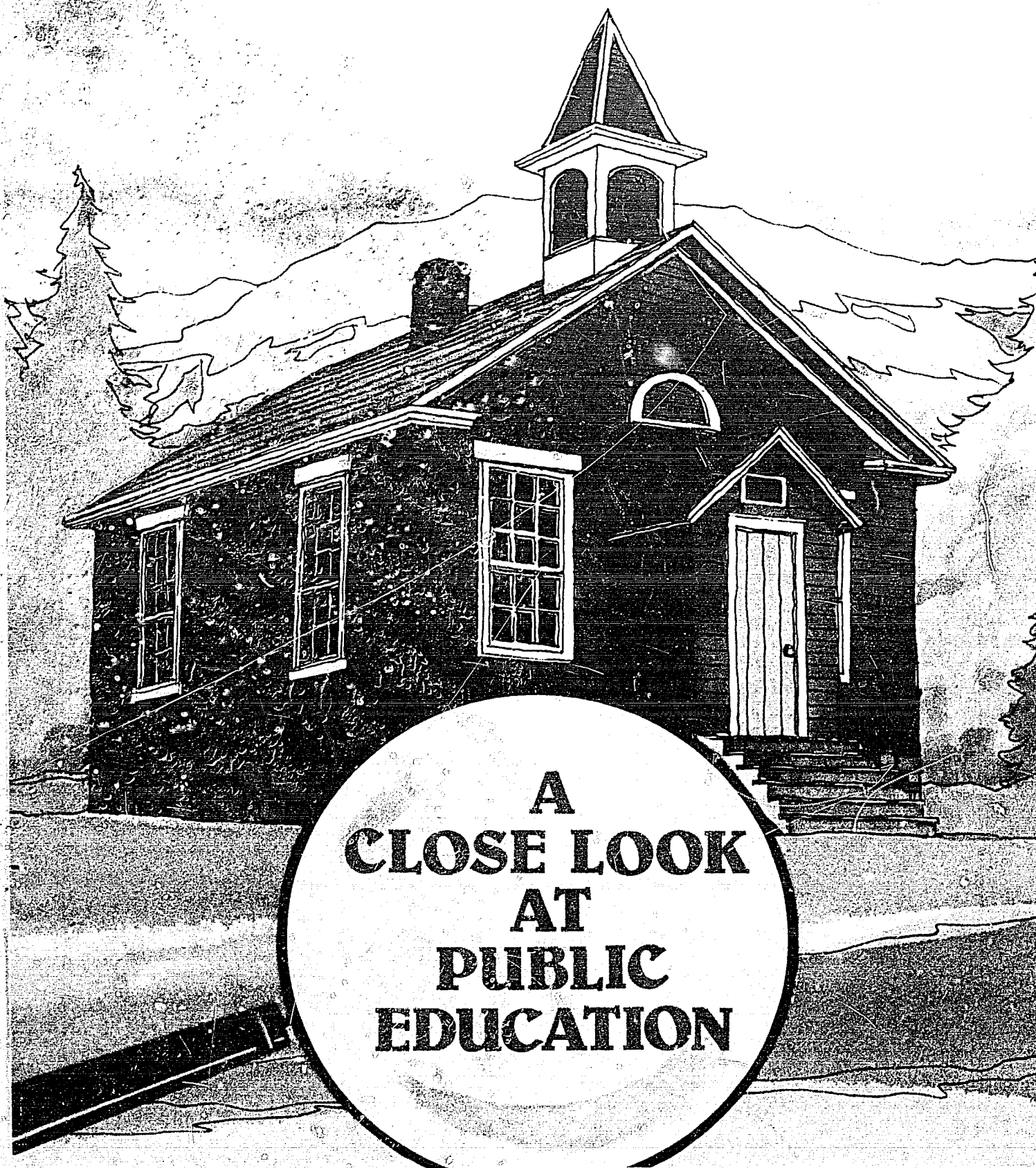


THE B.C. TEACHER

March-April 1983

Volume 62 Number 4



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COVER STORY

Nothing is more symbolic of public education than the little red schoolhouse. Our cover sets the theme for this issue: a close look at the public education system.

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From Our Readers

RACISM ISSUE RILES

● My initial reaction to the latest (January-February) issue was one of astonishment. This emotion rapidly changed to one of anger. I feel that our profession has been unjustly accused of bias and racism.

The majority of students in our school have a widely diversified ethnic base. Our staff does not teach pupils who are Chinese, Japanese, Ugandan, Punjabi, etc., etc. We teach children—all of the children, individually and collectively, to the best of our ability.

It seems to me that one way to have racial problems is to make an issue of race. At our school, as in most others, we do not consider a child's race to be a problem—he or she is in our care to be educated as fully and completely as possible.

Wendy McMartin,
Vancouver

● Congratulations on your January-February issue. Dealing with one topic certainly allowed for the discussion of theoretical as well as pragmatic issues related to multiculturalism. Inviting students, teachers, and university professors to present various aspects of the topic resulted in a very successful edition.

Next time, perhaps a parental voice might complete the views of the community.

Marg Csapo,
Faculty of Education, UBC

● I would like to heartily congratulate you for dedicating the entire January-February '83 issue to race relations and multicultural education. The tough questions raised are as insightful as they are contentious:

(a) Who constitutes Canada's "ethnics"? Non-Anglos? or Non-Natives?

(b) Does "ideological multiculturalism"—the concept of the equality of all cultures—act to mask the more important "structural multiculturalism"—the equal access to crucial resources and positions of power by all segments of Canadian society (to quote from Adam's article)?

(c) Should we focus on teaching and respecting other cultures or should we aim at multiculturalizing the entire school curriculum as part of multiculturalizing the mainstream "core" culture?

(d) Should multiculturalism be expert-directed by the new industry and its coordinators or should it be directed by the individual ethnic communities that make up the various school communities?

Such questions need to be discussed and resolved among each school's staff before any new program could be properly implemented there.

Actually Dr. Adam, amidst his pertinent analysis, made a small error in juxtaposing the status of Scottish bagpipes with Jamaican steelbands. Though the validity of his general argument is well taken, the mistake of erroneously associating steelbands with Jamaica instead of Trinidad (or at least the eastern Caribbean) strikes to the heart of another basic issue.

People of a common racial stock may come—in the immediate past—from geographically different parts of the world, be born into different nationalities and so exhibit different cultural traits. This is particularly sore point with me, as an Afro-Trinidadian. Not only do I frequently get confronted (even by students) with the Afro-American cultural nuance of "Give me five," but I feel I spend half my life in Canada explaining that Trinidad is not part of Jamaica. I could imagine how a young Indo-Fijian student may feel when constantly associated with general "East Indian" characteristics, even when not having to live down the slur—"You Punjabi!"

One of the most challenging areas for teachers is the issue raised by Vilma Dubé. Having taught the full gamut from grades 1 to 12, I find it shocking and frightening to witness the growing apathy ("Who cares!") that starts developing en masse among students when one gets past grades 4/5 and seems to become institutionalized on the secondary level. Sure, we could speculate about the many societal influences that are responsible for this malaise. Yet the question that should haunt us all as teachers is, are we adding to this process by not doing enough in the classroom about pointing out dissonant situations and encouraging discussion on their natures and resolutions?

After all, if students cannot respond to a mere hypothetical threat, one cannot expect them to demonstrate their disapproval of (say) an actual racist incident. In fact, it is this very need to demonstrate one's disapproval of racism in these tough times of ethnic-scapegoating that makes having

board policy and guidelines on race relations helpful to both teachers and students.

Yes, these are all very big issues, yet I hope *The B.C. Teacher* and its readership can keep the whole issue alive long enough to evolve a system that demonstrates respect for the rights of ethnic/racial minorities and thus serve the interest of the entire Canadian community. Otherwise, it is so easy to get caught up in the patronizing reality, so well articulated by Ed May, of the "pizza-perogie-folkdance rut."

Reynold Boyce,
Vancouver

PENSION REFORM?

● It appears that the BCTF's submission to the provincial government's task force on pensions policy ("What We Need in Pensions," November-December 1982) neglected to recommend the following:

"The number of years a teacher must work in order to be eligible for a pension shall be the same number of years the commissioner uses to calculate that pension (that is, five years)."

Alternatively: "Should a teacher not work for a period of 10 full years, and therefore not be eligible for a pension, the interest paid to that teacher on the teacher's contribution to the pension plan shall be at a rate equal to that paid by chartered banks to those deposits in 'highest monthly balance' accounts" (since for those teachers the plan will have become savings plan, not a pension plan).

Allan Becker,
Prince George

Ed: Earlier vesting for the teachers' pension plan is being discussed by the BCTF's Pensions Committee. The article in the November-December issue did state that the BCTF position is that full vesting should be available after not more than two years of service.

The BCTF has requested the provincial government to increase the interest rate on refunds from the Teachers' Pension Fund to the net earned rate of the fund. That rate would be close to the one suggested by Mr. Becker.

NUCLEAR INFORMATION

●I want to express publicly my strong support for the views stated by Jack Boulogne in his article, "Nuclear War — as a Teaching Subject," that appeared in your November-December 1982 issue.

To any of your readers interested in responding to Mr. Boulogne's appeal to "introduce a little nuclear knowledge into your curriculum," I would like to recommend contact with *Educators For Social Responsibility*, an organization active in the preparation of curriculum materials in the area of nuclear arms and the arms race. The materials prepared by this organization for a *National Day of Dialogue* on the nuclear issue (entitled "Creating Our Future"), held in many U.S. schools this past October 26, are particularly well-suited for school pupils (available for grades K through 12).

The mailing address for Educators For Social Responsibility is 639 Massachusetts Avenue, Cambridge, MA, U.S.A., 02139 (Tel.: 617-492-1764).

Jack Martin,
Simon Fraser University

A COMPUTER ISSUE

The September-October 1983 issue of this magazine will be devoted to the topic of the role of computers and other modern technology in education, with special emphasis on the response of the people in education to the advent of the technology.

Manuscripts for that issue are invited. Articles should be a maximum of 2,500 words long, and should employ an informal writing style.

Black and white photographs to illustrate that issue are also welcomed. We should like to borrow the photos, and return them when the issue has been published.

Unfortunately, our budget does not permit us to pay for submissions; we rely entirely on the good will of our contributors.

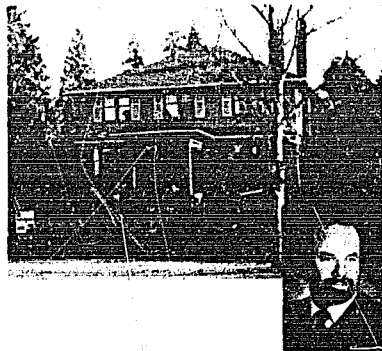
The deadline for submissions for the computer issue will be June 15.

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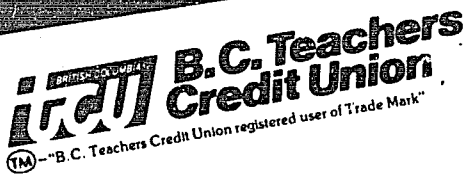
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Dear Liz,

A letter from a father to his daughter, marvelling
that the public school system has become so
effective in such a short time.

A PARENT

● I suspect that a 13-year-old receiving a letter from the father she sees almost every day might be a little bit embarrassed. Maybe a whole lot embarrassed when she learns that 40,000 copies have been distributed around the province. So we'll keep this anonymous and nobody but thee, me, and the wretched editor — who keeps demanding his 2,000 words — will ever know.

My problem is that I'm supposed to write a piece for *The B.C. Teacher* that will encompass the historical sweep and challenge of public education, to provide a context for the rest of the edition of the magazine. And I'm supposed to do that and keep the blasted article somewhat shorter than the *Encyclopaedia Britannica*.

I'm also supposed to make it readable and after numerous attempts and many pages of portentous (look that up) prose I was putting myself to sleep. That's when I got the idea of writing to you about you and about me and about your grandfather. The three of us cover almost a century of public education, and that symbolizes for me one of the most significant things about it — how young it is.

If he were still living, your grandfather would have been astonished, not only to learn that he had a 13-year-old granddaughter who speaks French almost as fluently as she speaks English, but that she had learned to do that at school. He left school at the age of 11 and French was definitely not part of the curriculum. (I suspect, though, that if some long-forgotten

teacher of that time and place were to reappear, she would probably claim, somewhat wryly, to have taught English as a second language, so incomprehensible was the dialect spoken in that particular rural part of northern England.)

Your grandfather was born in 1888, only a dozen years after an Education Act of the British Parliament made possible the enforcement of compulsory school attendance. An act not very rigidly applied, because he left school early to be an apprentice stonemason, the trade of his father, and his father before him and so on all the way back to the 13th century, and for all we know — the parish register didn't start till then — even before that. The significant thing for this story in that long line of your ancestors who dressed and laid the limestone and sandstone cut from bleak northern quarries is that your grandfather was the first one to go to school — and very probably the first one to read and write.

You haven't studied the "Industrial Revolution" yet, Liz, though you have had a cover-your-ears introduction to the "dark satanic mills," as I've butchered Blake's *Jerusalem* a time or two in the bathtub. When your history courses do get around to it you'll find that as a result of the discovery of steam power and the invention of a lot of machinery, by the time your grandfather was born, England was known as the workshop of the world. Not many years before he was born, children of your age and younger, born into the laboring classes,

were working 16 hours a day hauling coal trucks in mines or slaving in the infernos of those dark satanic mills.

But by the time 1888 rolled around, a lot of humanitarian effort had gone into tackling the question of child labor and quite a deal of work by the churches of the day into establishing schools for the children of the laboring classes so that they could learn to read the Bible. Yet it was a direct consequence of the industrial revolution that your grandfather found himself at school.

A politician of the time stated in the House of Commons, "Upon the speedy provision of elementary education depends our industrial prosperity . . . it is no use trying to give technical education to our artisans without elementary education; uneducated laborers are for the most part unskilled laborers, and if we leave our work-folk any longer unskilled, notwithstanding their strong sinews and determined energy, they will become overmatched in the competition of the world."

The fellow said that was not really about people like your grandfather, though, but about his contemporaries in the industrial cities who had to be trained to work in factories and offices.

I don't think it would have made much difference to Grampa if he hadn't gone to school. He learned to read and write in a fashion, to parrot multiplication tables, and developed a nodding acquaintance with a lot of interesting saints and sinners peopling the pages of the Old Testament. But never confuse or equate schooling with learning. Your grandfather learned to be a master craftsman exemplifying the craftsman's art of bestowing grace on function. He was a mine of hedgerow information on plants and animals — he could even tickle trout — but he learned none of that at school, or as a consequence of schooling.

Indeed, the few references he ever made about school in my hearing all related to discipline and how soft we had it. In his day if you made a mistake while chanting seven-eights-are-fifty-six you were clobbered, and though it was commonplace at that time to discipline children by physical punishment, it did not help to make school very appealing.

Children probably weren't very eager to go to the schools in B.C. then, either. The Victorian maxim of spare-the-rod-and-spoil-the-child ignored geographical and political boundaries. In the crown colony days before 1871 a few church schools existed and in 1865 the so-called Free School Act implied that "common schools should be open to the Children of Persons of all Denominations." I can't resist noting that in April 1868 the Board of Education on Vancouver Island resigned in protest against "the hostility of the government



The battle being fought about the public schools is between those who see the schools as egalitarian institutions giving of their best to all, and those who believe that schools should quit trying to make silk purses out of sows' ears.

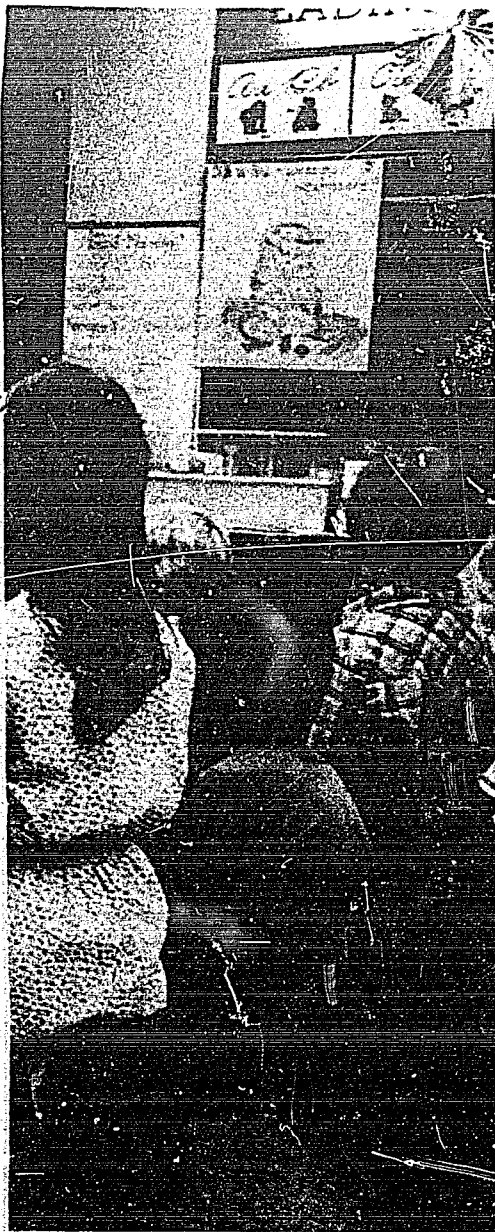
towards free schools and the continued withholding of the funds voted." The Sorels were at it early, it seems.

But in stark contrast to the large number of students we're talking about in England — about 4,000,000 at that time — you can estimate how few there were in British Columbia when you realize that in 1874 there were only 32 public school teachers in the whole province. That's fewer than there are in your school today.

Whatever the statistics show, and however unimportant school was to your grandfather, the decisions to provide universal elementary education were momentous ones. No longer was schooling — even rudimentary schooling — to be the prerog-

ative of wealth, social class or religious beliefs. A floodgate was opened; a mass of humanity surged through and the world was changed irrevocably.

The world might have changed irrevocably but the nature of elementary schooling hadn't changed very much by the time I started school in 1933. The authorities had sharpened up their attendance enforcement procedures and full-time truant officers spent busy days rounding up run-aways. School life had become more humane but it was a change in degree, not in kind. Many teachers still controlled children by force, and the greatest motivation for learning was fear of punishment. "I'll stir your brains up!" was the war cry of one



particular disciplinarian, I recall, as he beat the dust out of the raggedy-panted little cretins we must have been. Such was my ignorance of anatomy that for years after I thought my brain was located in my rear end. (It's fortunate that this is anonymous, or there would be a resounding chorus of "It is!") Most of my contemporaries yearned for the age of 14 and a release from bondage.

I and a few others were scholarship material, superbly drilled in multiplication tables, spelling and geographical and historical facts. We were walking little computers ready to display our information on an examination that was not only a passport to higher education but also to all of the

jobs in society that were not in the trades or unskilled labor. That higher education and those jobs were the traditional preserves of the middle class (who paid fees) but the scholarship system allowed people like me who were fairly bright and good at answering examination questions to enter that world. One writer has perceptively labelled it the rise of the meritocracy.

I'll spare you the details of grammar school and university life, which only a very small percentage of the population enjoyed. No lice, no scabies, huge playing fields with white-flannelled figures, teachers striving womanfully to equate school with learning, glimpses of vistas of knowledge and wisdom, but everything perjured by the examination syndrome by which one lived and died academically, and thus vocationally. Thinking back I can only wonder at the waste of it all — so much was offered to so few; so little was offered to the many.

Things were not that much different at that time in the schools of B.C. The savage social distinction between elementary and secondary education was not the same, I suspect, but the system was essentially a streaming and selective one, with examinations the hurdles that had to be cleared to finish the race. The demands of economic society, the dictates of geography, and the mental stamina needed to survive the exam route all played parts in sorting and stratifying people. Grade 8 was a badge of citizenship, high school absorbed only a small percentage of students (though still greater than in the English scene I've described) and university was largely restricted to not only the intellectually able but also the reasonably well off. The barriers were not so obvious as they were in England but they were almost as effective.

I guess I'm lucky that you and I and your grandfather were born when we were, at least for the purposes of this memoir. I started grammar school just as the Second World War started and left it just as it finished. That's important, because that war represented a sort of watershed in many things, not the least of which was education.

Those who had experienced that war wanted in its aftermath a better life for their children than the cycle of depression and wars and lack of opportunity that had been the lot of the average person. This led to a demand for access to higher education — a struggle to get comprehensive secondary schooling for all, as opposed to the selective, elitist system of the past.

Despite those good intentions and the arguments of the reformer, it was not until the 1960s that the struggle started to be successful. And it took another industrial revolution — a technological one — to make it possible. That revolution, still pro-

ceeding, may be even more far-reaching in its impact on society than the first one. Certainly it drastically affected the world of employment. Unskilled labor is no longer in demand; service industries have replaced primary production as the largest employer. The consequences for education were equally revolutionary. In 1961, in Canada 36 students out of every 100 starting in Grade 2 were enrolled in Grade 12. By 1971 that figure was 71 per cent. Today in B.C. it's estimated to be 85 per cent.

The same years have seen tremendous growth in university enrolment and even more so in the development of technical and community colleges. Those years also witnessed a host of experiments, some successful, some bizarre, as the school system tried to come to terms with something it was not designed to do. The 19th century industrial revolution wanted — and got — schools that would provide basic literacy and then weed and sort people into occupational classes in society.

The present technological revolution is demanding universal secondary education and a large dollop of skilled training of various kinds on top of that. A system designed to spit them out had perforce to keep them in. No wonder the system had, and still does have, problems in adapting. Old habits and attitudes die hard and institutions do not readily accommodate to sweeping changes.

The direction in which education starts a man will determine his future life. — Plato

Oh dear, Liz, reading this over makes me realize that it's become a treatise, not a letter. Fortunately, like most students I've known, you have the happy knack of getting what you want out of what is proffered and of being enormously tolerant of people like me who can get pretty pedantic at times.

Let me get on to you and your schools. They have become much more humane. Most kids, you tell me, seem to like to go to school these days. And it's not just the absence of physical punishment — verbal abuse can be even more searing. Most students seem to regard teachers in a friendly rather than a suspicious or antagonistic manner. (A few Calvinists seem to regard that as evidence that if they're enjoying school, it can't be of much value.)

Contrary to a lot of noisy opinions expressed these days, the real wonder of schools is that they have changed so little considering the furious pace and the nature of the changes in society that surround them. There are elements of high comedy — even farce — when schools are exhorted to become what they already are.

Of course there are differences, and the most striking to me is your bilingualism. That provides a small cameo of change and a sign of hope for the future. Your grandfather spent four years in France during the 1914-1918 war. He learned a lot about mud and death and the awful paradox of skylarks soaring sweetly above the gore of Flanders. But he never learned, as he put it, to parley-voo.

Your father, *c'est moi*, was forced to pass university exams in French to graduate. (Memorized the answers, kid!) Ten minutes later I would have had to trip over the confounded plume of your equally confounded tante if I had wanted to find it. But you, my dear, ease into the language so joyously that it can't be schooling you've been getting — it's learning you've been doing. And there's been some fine teaching going on as well. And if you stumble a bit reciting your times tables, as I've heard you do, I'll trade you skills and throw in a calculator for good measure, any day of the week.

I think that you are aware — it would be hard not to be — that there is a great battle being fought about the public school system of this province. It would be easy to say that it's a fight about curriculum, or financing education, or restraint, or teachers' jobs, or whatever, but I don't think that's what the fight is about. I think those things are evidence of the fight that is raging between those who see the public schools as egalitarian institutions giving of their best to all and those who maintain that schools should encourage obvious talent (the meritocracy again) and should quit trying to make silk purses out of sows' ears.

The poor old schools, which had adopted the philosophy of one while practising the methodology of the other, are really caught. The reality I see is that the technology has made the comprehensive egalitarian mode inevitable, and political attempts to thwart that inexorable conclusion are reminiscent of King Canute and the tide (look that one up as well).

The argument will not truly be settled before you leave school, but sooner or later schools will have to come to terms with the computerized age we are entering. The system may, if we are lucky, realize that the mastery of technology lies not only in knowing what it does and how it does it, but also in treasuring above all what it can't do — sing the love duet from *Madame Butter-*



According to the Vander Zalm of this world, this student cannot be getting much out of the public school system, because she obviously enjoys going to school.

fly, paint like Breughel or "weave a circle round him thrice" like the magical Coleridge. Perhaps we will learn to celebrate properly the human condition — its joys and sorrows, its triumphs and tragedies and the many mansions of the human spirit that house the great glories of our culture and our heritage. Perhaps we may also start to treat the history of humankind as a biological unity as strongly as we emphasize those acquired characteristics that make us different. Perhaps the technology that can so readily provide us with the answers will allow my grandchildren to be taught to ask questions (because real learning surely comes from asking questions), and then there will be no dichotomy between learning and schooling.

There I go pontificating again, Liz. You can bet a small fortune that whatever I or anyone else dreams or forecasts for the future, it will all probably turn out quite differently. That's the cussedness of our species and it makes for good horse races, too. I haven't the faintest idea how the system is going to come to terms with the world of work or even if it ought to or needs to. I haven't the faintest notion how the system will, or even if it can, come to terms with the competition — the ubiquitous 38-hours-a-week-of-watching-TV and its mindless schooling, which entertains superficially but mocks real honest-to-God learning.

I have some vague notions that we need more than one purpose for the public schools if we are really to pursue the

question of equalizing inequalities, but that's a profound topic that I hope better brains than mine will wrestle with.

You've been very patient with me, Liz, as I knew you would be, and it may well cost me in the complex bargaining system that seems to get established around here once you kids reach puberty. I wish that I had the time and the space to write about your other grandfather and his experiences at school on the prairies around the turn of the century. But to be true to the narrative, think of the tales that your stonemason grandfather heard from his grandfather and the tales that you will tell your grandchildren. When I say it like that, human history doesn't seem very long at all.

And a pox — indeed a particularly virulent case of it — on those who denigrate public education and condemn it for its sins and omissions, ignoring the enormous successes it has had in its very brief history. Thee and me, Liz, have much to thank the public schools for — they have opened more than one door of delight, and if they didn't do much for your grandfather, somebody had to open that first door to let the rest of us in.

Thank you for letting me use you as a beast of burden to carry this story. Save it away somewhere and pull it out to read it when your first child starts school.

Love,
Dad. O

The author has had three children go through the public school system. This letter is addressed to his fourth child, who is now in secondary school.

A POLITICAL LOOK AT PUBLIC EDUCATION

Public-school bashing is bad politics because it is based on false assumptions. Parents know the criticism is false, and voters don't like to be conned and misled.

GERRY KRISTIANSON

● I'm getting tired of people in responsible positions taking ill-conceived shots at the public education system in British Columbia.

I'm not suggesting that our public schools are above criticism — anything can be improved. But it is time some of the high-profile critics asked themselves whether their purpose is to improve or damage public education.

I should confess at the outset that I'm an unapologetic supporter of public schools. In my opinion, the decision to establish a public school system was the single most important social policy decision ever taken by a British Columbia government.

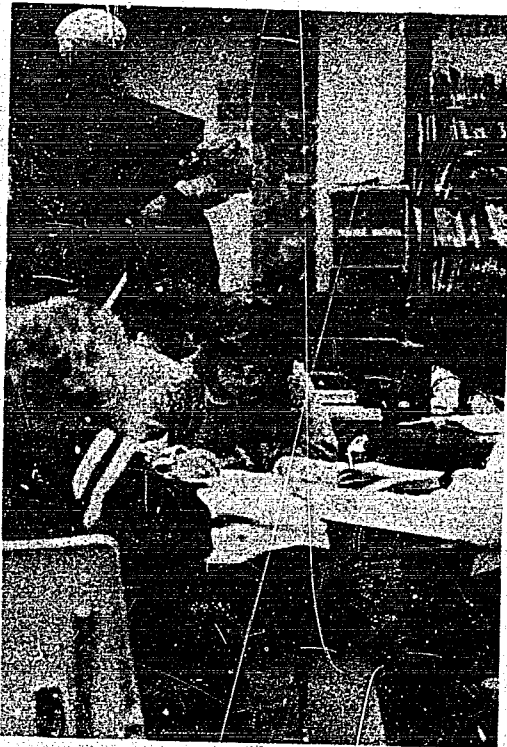
The construction since 1872 of a universally accessible, tax supported, non-sectarian public education system has been of incalculable benefit to this province and its people. It has given British Columbia's children, regardless of their social or racial origins or their parents' financial means, the opportunity to acquire the skills necessary to survive in a world that grows more complex each day. It has been an important agent of social mobility. The public education system of this province deserves credit for moulding the diverse people who have

made B.C. their home into an active, aggressive and productive community.

Some of my enthusiasm for public schools reflects the fact that I'm a product of the system. I count my time in the public schools of District #48 (Howe Sound) as privileged time. I get angry when people launch a destructive attack on the system that gave me an educational base the equal of any available anywhere, at any price. I also happen to think that the system is doing a better job now than it did in my day.

My support for British Columbia public schools also reflects my five terms as a school trustee. I think I know something about public education in this province and it saddens me to see so much criticism based on false assumptions and incorrect information. I become particularly distressed when the attack comes from politicians who should know better and who have the power to make their criticism into a self-fulfilling prophecy.

The trouble with politics is that objective fact often is much less important than subjective belief. If, because of a politician's comments, people believe public schools are doing a lousy job, they won't support the system. If they don't support the sys-



The schools are doing a better job for more people than they have ever done before, despite the fact that they are expected to provide those people with a wider range of services and are having to cope with a bewildering array of social problems.

tem, it will end up doing a lousy job. So the politician's ill-informed statement becomes a self-fulfilling prophecy, and we all end up a little (or a lot) worse off.

As a politician, it saddens and bewilders me to see other politicians attempting to advance their careers by bashing public schools.

It saddens me because of my love for public education.

It bewilders me because I hate to see politicians — whatever their party — making such a mistake.

And it is a serious mistake to assume that attacking public schools is good politics. In fact, public school bashing is bad politics because it is based on false assumptions. No politician should try to build an election platform on a weak foundation. It is bad politics because the people with children in public schools know the criticism is false. Voters don't like to be conned and misled.

I am aware, of course, that it has become almost fashionable to complain about the declining standards of our public schools.

The hard, cold fact is that this criticism is misplaced. By almost any measure, our schools are doing a better job now than they ever have. They are doing a better job for more people, despite the fact that they are being expected to provide these people with a wider range of services and are having to cope with a bewildering array of social problems.

Between 1941 and 1976, the proportion of the B.C. population reaching Grade 12 doubled. Since a much larger proportion of the population is receiving a secondary education, one might expect that academic standards would be slipping, or at least that today's secondary school clientele would be less academically inclined than students in 1930 or 1940. Not so, says a provincial government report on reading assessment. "In spite of this shift in the nature of the secondary school population, today's students perform rather well."

In fact, not only are more of our young people staying in school, but more of them are meeting the standards required for graduation. In 1968, 69.7 per cent of the people who entered Grade 12 graduated. By 1976, according to B.C. government statistics, the figure had risen to 80 per cent.

This is not to say that there are no problems in public education in British Columbia. While on standard tests our young people consistently out-perform their counterparts south of the border, the series of assessments carried out by the education ministry since 1977 reveal areas where improvement is needed. The 1981 math assessment, for example, concluded that while student skills were satisfactory or very satisfactory in nine of the domains examined, there were six areas classified as

marginal. Similarly, the 1982 science assessment shows that while pupils appear to be leaving elementary school with an adequate scientific background in the basics, the Grade 12 picture was "discouraging."

Keeping in mind, however, that we are expecting many more children to achieve standards once set only for an elite, my instincts, my observations, and a lot of objective evidence indicate the system is working reasonably well considering the demands being placed on it.

So I suggest that, given these objective measurements of the performance of the public schools, politicians ought to think twice before attacking the system. While a 1979 Gallup poll showed that 54 per cent of British Columbians *thought* education standards had worsened, the same poll revealed that 83 per cent of parents with children in school gave the system a passing grade.

It is interesting to ask why this gap exists between the perceptions of people who are directly connected with the education system, and those who have no children in school. I believe that the answer lies in the negative approach taken by recent educa-



Bill Vander Zalm's political support has been disintegrating. Politicians who base electoral support on fear and misunderstanding find that their cynical efforts are rejected by the many voters who have children in the public system. They know that that system was rendering good service until the minister made it the centre of so much controversy.

tion ministers and other critics of public education. The public is being told the system is bad and people with no children in school are accepting this criticism at face value. Parents are more skeptical of the criticism because they have direct evidence to the contrary.

**'Tis education
forms the
common mind:
Just as the twig
is bent, the
tree's inclined.
— Alexander
Pope**

The irony is that our politicians have the power to "improve" the system simply by keeping their mouths shut. If the present minister of education said and did nothing for the next year, surveys at year end would show increased confidence in the public school system. The good things the system is doing would have had an impact while the negative messages were stilled.

By the same token, of course, if education ministers continue their verbal attacks on the system, public confidence will continue to wane, despite any positive changes they may implement.

So it seems to me that a wise politician would quickly reject a no-win position in favor of a no-lose strategy. By saying positive things about public education, while making a sincere effort to effect positive change, the education minister and his colleagues will gain both general and public support and a renewed vote of confidence from the parents of today's school-going generation.

But politicians who base electoral support on fear and misunderstanding may discover that their cynical efforts are rejected by the many voters who have children in the public system and who know that it was rendering good service until it became the centre of so much controversy. Some provincial politicians might be surprised to find their platform disintegrating under them.

Gerry Kristianson is a public affairs consultant in Victoria and serves as a school trustee in Saanich.

THE B.C. TEACHER, MARCH-APRIL 1983

PUBLIC EDUCATION NEEDS GOALS

Considering the lack of public support and the lack of clarity about what the public wants education to accomplish, the public school system has done a magnificent job.

FRANK SNOWSELL

●The fundamental problem with education today is that no one has really decided what the goals of education are.

When I was a student and for the first half of my 40 years as a teacher, the goal of education was simple. It was to make pupils literate: "the three Rs" plus a bit of history, geography, civics, sciences — all fundamentally academic.

Grade 8 or age 15, whichever came first, was school leaving. Even earlier than that, if the child "failed" or was, for any other reason, seen to be incompatible with the school system, out he or she went. There was no concept that education was a "right" and that all children were at least entitled to remain within the school walls until age 18 or Grade 12, whichever took the longer.

Democratic society demanded that since taxpayers supported the schools, all children of taxpayers were entitled to be exposed to the benefits of education to the limits of their abilities. Society required better educated citizens.

There were economic reasons — other than increased earnings — for the retention of pupils in school. While in school the youngsters were not out in the labor market

competing for the unskilled jobs that were continually growing fewer.

Since youngsters of limited academic ability and interests were retained in school, varied courses to meet their varied needs were, of necessity, introduced: music, art, and many of the so-called "frills" of today were essentials if the youngsters were to spend their senior school years profitably.

In addition, industrial arts were introduced because the employers no longer hired apprentices in the hope that the school could serve the need of industry for trained workers. Another reason, for school administrators, was to provide opportunity for boys and girls not academically oriented.

Home and family ties were weakened and parents, having left undone things that in the past they would have done, expected the teachers to undertake many of the responsibilities of the home. Home economics, courses with such names as Effective Living (Effective Loving to some cynics) were introduced and counsellors and guidance courses took a large share of school timetables and time.

Society discovered other problems, such as those associated with safe driving, alco-



Youngsters today have a much wider and deeper knowledge of the world than even the best educated person had in the past. That is due, in no small part, to the efforts of the public school system.

holism, drugs and sex, and immediately the school was expected to teach the youngsters to deal with these. Many — perhaps even the majority — of parents, having shelved their responsibilities, blamed the teachers for every weakness and inadequacy of their children.

The school was expected to teach sobriety in a society where alcoholism was and is an ever growing problem, yet alcohol sales are a major source of government revenue and liquor advertisements a major source of revenue for all forms of news media.

Youngsters are supposed to learn responsible driving habits in school when, on TV, in ads for motor vehicles or in such programs as "Dukes of Hazzard," one never sees a car driven "defensively."

Schools are expected to teach respect for authority and the law. Police in such popular programs as the "Dukes" are not only incompetent, they are absolute morons.

In his poem, "Birds of Killingworth," Longfellow expressed the teachers' just complaint:

How can I teach your children gentleness
And mercy for the weak and reverence,
When by your every action and your
speech,
You contradict the very things I teach?

While continually demanding more and more of the teachers and the education system, society and parents did not increase support, either financially or morally, to the schools. Society made impossible demands of the teachers and schools and then criticized and condemned teachers for falling short of achieving these demands. Parents, many of whom could not themselves earn the respect or obedience of their children, openly criticized teachers for also failing in this regard. Society condemned the educators for failing to win the students' respect, when society itself openly criticized both the system and the individuals involved.

Every aspect of our society other than education has modernized and made use of the best of modern technology. The schools have lagged behind. Teachers are still using blackboards, and educational TV is not even in its infancy. Even movie projectors, overhead projectors and duplicators are not fully available. Where every office in a business has its own photocopying machine, a school is fortunate if it has one for 500 students. Television — which is the greatest force for education in our society today — is used to sell products and, often, to inculcate manners, actions, and habits that are generally recognized as anti-social.

Considering the lack of public support — financial and moral — and the lack of clarity on just what the public can and should expect of schools and, in fact, on what society wants the education system to ac-

complish, our public schools have done a magnificent job. Our youngsters today have a much wider and deeper knowledge of the world than even the best educated person had in the past. The youngsters live in the space-computer age and modern technology has for them no more surprises than the introduction of the automobile had for my generation. What is miraculous to us is commonplace to them. They use a computer the way we used a monkey wrench. Their vision, inadequate though it may be, is world wide. We are still bound by our parochial traditions.

Is it any wonder that many of our youngsters reject our social values and our society? Young people graduate from high school or university and are too often faced with a world that rejects and cold shoulders them. When they apply for work they are faced with demands that they have "two years experience a minimum", "must provide own tools," etc.

The society that condemns their use of drugs and alcohol and abuse of sex, itself uses drugs, and in the media owned and operated by adults, uses every skilful means of selling the very things society condemns.

Teachers and administrators are themselves in part to blame for the problems they face. They have meekly allowed society to steadily increase their responsibilities without making any significant protest. They have failed to determine what demands society could realistically make of the education system. They have continued to endure inadequate facilities and equipment. From both students and parents they have been forced to accept criticism and even abuse, and they have often been too meek to protest.

Critics of the education system — includ-

ing ministers of education — have limited knowledge or understanding of the process of education. Governments and trustees speak of our children as our most valuable resource, yet almost always in times of restraint slash education budgets first.

Thousands of books and millions of words have been written on education, and this magazine contains more. There is little doubt that the continued existence and progress of our civilization depends on our development of an educated, truly informed citizenry. That goal can be achieved only when society defines clearly what it expects of education. When that has been clarified, all involved — parents, teachers, administrators, trustees, government — must determine whether the goals are achievable and what resources of staff, buildings, equipment, time, funds, etc. are required.

Goals that may appear desirable may be, and often are, unrealistic, unless the resources are adequate to make those goals achievable. If our hope is to educate, to develop to the optimum, the capacities of each individual, obviously the curricula of our schools at all levels must be expanded to serve the needs of individuals.

Having defined our goals for education, and having decided what resources are required, we must, as individuals and as society, give full support to those to whom we entrust the lives of our children.

We must make certain that we do not by our every action and our speech contradict the very things we hope our schools will teach.

We must give much more than lip service to the development of our most valuable resource, our children. ○

Frank Snowsell is a retired teacher living in Kelowna.

THESE TEACHERS HAVE RETIRED

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

Ruby P. Baum, West Vancouver	Ellen M. Goucher	Gordon Lundy McDonald,
Antoinette Bonenfant,	Irene K. Grayston	Langley
North Vancouver	White Rock	Helen McDougall, Sidney
Jean F. Broughton, Youbou	Isobel Fern Horth,	Alexander P. McKay,
Rona Mary Clark, Kimberley	Prince George	Penticton
George Cook, Kelowna	John Jackson, Vancouver	May L. Pegg, Richmond
William John Gallagher,	Eileen C. Kimball, Vanderhoof	Thomas K. Perrin, Vancouver
Powell River	Alfred Law, Kamloops	Donald R. Rand, Vancouver

In our January-February listing of those teachers who had retired last year we included the name of Grace Cameron, of Kitimat. We have been informed that Ms. Cameron is still working in Mt. Elizabeth Secondary School, but she is a school secretary, not a teacher. We apologize to Ms. Cameron for our error.

THE VIEW OF A LIFELONG STUDENT OF EDUCATION

THINK GLOBALLY; ACT LOCALLY

After conducting 52 interviews, the author has definite ideas about what the school system should be and do.

JOHN S. CHURCH

● . . . it is through universal public education that the way must be found to liberate people from the burdens of disadvantage, handicap, ignorance, prejudice, and misunderstanding, and to liberate the potential that is in every human being to contribute to the building of a just and prosperous community."

So said a joint statement of the National Education Association (U.S.), the Canadian Teachers' Federation, and the World Confederation of Organizations of the Teaching Profession.

What is public education? What is it that the teachers are seeking to defend from the sustained attacks of government, some members of the public and the media and certain representatives from tertiary educational institutions?

Have we lost public education? Do we know what public education is? Is public education different from the education that public schools are now providing to B.C. students?

During December 1982 I had the fascinating assignment of identifying and then interviewing 52 prominent teacher and lay activists in B.C. education to obtain their views. I learned much from them. What follows is a summary of parts of the report I prepared as a result of the interviews.

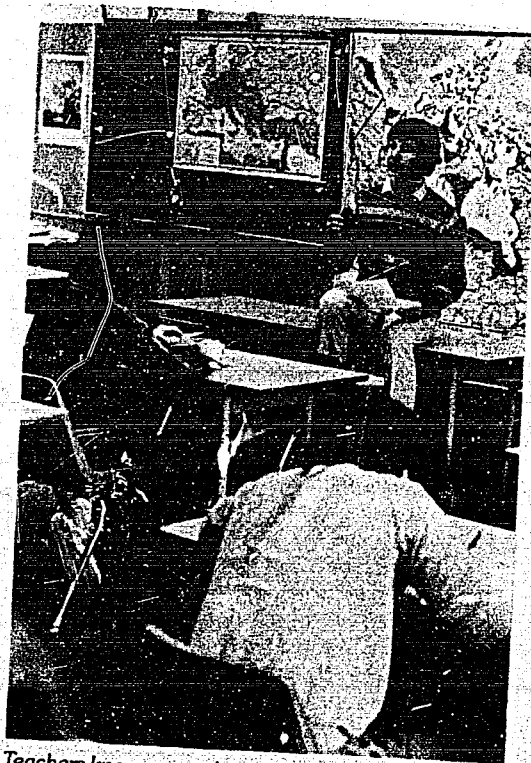
Public education is the system of public or political control of education, supported by taxation from all the taxpayers. It is accessible to all students, regardless of race, sex, religion, age. It presumes a common

shared perception of the society and of the individual. It is capable of maintaining within it a number of alternative programs. It suggests providing the opportunity for adults to offer to the next generation that they will be able to participate in the shaping of a society that values diversity, and that they will be able to work democratically toward common objectives.

Key words that describe its features include diversity, flexibility, choice by the parents, and students as they mature, continuity by means of which students will understand the linkage of the past to the present, and transformations. It emphasizes the importance of relationships, the exploration of ideas, the resolution of, and accommodation to, conflict.

Public education has played an essential role in the development of our society. It has been a social good and service, for its purpose has been to enable students to acquire requisite skills and knowledge to become liberated and to promote a sense of community. It has been the foundation of our beliefs, our sense of fair play, of justice and equality. It has been a vital element of our society, which, like religion, until recently, has not been questioned.

However, its future survival, despite the large number of people whose lives have been intimately involved with public education, is now problematic, regardless of the eloquence and common sense of the NEA-CTF-WCOTP Joint Statement, from which I quoted briefly at the beginning of this article.



Teachers know more about what goes on in schools than any other adults. Improvements in education should start with a dialogue within the profession. Teachers must discuss education with each other, probing, clarifying issues, then attempting to win public support.

As we move rapidly from an industrial focus to an informational orientation, public education is threatened not just in B.C., but across Canada, Australia, New Zealand, Britain and, above all, in the United States.

CENTRALIZED SYSTEM

In B.C., a highly centralized monolithic control of education by the provincial government has replaced the former system. This new control of education leaves virtually no room for parent, teacher, student, or school board participation in decision-making. It presumes a common standardized curriculum with a focus on socialization and vocational skills training and with every decision made by the central bureaucracy and ratified by the minister and cabinet colleagues.

Parents unhappy with this monopoly

**Human history
becomes more
and more a race
between
education and
catastrophe. —
H. G. Wells.**

have only one recourse — to seek the services of the alternative, the private system. Parent participation, involvement, choice — the hallmarks of a genuine public system — are not sought in the new provincially-controlled system.

The other system, private education, has also grown because of public funding and official pronouncements asserting its supposed superior features. Private education denies the vision of public education; that is, a commonly shared conception of society and the individual. It presumes that education is, not a process, but a commodity purchasable in the marketplace, provided that the private institution is willing to sell to the prospective client, that the prospective client is pleased with the particular brand and its advertised quality, and, most important, that the client has the necessary money to buy the proffered commodity. All this means that, unlike the public and the provincially controlled systems, the students in any one private school are a highly selective group.

ROLE OF THE PRINCIPAL

Those people I interviewed identified four other areas of concern. One is the function of the principal.

Clearly, the ministry perceives the principal as the ministry's agent in the school. Likewise, school boards and the officials regard the principal's main assignment as translating, implementing and justifying the school board's official policy.

In contrast, teachers view the principal as facilitator, energizer, synthesizer, catalyst, principal teacher, master teacher, organizer and supervisor of instruction, head teacher, an innovative and creative person, an alert listener, a community worker, a child's confidant. Functions teachers believe the principal should minimize include administrative and budget responsibilities. Overall, teachers perceive the principal to be an educational-instructional leader, not an administrative and financial zealot.

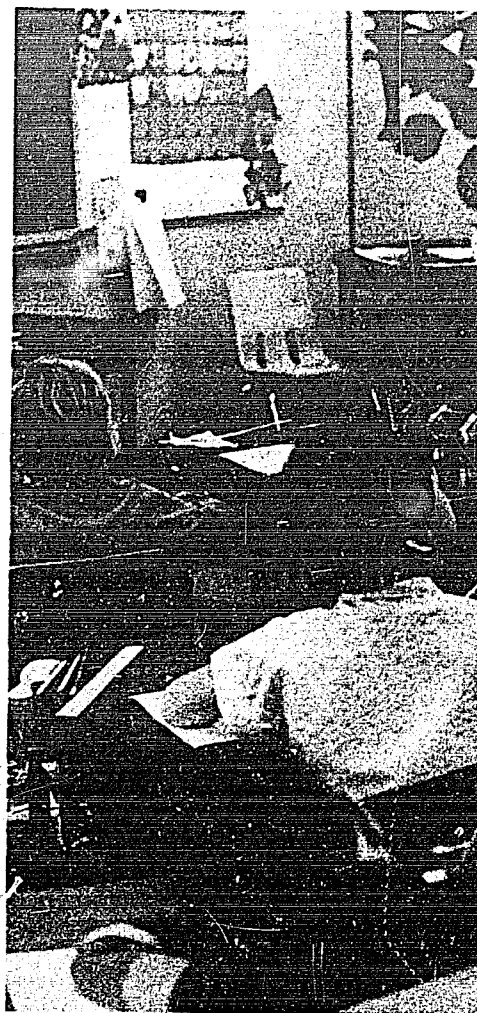
Teachers expressed serious reservations concerning the contradiction in the role — the expectation that the principal is the helper, the inspiration, the confidant of teachers, and the requirement that the principal write reports. Further confusion exists concerning the ultimate responsibility of the principal. Those from outside the school invariably emphasized the primacy of accountability to the school board. Those from within the school stressed the importance of answering to the school community — parents, teachers, students. Others noted the serious limitations, particularly in elementary schools, imposed by an hierarchical and patriarchal structure. The principal and the vice-principal are male; almost all classroom teachers, female.

What emerges is the need for a careful refinement of the role of the principal. The examination should be conducted in the context that the principal is the principal teacher; that is, that the principal performs a specialized teaching function, as the librarian and the counsellor do other specific teaching assignments. The function of the principal is not, I believe, a separate function from teaching. It is to assist teachers. The role must be modified to reflect the unity and the primacy of teaching.

ROLE OF OFFICIALS

A second concern was the role of school board officials. Many teachers emphasized the essential conflict in roles between gathering, organizing and interpreting information for the school trustees to make a decision, then of explaining and interpreting it to the teachers on the one hand, and being accessible to support and assist teachers in their classroom work on the other hand. Several noted that these officials could on occasion impede the smooth evolution of the school staff as a workable and confident decision-making group.

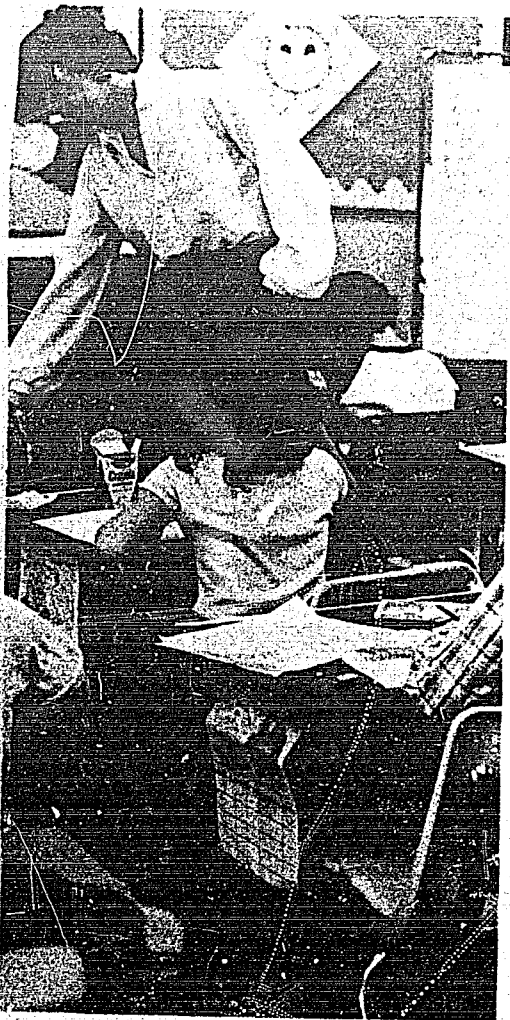
One non-teacher interviewed noted that when there are many officials it can become



Public education has played an essential role in the development of our society. It has been a social good and service, for its purpose has been to enable students to

difficult for the school trustee to observe directly, to collect information independently, and to listen attentively before formulating recommendations. One teacher noted the advantage of combining part-time classroom teaching with part-time assistance to other teachers and co-ordination at the district staff level. Such helping teachers and/or co-ordinators would not be heavily involved, it was emphasized, in implementing school board policy.

A corollary issue raised was the exponential growth in the numbers of district staff. Several teachers interviewed suggested that the best single personal assistance would be to have many of the group return to classroom teaching, for then there would inevitably be an improvement in class size or in the student-teacher ratio. Meanwhile, the expanding bureaucratization of education, or the phenomenon described by Northrop Frye as "cutting oneself off from the social context of one's job (being) regarded as the privilege of seniority," remains among education's unresolved paradoxes.



acquire requisite skills and knowledge to become liberated and to promote a sense of community.

ROLE OF THE MINISTRY

A third issue focusses on the role of the ministry. Is the ministry currently pursuing a legitimate function in promoting and implementing a highly centralized and controlled curriculum? Is the minister an advocate or an enemy of public education? Many noted the need to reduce the size of the bureaucracy, particularly if public education is to replace what now exists.

Appropriate supportive functions identified for a concerned, caring ministry include:

- to articulate the educational goals for the province after appropriate consultation with various appropriate provincial institutions;
- to provide the requisite financial, material, and human resources to ensure quality and equality;
- to be an advocate of public education in the province;
- to authorize and to participate in the evaluation of the province's educational goals;

- to develop curriculum either for a provincial curriculum and/or as a source for teachers to elect to use, if they wish;

- to ensure that the various groups involved in education are able to carry out their roles and functions; to serve as a final court of appeal in the case of dispute between or among various individuals or groups.

ROLE OF THE PARENTS

The fourth area constitutes the major challenge. Are teachers genuinely committed to involvement of parents and, when appropriate, students, in critical decision-making? In what matters should parents be involved — setting goals? Establishing priorities? Determining what shall be taught? Defining how the students will be evaluated? Agreeing on how programs will be evaluated?

Are teachers really willing to listen attentively, contemplatively and empathetically to parents? Will teachers exercise their supportive skills and attributes to overcome reluctance, suspicion and unwillingness of some parents, particularly those who have had limited and unhappy school experiences? Are teachers committed to the avoidance of jargon and of the monopoly of discussion with parents? Will they judiciously, skillfully and unobtrusively lead parents to become concerned over the sexist, racist, elitist inequities in our schools and thus in our society?

These are hard, difficult, but crucial questions, if the restoration of public education is to be more than an academic exercise. As we enter the informational society — or a lifelong educational society, if you like — the key question becomes: will the public school and public education be a part of this new society? One thing we know for certain is that those who are to be affected must be directly involved in making key decisions.

FOUR ALTERNATIVES

What are the alternatives in so far as the formal institution of schooling is concerned?

- A continuation of the present recently strongly centralized provincial monolithic system.
- A dual system of both public education and public funding of private schools.
- A totally private system or a deschooled society, as advocated by such critics as Ivan Illich and John Holt.
- Over an extended period, the evolution into an educational commonwealth with teachers ceasing to be employees as they establish teacher co-operatives and secure a franchise to provide educational services to a community. Like the doctor and hospital analogy, the computerized

learning resource centre, perhaps more than the traditional school, would then emerge as an important locus of teacher practice extended beyond the office or home of the teacher.

- During the immediate future, a return to a system of diversified, flexible public education.

Is the last-mentioned variable feasible? As a consequence of discussing current issues in education with 52 prominent activists, I am convinced that the process in which I was involved is one that can be replicated, provided that adequate time is allowed and that the questions I used as stimulus, prod, provocateur are broken into smaller and more manageable components.

Teachers need to initiate dialogue, probe issues and clarify positions on education among themselves. Judith Little has recently concurred that "school improvement

**If there is
anything that
education does
not lack today, it
is critics. —
Nathan Pusey**

is most surely and thoroughly achieved when teachers engage in frequent, continuous and increasingly concrete and precise talk about teaching practice . . ."

But more is required than simply teacher talk. The process can be — and must be — extended to include parents first, then later, other members of the public, that is, the 70-75 percent who do not have children in the schools. Teachers will have to remember that listening attentively, reflectively and empathetically is infinitely more difficult than leading the discussion.

Such a commitment is essential if public support, confidence and participation in education are to be built. The public will begin to claim a deep sense of ownership and a zealous commitment to the continued healthy growth of education. The current unfortunate caricature of what education should be will have ended, the public will once again be restored in front of education, and for the teachers and students joy will have returned to the teaching-learning process. ○

References available on request.

John S. Church recently retired from BCTF's Professional Development Division. The survey on which this article was based was one of his final assignments as a BCTF staff officer.

BACK TO THE BASICS?

The opportunists who are taking advantage of hard economic times to dismantle the school system are playing a dangerous game. The commitment of our citizens to public education may be much deeper than the pollsters think.

JAN CIOE

Public education has been in the news for the last several months. More precisely, the funding of public education has been in the news. This is not surprising, of course, since we are in a very severe recession — depression, if you wish — and money has become a central concern.

The media are full of stories about how bad the economy is. There are articles about corporations, both large and small, collapsing under the weight of debt and reduced profits. There are also articles about people whose lives have been turned upside down by the loss of their jobs. The economic situation is described as extremely grim. People's faith in the bounty of life has been severely shaken. Such a climate of economic uncertainty has made a large segment of our population feel quite vulnerable.

The conditions are ripe for demagoguery and unscrupulous appeals to baser human emotions. When people are hurting, when they are frightened or when they feel helpless, they can become selfish and mean. If they are suffering, they may want everybody else to suffer too.

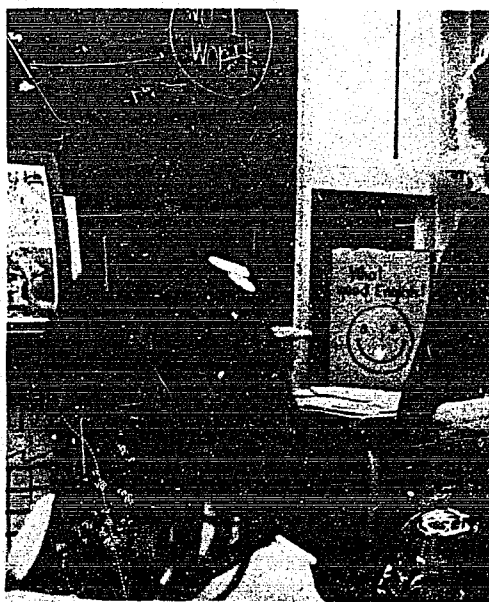
There are those who feed such hostility through distortions and facile comments. Such opportunists drive wedges between groups so as to manipulate them better. By pitting one group against another, by fostering ill will and by scapegoating, these opportunists are trying to shift attention away from their own shortcomings. Such tactics are designed to influence passions

and to undermine the democratic process, which relies heavily on reasoned decision-making based on a sensitivity to the wishes of the people.

Even without these attempts to exploit the situation for short-term gains, the disorientation that comes from chaos in the economy creates a demand for action. People want something done about their problems: they want them fixed. This demand that somebody do something provides an opening for change. Those in power can use this opening to make the system better or to make it worse.

Take, for example, the call for a return to the basics in education. There is some appeal in this notion if it involves looking at the fundamentals and making sure that they are taken care of. Clearly, if there are problems in education, efforts should be made to correct them. However, all too often the call for a return to the basics is merely a wish for the good old days. You can translate "good old days" into "what I had to go through." The danger is that people will accept a simplistic solution to a complex problem and end up making things worse. In many ways kids simply are not the same now as they were 30 or 40 years ago. There is a tendency to distort the past primarily because we have selective memories and tend to evaluate early experiences as a result of where we are now.

Before there is a wholesale change in education as the result of a change of "leadership," we should ask ourselves



No one denies that conveying knowledge and developing skills are basic tasks of the schools. In addition, however, society has

some fairly basic questions. One of these is: Just what is the role of education in our society? Perhaps that phrasing begs the question, since it implies that there is a single role for education. That would deny a fundamental feature of modern Canadian society — our pluralism. Maybe in a monolithic society the education system has a single role to play insofar as that society has well-defined specifications for the product. Moreover, in such a monolithic society all the components that create a socialized human being would probably fit together well and would all be working in the same direction.

Canadian society, however, does not have that single-minded nature; there is a multitude of cultural entities that makes up the mosaic of our nation. Each of these cultural entities has a uniqueness that we as

a society have chosen to foster rather than obliterate. As a result, there is no standardized set of values or characteristics that is universal across our culture. Consequently, the school system has varying expectations placed on it as a result of our multicultural policy.

The assumption I am making is that our formal educational institutions are one of the primary transmitters of the values found in our society. There can be little doubt that most of our citizens instinctively see this as an appropriate role for the schools given how strongly some people react when their values are not being adequately represented. It is true that under such circumstances a cry might go out for value-free education, but I do not believe that such an education is possible. After all, teachers are



shifted onto the schools other responsibilities once thought to be the exclusive domain of the family.

human beings, and their values will get passed on as they deal with the myriad issues facing them each day.

The best we can hope for is that our teachers will strive for a balance or lay out their biases. If we have a reasonably heterogeneous group of teachers, our students will end up getting exposed to a range of views. We might also think that it would be a good thing if people learned how to analyze and decide on issues of morality or on which values to adopt.

In addition to their role as socializers, schools also have a role as purveyors of knowledge. Our technical sophistication has increased so that there are certain facts and skills that are useful to know in order to operate effectively in our society. It helps if you can communicate effectively to other people. Typically this involves a reasonable

command of the language both in its written and oral forms. Mathematical skills are also necessary; filling out a Revenue Taxation Canada form is enough to drive that point home.

To some these are the most important skills and are the legendary "basics" that we are told we should be getting back to. It is hard to argue that such skills are not important — they clearly are. Nevertheless, various sociological forces have remoulded many of the institutions of society and have shifted onto our schools responsibilities once thought to be the exclusive domain of the family. You can decry this shift and lament the fact that such a change has occurred but it is just that — a fact.

This point is well made in the report of the Fact-Finding Commission to the Alberta Ministry of Labour (December 1980) entitled, "A System in Conflict," which came out of the extended teachers' strike in Calgary. The report documents how the demands on the school system have expanded over the years. It's fine to say that the schools should give up everything else except the basics but that would simply mean that education in those other areas would often not take place.

Those who want to change the school system as it has evolved must come up with a better answer to the problem than suggesting that all these other things can simply be returned to the family. The modern family is just not the same as it was 40 or 50 years ago. How do you deal with the single-parent family or one that has two wage earners?

The sentiments that motivate people to want to return to the familiar and the "good old days" are understandable even if they are not productive in dealing with the problems that exist now. What is not understandable or defensible is the position that the education system should be dismantled and twisted out of shape because it does not fit into a cost-efficiency model. As I said earlier, the current economic crisis has created a climate in which insidious changes can be brought about in the name of "doing something." There are elements in the government and Ministry of Education that are seizing the opportunity provided by this climate to alter fundamentally the nature of our education system.

Let me give you an example from the part of the system I'm most familiar with, the community colleges and provincial institutes. There is a proposed policy document circulating that sets out the mission statement, goals and objectives for the community colleges and provincial institutes over the 1982-87 period. This document is going to have some serious implications for the issue of accessibility.

The colleges and institutes were devel-

oped out of a recognized need by the various communities of the province for increased access to post-secondary education. Accordingly, local groups got together and provided the drive for the establishment of comprehensive institutions that could provide a wide range of offerings, including academic, vocational, technical/career, basic upgrading and continuing education.

The ministry's proposal calls for a change to a "modified comprehensiveness" in which the offerings of community colleges could be pared down to create a more cost-efficient system. What this proposal seems to disregard is that many of the people who go to colleges go to them because they are in their home communities. A series of reports by Professor John Dennison and his colleagues at UBC have

Why should we subsidize intellectual curiosity? — Ronald Regan

clearly shown that availability is one of the main reasons people choose to go to a community college. A majority of the students at community colleges are simply not mobile because they have full-time jobs, because their spouse has a needed job, because they have a home or because they have various social supports that would not be available elsewhere. If the offerings are cut back and the comprehensiveness of colleges is modified, these people may very well be denied post-secondary education.

It is proposed that the Open Learning Institute (OLI) and the Knowledge Network of the West (KNOW) could fill the void through their self-instructional correspondence courses. Such courses are probably very useful in extending post-secondary education to those who have difficulty in attending a college or institute because of distance, lifestyle or personal circumstances. It must be recognized, however, that this form of instruction is not suitable for the majority of students; such courses demand an exceptional level of self-discipline and independence of operation. The low completion rates show just how hard it is to work essentially on your own without the social supports provided in post-secondary institutions.

The proposal also calls for the establishment of "priority programs," which will be designated by the Ministry of Education

based on provincial occupational and manpower needs. Accordingly, certain technical and vocational programs have been identified as worthy of increased support because they are in demand or are likely to be in demand. This makes me a little uneasy, given just how accurately the government has been able to predict the direction of the economy; it has not had a particularly impressive record in the past.

Putting its failures aside for the moment, putting more resources into areas where there is a great student demand sounds like a good idea. The proposed system, however, is not based on what the students want but rather on what the economy supposedly needs. Students don't get to choose; they get channelled into these priority programs. There are elements of the proposal that smack of "Big Brother" in 1984.

The additional resources for these priority programs that are considered important for economic reasons are to come from a reallocation of internal funds. The proposal is that these priority programs are to take precedence over all else, although these other programs are to be maintained at the "highest possible levels". This statement is a bit cynical since companion documents tell the colleges and institutes to plan for no increase in funding along with continued inflation. In other words, we are to do more with less. The ministry expects colleges and institutes to cannibalize themselves to put on the priority programs. This means a gutting of the non-priority offerings.

The situation, of course, is parallel to what is happening in the schools. The "frills" are to be cut back to maintain the "basics."

Apparently one of the "frills" for the Lower Mainland colleges is university transfer programs. Most colleges in the province provide a sufficiently diverse set of courses so that a student could do his or her first and second year of university at the local community college. The proposal implies that some, or all, of the Lower Mainland colleges would lose their university transfer (UT) program in recognition of the proximity of the universities (which are already being forced to limit enrolment) and the "wide-ranging urban transit facilities" (including the ALRT system?).

Once again, however, the planners have failed to consider that many of the students taking UT courses are not in the 18-24-year-old group. This younger group may be psychologically mobile enough to spend an hour or so on a bus and take on the rather imposing campuses of our universities. There will be many, however, who will be denied access to such studies because the barriers associated with leaving their community are just too big to overcome.

The community colleges were founded on the principle of universal access to education. Tuition fees have been kept intentionally low so that money would not be much of an obstacle. There are strong pressures, however, to increase the cost of education paid for by the student. Colleges and institutes whose tuition fees do not meet the provincial norm will have their budget allocation reduced by the difference.

This is extremely retrogressive; it is a step away from universal access and a partial return to the situation in which your wealth — or your parent's wealth — was what determined how much education you would get. A society that restricts access to education is fostering a destructive kind of elitism based on social class. The same tendencies, of course, can be seen in the schools: parents have to pay extra for some of the essential items of education through additional charges, or have to organize fund-raising events to keep some program or activity going.

What we are seeing is the erosion of public education and the equality of opportunity it promises. This process of undercutting the gains made in greater accessibility extends beyond the colleges and institutes to include the entire public education system. Improved accessibility in the primary and secondary grades has occurred as a result of efforts made to meet the individual needs of students. Schools have been made more responsive to the special problems associated with a heterogeneous group of students. The problems of the gifted child as well as the disadvantaged child have been tackled. I am not trying to say that they have all been dealt with adequately, but progress has been made.

However, the undermining of the finances of our public education system by the current government is extremely serious, since it will wipe out most of the gains made over the last decade. Public education is being slowly choked; each time the grip has been made tighter. As the funds are cut off programs and people are lost. It may sound trite but the very quality of our future as a society depends on the openness of our public education system. Those who would take advantage of the confusion generated by hard economic times to dismantle the system and reduce accessibility are playing a dangerous game. The people of this province should not be underestimated. Their commitment to a strong public education system that provides all its citizens with the greatest level of accessibility may be much deeper than the pollsters had thought.

Dr. Jan Cioe is president of the College-Institute Educators' Association of B.C.

THE SENIOR CITIZEN

PROJE

Senior citizens are among education's most severe critics. Right? Not in Coquitlam. Centennial Secondary School welcomes their participation in school activities, and runs a special program for them. The result? Senior citizens are among the school's staunchest supporters.

JANET YAU

● If the success of any project is judged by its achievements, a project for senior citizens at Centennial School in Coquitlam has already earned top marks in its class.

They call it Project Hospitality.

Every Friday at noon, Graham Conway's Foods 12 class hosts a luncheon for senior citizens of the community. During a full course meal, the seniors are given the opportunity to interact positively with the students who serve them.

At least 30 senior citizens call into the school in advance to inform the students that they are coming. They arrange for their own transportation to and from the school.

They are what Principal William Melville refers to as "our own senior students of Centennial School, and we are proud of them in every way."

The cost of the luncheon is \$3.00 per person. Any remaining money from the budget is put to good use. It goes toward a favorite charity, sent in the memory of the late Bill Paine, the former spokesperson for senior citizens in Coquitlam.

Project Hospitality came out of an idea more than 10 years ago. It first began as a

CT HOSPITALITY



Top left: Each Friday at least 30 senior citizens come to the school for a full course hot meal. Top right: Students prepare and serve the meal under the watchful eye of their teacher. Left: Who said there was a generation gap?

food catering service for senior citizens who couldn't get out. The idea expanded further to become an in-school project.

Sponsors of the project are community services teachers Graham Conway, Gerry Skitch and Charlotte Turnbull, who work along with Chef Terry Larsen on the principles of group effort. They include Conway's Foods 12 class and the senior citizens, who receive the students openly without hesitation, to make the project the success it is.

"We get as much out of this project as the senior citizens themselves. We all gain and learn from the experience," said Melville.

The senior citizens feel the success of Project Hospitality as well.

"It's such a nice program. A lot of us live by ourselves and something like this gives all of us the chance to go somewhere and have something to look forward to. I've

been here every Friday ever since the project began 10 years ago. Through the years, I've gotten to know a lot of really nice kids from it," senior citizen Theresa Ouellette said.

Nat Mawby, senior citizen, says, "The project is terrific. We get to meet people and socialize. It's a great way of spending the afternoon."

The senior citizens are not the only ones who think Project Hospitality is such a success. Centennial students also agree with them.

"I like doing this a lot; it's fun. I really like helping them, because they're nice," Centennial Grade 12 student Suzanne Dresser said.

Lisa Hinchey, Grade 12 student, added, "I love doing this a lot. The senior citizens are so nice and I really have a good time working on the project with them."

Project Hospitality ties in with the curriculum of Conway's Foods 12 course. But students like Dresser said, "I wouldn't mind doing it, even if it weren't compulsory."

Frills possibly.

Referring to the criticism about the so-called frills in the school system, Melville

says, "There are bound to be critics who come down and criticize this project, too. But if you can call a project where old people and young people get together in a positive way and it's reflected back in the community, go on ahead; we'll take the risk of its being called a frill."

Project Hospitality has helped in educating senior citizens as well as students, in understanding one another better.

Mawby said, "The kids are really terrific here, and it's helped me get a better understanding and outlook on them. Other schools deserve to learn from Centennial."

"It's certainly nice for young people to help you like this. The students at Centennial and what they're doing are just great. Seeing the results of the project has changed my opinion of teenagers some," said senior citizen Mary Doucette.

Centennial students involved in the project have gained a better understanding of senior citizens from Project Hospitality.

"They are really nice people. The senior citizens make you feel important and worth while during the project," Hinchey said.

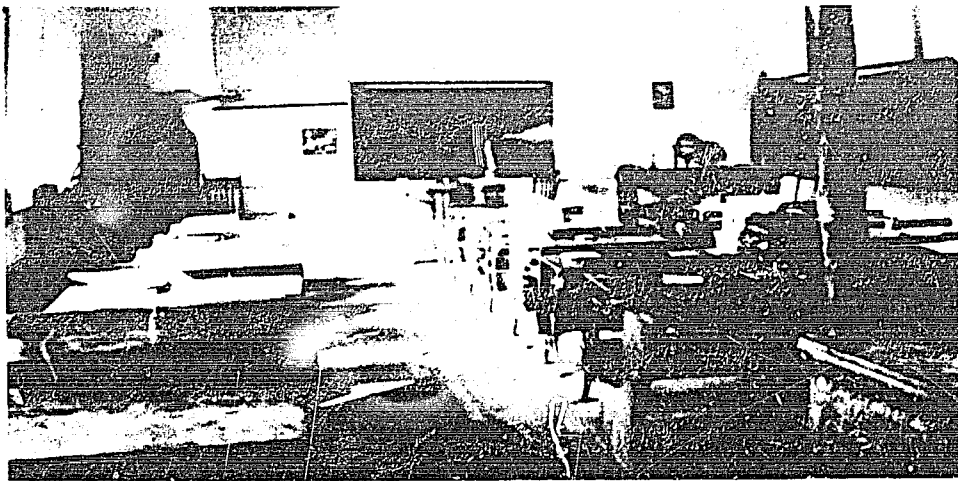
The project has given Centennial School some new friends. The senior citizens have developed a positive attitude toward the school, staff and its students.

"Before the critics start criticizing everything that goes on in school, they should see what goes on, something positive like this at Centennial."

"A lot of the teachers don't get any support, which they deserve nowadays. They educate the students and help them be what they are. They're such nice students at Centennial," said Ouellette.

Well received at Centennial, Melville says it best, "The senior citizens don't have to sit in their rocking chairs all their lives. At the same time, the hot line shows don't help any, burdening them with a more gray, negative side of teenagers today. Here's something positive and we're proud of it." O

Janet Yau is a Journalism 12 student at Centennial Secondary School in Coquitlam.



EDUCA COM LONG

KEN AI

●Until recently at least, education had come a long way in the last century. Evidence of that is Surrey's Anniedale School, the oldest operating one-room school in that municipality.

The school was built in 1891 for \$660, and originally accommodated classes of 8 to 15 students in grades 1 to 8.

In 1954 the school was closed, and remained vacant for 20 years, used only occasionally during that period as a community hall. By 1975 the building was in disrepair and in danger of being torn down. Parents in the community rallied, however, and the result was that the building was moved two kilometres to a new site on the grounds of the new Anniedale School.

Parents, Surrey businesses and the school board combined efforts to restore the school to its original condition, complete with students' desks and other artifacts.

Today the school is an historic study centre, available at no charge for use by elementary classes as part of a unit on the history of Surrey. Teachers and students are encouraged to use the facilities and "become" pioneers for a day. Experiencing the past helps them develop a greater under-

1. The original Eburne School in Vancouver.
2. Surrey's Barnston Island School — in flood time.
3. The Surrey Centre School class poses for a class picture.
4. Sitting with one's hands behind one's back was an important skill to be learned in the early days of B.C. This class is in Sir James Douglas School in Victoria.
5. Barnston Island School in the 1890s. The entire class poses.
6. The interior of Surrey's Anniedale School, fully restored.
7. Teacher Kathy Der and her students use slates, as they would have done when Anniedale School was first built.



ATION'S ME A G WAY

ITCHISON

standing of Surrey's pioneers, and schooling as it was at the turn of the century. Some of the classes prepare pioneer costumes, and wear them when they attend the school.

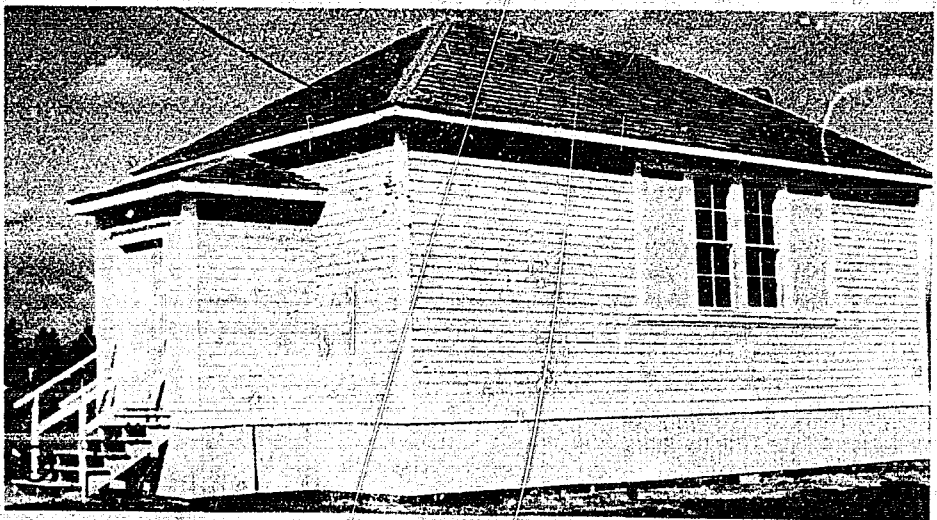
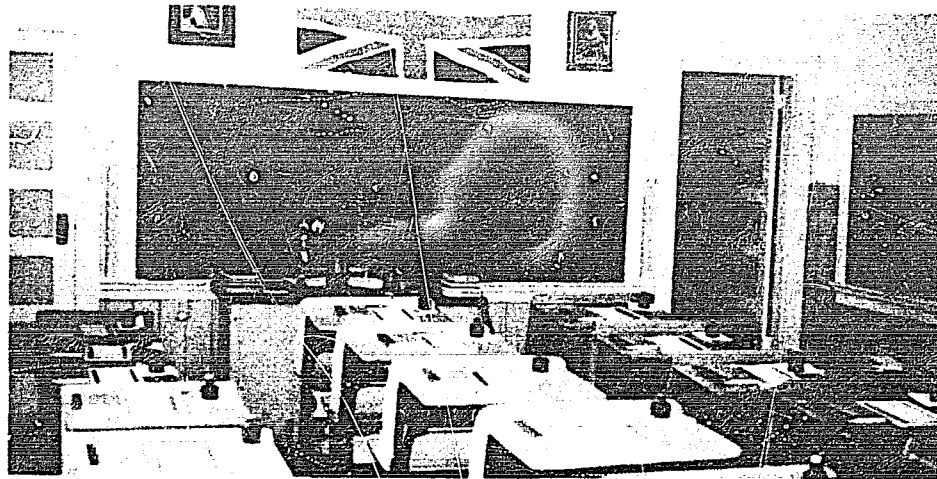
Students take subjects as they would have been taught in the early 1900s, including reading (using turn of the century readers), elocution, penmanship, civics, arithmetic (using slates), singing (including "School Days"), art, and physical drills and games. The students also use the artifacts to learn about life 100 years ago.

The school is heated by a wood-burning stove, and students are expected to tend the fire during the day and to leave the wood-box filled for the next class. They are also expected to tidy the room and sweep the floor when they leave. The school has no washrooms, of course, but the students can use the washrooms in the new school on the same grounds.

Surrey, you've come a long way, but congratulations on preserving — and using — the little gray schoolhouse of a century ago. ○

Ken Aitchison is the editor of this magazine.

8. Elementary students enjoy dressing the part for their lessons in Anniedale School, shown in the background.
9. Period costumes, slates, ink bottles and nib pens, and readers from the turn of the century all help to give today's students an appreciation of what school was like in the early days of our province.
10. An essential part of any one-room school is the stove. Students tend the stove during the day, and replenish the wood box when they leave.
11. The little gray schoolhouse proudly receives students again, after years of neglect.



HOW TO REGAIN SUPPORT FOR THE PUBLIC SCHOOLS

If we are to preserve public education, the school must be restored as a vital part of the community. Here is how we can do that.

MIKE LOMBARDI

● We find ourselves in the midst of an unprecedented attack on public education. Will public education survive this onslaught and play a key role in the shaping of our future or will it become an endangered species found only in the history book?

Teachers have an important role to play in the fight for the preservation and improvement of public education.

I believe that public education should prepare pupils to become responsible and active participants in a democratic society. Educators in B.C. face the challenge of working toward this goal in an atmosphere of centralization, criticism, and sustained attacks on the public schools.

These attacks are aimed at the actual performance of the public schools and they jeopardize the basic institution of public education. Within this debate over the governance and control of schools I believe that teachers have a key role to play in leading the dialogue in defence of public education.

Teachers must become involved in helping the public to clarify, articulate, and embrace a vision of public education. We can no longer afford the luxury of not having parents involved in the decision-making processes at the school level. As teachers we must lead the movement to

increase the capacity of the school and community to cope with new developments and to solve problems.

Public education has played a key role in adding to the quality of life in our society. It has provided schooling that is accessible to all students, regardless of religion, sex, age, or race and regardless of their difficulties. The richness and value of public education is best exemplified in a quote from the NEA-CTF-WCOPT Joint Statement from Philadelphia, Pennsylvania, in May 1981: "We believe that it is through universal public education that the way must be found to liberate people from the burdens of disadvantage, handicap, ignorance, prejudice, and misunderstanding, and to liberate the potential that is in every human being to contribute to the building of a just and prosperous community. We declare that the right of free and equal access to an appropriate and effective program of education, in conditions which maximize the possibility of successful preparation for life and work, is fundamental to a free society."

To preserve public education, we must have as one of our objectives to restore the public school as a vital and integral part of the community. We must create an atmosphere in which schools and teachers are truly appreciated as vital parts of the community.



At one time parents and others in a neighborhood were proud of, and attached great importance to, their school and what went on in it. Our task is to restore that sense of community pride in education.

At one time parents and others in the neighborhood were proud and attached great importance to their schools. A sense of working together, caring, and sharing helped to develop a respect and commitment in the community. Our task is to restore this sense in contemporary society. In this setting teachers must be viewed as sources of positive power in the community.

We must take up the challenge of initiating a long-term process to meet this goal. Short-term Madison Avenue media promotions and PR hype will not be successful in creating support for public education. It will take an extensive ongoing dialogue and involvement with members of the school and community. This effort must not be a one-shot intervention, but rather a sustained effort to help the school and community to develop and improve their own problem-solving capacities.

This interaction by teachers, parents, students, and others in the community should identify a number of alternative approaches to schooling and community action. This dialogue should culminate in the co-ordinated development of a school community development program. This form of initiative could serve as a positive and proactive alternative to the centralized thrust of the Ministry of Education.

A glimpse of the potential that this type of approach could yield is available to us. The headline of the January 24, 1983 edition of the *Vancouver Sun* read, "Island's Children Count Most in Fight to Keep Schools Open." The article explained how the residents of Thetis Island organized to oppose the closing of a one-room schoolhouse because of the provincial restraint program. The following quotes were made by parents at a meeting of the school board. "The school is an integral part of the social fabric of the island"; "Closing the school will mean that the school district is willing to sacrifice the social and educational needs of kids on the island"; and "The school is the heart of the community."

ACTION PLAN NEEDED

This action demonstrates the possibilities when the school is viewed as a precious and important community resource. Our task is to develop a plan of action that will instill this type of support for the public schools in each community. This type of process requires the active involvement of teachers, parents, and students in an ongoing partnership capable of responding to and defending the school against unwarranted criticism and attack.

There is no better defence for public education than a community that is prepared to fight against the deterioration of

school programs because of its deep sense of ownership and zealous commitment to continued healthy growth of the public schools.

Teachers must play a leadership role in opening and maintaining the dialogue, which must include public participation. The process will be a long one, but in the end it could serve as the means for preserving public education.

This public participation must be very real. It means going past the usual involvement of parents helping with hot dogs and field trips. The role of the parents and others in the community must be an active one. Members of the community must be involved in the decision-making processes of the school. Every school should have a citizen advisory council in place. The terms of reference for this council must be carefully defined at the school level. One of the main roles of this group must be to participate—in a clearly defined manner—in the staffing, program, and budgeting decisions of the school. This form of involvement can be threatening; however, with careful planning it can be a very effective means for

What we want is to see the child in pursuit of knowledge and not knowledge in pursuit of the child. — George Bernard Shaw

developing a support network for the school in the community.

I propose that the BCTF make as a major priority the development of community-based school development programs. These programs would utilize the school building as the primary unit for school and community development. The programs would provide for the systematic, participative process of problem solving and improvement as a regular ongoing function in the school and community.

The objectives of such a program would be:

- To develop skills and processes that would facilitate school/community communications.
- To identify, plan, develop, implement, and evaluate staff development programs that would improve the quality of educational programs in the school.
- To clarify and define the boundaries of

parental involvement in the decision-making processes of the school.

- To develop processes for schools to respond to the diverse needs of the community.

A community-based school development program could serve as a change strategy for school and community self-development and renewal. This program would be a long-range effort to improve the school's problem-solving and renewal processes, through a more effective and collaborative management of the school with the community.

PLANNING IMPORTANT

The school development program needs to be a planned change program that is coherent, systematic, and organization-focussed. It must be directed at the improvement of both performance and the quality of life of individuals and groups in the school and community.

The program calls for a new form of co-operation. The degree of success of the program would depend on the way such an improvement were adopted and adapted by the school and the community. These programs should not be imposed from above; rather, they must reflect the grassroots initiatives of the school community.

The framework for the school development programs could be developed by the BCTF and local association professional development networks. These networks would be responsible for the overall program planning and design, and the training of personnel.

At this time the BCTF's Professional Development Division has a cadre of practising teachers called PD Associates. These associates have training in the necessary skills to conduct a school development program. This group could be enlarged and expanded to form a team of BCTF Educational Advocates. These trained advocates would be responsible for facilitating the dialogue in the planning and implementation of community-based school development programs. BCTF advocates would provide school building advocates with training at the local level. These school advocates would help to empower teachers with the skills required to lead and guide the school and community dialogue.

The consulting role of the educational advocates is essential to the success of school development programs. The advocates would play an important advisory role throughout all stages of the program. Their role would be to provide training and support so that the participants could enhance their internal capabilities and skills to facilitate the constructive communication of

valid and important information. The advocates would provide training and assistance with communication, problem solving, facilitation, mediation, and political skills. Advocates would also serve as catalysts for helping to enlist support and to overcome opposition to the program.

The school development program should provide for start-up, transition, maintenance, and institutionalization stages.

During the start-up stage a certain amount of readiness is important as a precondition to whether or not the program will get started and be productive. This stage also requires an open attitude toward full communication and collaboration, administrative support, goal clarity, and the absence of a negative history of change. Other important factors include strong district support, staff and parental commitment, support, and involvement. Adequate time for planning and participation is also essential. This stage should involve a number of meetings over a period of months and should culminate in the development of a joint written program outline that is practical. This outline should include activities for classroom, school organization, and school-community relations.

The transition or initial operation stage includes events and activities conducted during the first year of the program. This stage should address the amount of time required, budget requirements, use of advocates, continuity of participants, and the scope and sequence of problem-solving and initial skills training.

The maintenance stage of the program (second year) would be developed from an evaluation of the quality of the entry and transition stages of the program. This stage calls for the staff to be working with a team of inside specialists (school advocates) who will operate as training consultants for the maintenance and refinement of the program.

The final stage of institutionalization is the ultimate goal of the development and renewal process. This stage occurs when the staff development cycle has become a standard part of the school operation, run largely by the participants, who continue to train others. This stage is in place when the development process is an indistinguishable part of the organizational life of the school.

Many fragments of this type of program are in existence in various schools throughout the province. It is now time for us to pull the pieces together into a systematic framework and process that can be replicated, adapted, and implemented at the school building level.

Continued on page 189

THE VIEW OF TWO SECONDARY SCHOOL

HOW STUDENTS PUBLIC SCHOOLS

If the authors are typical of their peers, students believe they are getting a good education from the public school system.

**ELIZABETH MOORE and
EVA KOCAN**

●Writing an article on the public school system from a student's point of view is difficult. We talked to other students to hear their opinions. Soon we realized that each student had a different concept of the public school system. There was no general consensus among them on any one subject.

The topic in itself is so broad that we decided to cover only a few major points. We have based this article on our own opinions, but we also considered the opinions of others.

Perhaps the most important aspect of school is the knowledge accumulated during the years of education. The instruction we receive is determined by the "curriculum crews" of the Ministry of Education. Have they made good decisions?

In secondary schools, courses can be divided into two groups: compulsory and non-compulsory. The choice of subjects like English, social studies, science and mathematics as compulsory courses is commendable. These classes provide a firm background in basic learning skills.

We believe that French should be given more recognition in B.C. French immersion programs should be compulsory for all; they are, in our opinion, the only way to learn French properly. The ability to communicate in a second language is often underrated in our province. That Canada is officially a bilingual country should be reason enough in itself.

In European and Asian countries, it is not unusual for students to be fluent in three or more languages. What excuse do we have

for falling behind the world standard? Perhaps we have felt the influence of our American neighbors, who do not stress languages as an important part of education. We believe that Canada would be a stronger country internally and externally if students understood its two languages.

It is important to have the choice between academic and vocational subjects at the secondary level. This allows students to prepare either to enter the job world or go on to university. It is also necessary to encourage the development of individual skills and talents. This is an advantage for our present system, in that some schools can offer an immense variety of courses. Things like work experience make vocational courses an invaluable first step to a job.

In conclusion, we believe that our curriculum provides a sound educational base, though there are always possible improvements. Unlike the students of strongly nationalistic and communistic countries, where governments reject foreign ideas, we are lucky to be part of a school system that encourages and accepts the utilization of new teaching ideas from other countries.

So many complaints about the public school system are directed toward the facilities we have. Our generation is obviously too pampered and comfort-loving. Objections to lower temperatures and cold gyms seem ridiculous when we remember the one-room school huts in developing countries that children feel privileged to attend. We think that our schools offer a good

THE B.C. TEACHER, MARCH-APRIL 1993

NTS SEE THE OOL SYSTEM



Most teachers are highly thought of by their students. One of the reasons is that they constantly give of themselves that others may learn and grow as people.

learning atmosphere with at least adequate classrooms, sports facilities and playgrounds.

Extra-curricular activities make school more bearable for many students. They break the monotony of school. They allow students to discover other talents, grow in mind and body and do something constructive with their spare time. Unfortunately, a large percentage of students don't take advantage of these opportunities.

Those who do get great benefits including the satisfaction of accomplishing something and handling responsibility. These students are a special group, the so-called "heart of the school."

We believe that the other students can be

classified into two groups. One small group is the disabled or special learning program students. The rest (the majority) may be referred to as "complainers." These are the people who don't take part in extra-curricular activities. Actually, they just sit around and complain about how badly things are run and how boring everything is.

These "complainers" are a problem in school situations. They move from class to class and then go home. Their marks may vary but they all lack a certain motivation. This motivation can be found in school spirit. Students who are involved in such activities as sports, drama and clubs have this spirit and they really enjoy school. And school really should be enjoyed.

The staff of the school plays a large part in education; it is they who determine the success of the school. The attitude of the teachers is just as important as that of the students. A teacher who does not like his or her job reflects on the students. The majority of teachers seem to be well-educated in their respective fields.

However, there are always those who know what they are teaching but not how to teach it. We feel that most teachers are well-prepared for their jobs and are wonderful people in their own right.

Treatment of students is an important issue. Since teachers are human, naturally they will like some students better than others. However, this should not affect their marking procedures.

Attention is important to all students. A teacher should give equal time to all students to fulfil assignments. In no way should a student be discriminated against. As students, we feel that a teacher is obliged (to a certain point) to take an honest interest in each individual student. Knowing and understanding a student makes teaching that student easier.

We are well aware that teachers live in two very different worlds; that of the school and that of their personal lives. We hope

that teachers make every effort to ensure that their outside lives do not affect their classroom behavior.

In summary, teachers should do their best to make education and school a successful experience for every student.

How do B.C. teachers live up to this statement? In our opinion, they meet it with enthusiasm. Many new ideas that improve schools come from our teachers. During our years in school, we have seen teachers who are willing to donate as much time as is needed to help their students through academic and personal dilemmas. We have seen teachers who live, sleep and eat school in an effort to promote extra-curricular activities.

There are always a few who are quite the opposite, but such is life. There is always hope for them because they are constantly surrounded by good teachers. Three cheers for B.C. teachers who have made supreme sacrifices in the interests of school and students!

One of the challenges for the public school system is to establish a good learning environment. Here in B.C., teachers generally encourage students to develop as individuals. They are allowed to form their own ideals and opinions based on their personal experiences. This is a strong point for our education system. We often forget how lucky we are to live in a free country.

An improvement in our learning environment would be less emphasis on pass or failure and more on the actual learning process. This would result in fewer students resenting going to school each day.

The biggest downfall of our public school system is that students see school as a necessity rather than a worth-while experience. If we could change this it might be possible to eliminate the three stereotyped students. The labels 'slow', 'average' and 'gifted' are unfair but help to illustrate the case. Slow students should not resent school because they are classified as failures and therefore "slow." Average students should see school as an interesting experience rather than a prison, and gifted children should have a challenging environment in which they can develop their individual skills.

One of the most important tools that school should give us is the ability to learn. As world technology advances, the people who survive the changes are those who can adapt and learn new ways, and we students must remember that.

Elizabeth Moore and Eva Kocan are students at Centennial Secondary School in Coquitlam.

THE VALUE OF PUBLIC EDUCATION IS BEYOND DISPUTE

Public education is under attack because it is the great equalizer in society.

CLAY PERRY

●The topic calls to mind Maurice Chevalier's description of old age: "It isn't so bad," he said, "when you consider the alternative."

Any system that teaches all teachable children how to read, to write, to do at least simple arithmetic calculations, to blow their noses, etcetera, is a public system, and the only alternatives are those that exclude some large group of children.

Each of us can discover faults, and make more or less of them. Those of us with origins in the underclasses do not always remember with fondness the "socializing" function mentioned above. My recollection is of "health tests" that unfailingly disclosed to all (and especially to the current object of my affections) that my fingernails were dirty.

Labor would like to see more of its history built into social studies. Berthold Brecht asks:

"Who built the Seven Towers of Thebes?
The books are filled with the names of Kings.
Was it Kings that hauled the craggy blocks
of stone?"

It is at least an interesting question, one that might be posed in history courses, perhaps as a part of a section on the responses of the powerless to initiatives of the powerful. Such instruction would have the ancillary benefit of introducing students to a human motivation, inspiring heroic deeds, that does not demand profit. They

should know that greed is not the only—or highest — reliable motivator of human creativity, that Beethoven did not write the Fifth Symphony in order to beat Bach's Nelson ratings, and Einstein did not develop relativity theory to crowd Newton out of the marketplace.

Some of that could and should be done, but we have generally to come to terms with the fact that so large and integrated a component of society as the education system has in the end to complement the status quo. Adam Smith observed the inevitability of the state's "protecting the rich from the poor." Parallel formulations could be drawn for the education system.

But the overriding consideration, especially now that the school system is under siege, is that it is public, that it does teach all teachables the elementary sine qua nons of civilization. Western movies used to describe the six-gun as the "equalizer," but of course the greatest of all equalizers is public education. To appreciate its value, we have to stand back a little from our ordinary perspectives; to read of Keir Hardie, coal-miner and first leader of the British Labor Party, quarreling with his mother over the extravagant expenditure of candles required to teach himself to read, to consider the plight of the adult illiterate.

The absolute value of the public education system is beyond dispute. It is not an accident that during the Japanese "economic miracle," from 1950 to 1980, the percentage of school entrants to graduate from "higher school" rose from 14 to 94 per



Educated people can provide the labor, skills and research required for a sophisticated economy. They produce more, earn more and add more to society's shared wealth.

cent. College and university entrants in those three decades went from less than 1 to 39 per cent of the first-level entrants. People with such education can provide the labor, skills and research required for a sophisticated economy; they earn more, produce more, add more to the society's shared wealth.

The value to each of us as individuals is also clear. It makes us effective economically, extends our perspective in space and

time, enfranchises us politically, and liberates us culturally. What we are currently dealing with, though, is that such a system confers a relative boon on millions who would not otherwise receive an education (count the children of two million unemployed Canadians to start with), and a relative disadvantage on the children of those wealthy enough to secure private education. In the absence of, or the radical weakening of, the public education system, the latter's advantage over the former would be multiplied, and become virtually insurmountable.

All such programs, medicare, education welfare, are under attack today, and although the public coinage of the assault never mentions it — under attack precisely, because they are equalizers.

That is the consideration that makes it imperative for a new progressive alliance to be formed (thank God, you should excuse the expression, for the Catholic Social Affairs Commission), for all its elements to de-emphasize for the time being whatever quarrels they have with these systems, and to come unreservedly, wholeheartedly to their aid.

About 15 years ago, the Carter Commission handed down a progressive report on taxation, recommending, for example, that capital gains income be treated in the same way as wage or salary income, and generally urging a much more equitable tax system. The establishment, as was expected, responded with an immediate and devastating barrage of public criticism. The groups that should have come to the report's aid — labor, co-ops, etcetera — had bones to pick. Labor liked equity, but devoted its energies to attacking the recommendation to tax fringe benefits. Co-ops liked the full taxation of capital gains, but most loudly denounced the proposal to tax co-ops. The report died friendless, and we live today with the same absurd and inequitable system we had in 1967.

We now face a parallel situation with the assault on social services. When we can be reasonably confident that they have survived the general attack, we can turn our attention to extending and enhancing them.

Public Education's Achilles heel is its size. There are about 30,000 teachers and 500,000 students in B.C. That is six times the number of people employed in the forest industry. It is true almost by definition, and certainly by "Bell Curve," that 20,000 or so of the teachers are "ordinary," 5,000 or so are "above average" and 5,000 or so "below average." The Vander Zalm will always find it easy, when convenient, to slip from the statistical "ordinary" to the perjorative "mediocre," and exploit thereby all the submerged grudges that are har-

bored against the limiting institutions of our childhoods. The sloppiness of that reasoning will guarantee, everywhere and for all time, its popularity.

Nor can such opponents be appeased by reform. The people who refuse to adjust for the lowering of average grades that inevitably follows from keeping the "non-academic" in schools, are precisely the people who would scream first and loudest if those students were released to join a hostile world of unemployment lines.

Of course, we all (you more than I) have to continue to work quietly away at improving the institution, and at making the teaching profession as attractive to bright and able young people as, given the abuse in the Minister of Education, it can be. Those who are capable of being shown that we care must be so shown.

The schools did not invent stultifying, de-educating television, or broken homes, or the identity crises associated with rapidly changing mores. Confronted with a teenager running amok, many of us urge by implication a school system that could overpower the combined influences of home, peer group, television, etcetera, to transform society's failures into respectable and respectful scholars. But I suspect that the creation of such a system would be accompanied by louder and more determined objections than are provoked by the present system.

The tragedy is that the system will in the end, inevitably, be a reflection of the society's confidence in it, and of the resources that are devoted to it. If ministers of education do everything they can to bring the system into disrepute, that disrepute will negatively affect the morale of the present teaching force, and the quality of future entrants to it. Public services have for the same motives been ruined by similar self-fulfilling hypotheses.

The services we provide unconditionally, to human beings as human beings, are the measure of our commitment to human values, the measure of the distance we will go before treating other people as objects. We do all sorts of other things in response to the possession of human traits we believe are valuable — intelligence, resourcefulness, and so on — because they are thought to serve some objective or another. But we provide this core of life's essentials simply because "A man's a man for a' that."

We give aid and comfort to our worst opponents, and make our position terribly vulnerable, by adopting such slogans as "children are our greatest resource." Resources are commodities used to sustain something else — an economy, or a business — and children certainly are not that. Children are people, unconditionally entitled as people to some minimum core of

consideration and service, a minimum that starts with public education.

Beware those who would attach conditions to these entitlements, or diminish the service to which people are unconditionally entitled. They urge a trip down a long, long road, at the end of which your personal entitlement as a human being might be withdrawn.

In this squalid, disfigured society, we are all so pre-occupied with our own fate, our vision so riveted upon the opponent directly in front of us, that it is difficult to look around for allies.

That is a great misfortune. If lists were made of the societies that value education, that respect and nourish their universal education systems; of the societies that cherish and nourish their universal health systems; of the societies that place a high value on the right to a job, and the right of workers to gather together and collectively defend not only their civil rights but also their civil interests; these lists would be found to be very similar.

Such lists have been used in the past to establish very wide and very effective alliances. ○

Clay Perry is the legislative director of the International Woodworkers of America.

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BUSINESS AND EDUCATION SHOULD BE PARTNERS

The education system has to take into account the evolution of the economy and our society, to ensure that young people leave school with the appropriate skills.

HONORABLE BILL HAMILTON

●Most readers will be aware of the need for long-range planning as it applies to industry, commerce and business. Such strategic planning is recognized as necessary because the world today is clearly struggling to keep pace with extremely rapid advancements in all technological endeavors. This dizzying pace of development gives no quarter to managers without foresight.

A similar concept can be applied to education, where, despite the fact that goals are related more to student performance than financial profit, the characteristics of planning should be essentially the same.

Long-range planning presupposes a systematic and deliberate process to facilitate an organization's adaptation to a changing environment. Being change-oriented, it is directed toward increasing the range of possible future options for people who seek to make things happen rather than to stand on the sidelines watching things happen.

One of the most important results of planning is that a clear statement of goals and objectives is formulated, and priorities established.

With the increasing demands being placed on the education community to provide more and more, while human and financial resources are being reduced, it becomes even more critical to develop long-range plans so requests for action can be considered within a framework of established priorities and be acted upon accordingly.

Planning is both a tool and a guide; and in education it is too important to the whole community to be left entirely to educators. Business can be called on to offer advice on management needs, and is willing to participate in the working of the educational machinery where appropriate.

AN HISTORICAL PERSPECTIVE

The dramatic expansion of educational opportunity has been one of the remarkable achievements of our society in recent decades. Universal primary and secondary education have been largely achieved. Post-secondary education has expanded very rapidly as well, in great part to satisfy the needs of a world economy increasingly



Business says that there has been a backlash against "arts" courses, and says that backlash is not so much a condemnation of the need for expanding cultural horizons and human sensitivities as it is a concern that other skills and knowledge — specifically those related to the working world — are not getting enough attention.

reliant on a wide range of professional skills.

But a turning point has been reached. In the words of some: "The education bubble has burst." There is, however, no need for pessimism or nostalgia.

Education by its very nature is a long-term investment by society and by individuals and it is important to disentangle the

influence of passing events from more fundamental changes in society. Although the recession is blamed by many for the current incursions into the public education system's finances, it is reasonable to assert that the slowdown in educational growth, after the hectic expansion of the '50s, '60s and early '70s, would have taken place regardless of the onset of economic downturn.

It was inevitable that there should be some opposite reaction after the rapid growth of previous decades and perhaps inevitable as well that the perceived benefits to society from education would be seen to diminish as coverage became more universal and the supply of highly qualified entrants into the labor force increased.

In addition, the onset of inflationary recession sharpened the debate about the limits to educational growth. Governments began to apply the brakes to spending, and education, as one of the major components of public budgets, inevitably had to share the burden of restraint. At the same time, taxpayers, both private and business, have become more vigilant about how much money is being spent on education and what this money is buying.

This democratization of education is not a negative thing. In fact, if we choose to look for positives in education today it could be that the financial constraints and temporary demographic slowdown in student numbers, while creating transitional problems, also provides an opportunity for consolidation of earlier advances by improving the quality of basic education. We should take advantage of this time to improve educational effectiveness and efficiency.

SETTING RECORD STRAIGHT

There is a common complaint today, particularly among business people, that high unemployment is due, at least in part, to the inability of our school system to provide young people with the knowledge and qualifications necessary for them to obtain jobs. It is wise that we never become complacent about the quality of education but there must also be an appreciation that at the present time there simply are not enough job opportunities for new entrants into the labor market.

It should be a matter of grave concern to all of us that such a large percentage of the citizenry, particularly young people, find themselves at a disadvantage because of lack of usable qualifications, and it is difficult to deny that part of the problem of structural unemployment reflects a mismatch between the supply and demand for particular skills in the labor market.

Previously, in the years of rapid growth in the labor market, industry snapped up the

young as they left school, and trained them in the workplace. Now the picture has changed — and this will continue for a number of years. The young do not so easily find a job where they can acquire skills, and while this is not in itself an argument for giving them more education, it is an argument for giving them the right education.

This, of course, begs the question: "What is the right education?" To answer this, we must recognize that we face fundamentally a long-term rather than a short-term issue. Indeed, we must avoid the danger of distorting the general aims of education in reaction to cycles of high unemployment, and it is the general responsibility of public authorities to seek a just equilibrium between education geared to changing requirements of a changing labor market and education designed to serve the needs of the individual as a complete person in a complex society. In the years ahead this reconciliation will need to take account of two major forces in the industrialized countries.

First, many countries, such as Canada, have entered a period requiring rapid adaptation to changes in demand, technology and structure of the world economy. This involves increasing calls on the inventiveness and adaptability of the labor force and on provisions for acquiring the necessary skills. It argues against a too narrowly defined academic or vocational approach and it strengthens the case for recurrent education, whereby education and retraining opportunities are readily available and evenly distributed over the working lifespan of individuals.

Again, rather than looking upon the future as a time of contraction and stagnation, we could see education as moving into a challenging period of reassessment and innovation. Expenditures will rise less rapidly and educational needs will have to be redefined so as to foster a more flexible pattern of education over the life cycle. In addition, the teaching force will have to be constantly retrained and redeployed; management and control of inefficiencies will have to be strengthened.

WE SHALL MISS THESE TEACHERS

In-Service	Last Taught In	Died
Norman John Hougan	Gold River	November 30, 1982
Earle Leslie Hughes	Memitt	November 28, 1982
Michael May	Skeena-Cassiar	November 11, 1982
Retired	Last Taught In	Died
Maud Baird (Dickinson)	Penticton	December 18, 1982
Colin T. Cameron	Kittimat	March 13, 1982
Floyde Caswell	Memitt	December 12, 1982
John M. Churchill	Vancouver	December 3, 1982
Charles C. Dymond	Surrey	December 5, 1982
Violet Farmer (Horn)	Keremeos	November 5, 1982
Llewellyn Fletcher	Nelson	December 11, 1982
John Grigoruk	Creston	December 29, 1982
William K. Hardy	Victoria	October 10, 1982
Gordon R. Hickey	Langley	December 8, 1982
Robert H. Jones	Victoria	November 26, 1982
Clive A. Kelly	Victoria	January 11, 1983
Sybil T. Kreuger (Ball)	Vancouver	December 18, 1982
Frances Labelle (Prothman)	Skeena-Cassiar	December 24, 1982
Janel E. Lansdowne	Revelstoke	December 23, 1982
W. R. (Mickey) McDougall	North Vancouver	December 24, 1982
Kathleen Maughan (Robertson)	Sooke	January 26, 1983
Elizabeth Owen-Jones	Vancouver	December 29, 1982
Hugh M. Robertson	Vancouver	November 14, 1982
Ruth E. Stubbs (Norquay)	North Vancouver	January 22, 1983
Reginald Toole	Victoria	December 13, 1982
Floyd Whitman	Vancouver	February 1, 1983
Hazel Whitman	Vancouver	December 29, 1982

In our January-February listing we indicated that Louise M. A. Pitt was retired at the time of her death. In fact she was an active teacher in Kimberley until shortly before her death. We apologize to her family for our error.

None of this can be achieved without closer co-operation between education authorities, the broader community and the world of work. In this connection, it is vital that we seek more consultation between the education community, employers and workers. Education is simply too serious a matter to be left solely to any one segment of society.

WHAT IS NEEDED

One view of the present challenge facing B.C.'s public school system is that having gone through a period of rapid expansion, educators should concentrate first and foremost on the basic task of equipping students with fundamental reading, linguistic, mathematical and communication skills. The democratization of education has given parents the opportunity to be more vocal about what they believe education should provide, and many feel their children are not receiving an appropriate education.

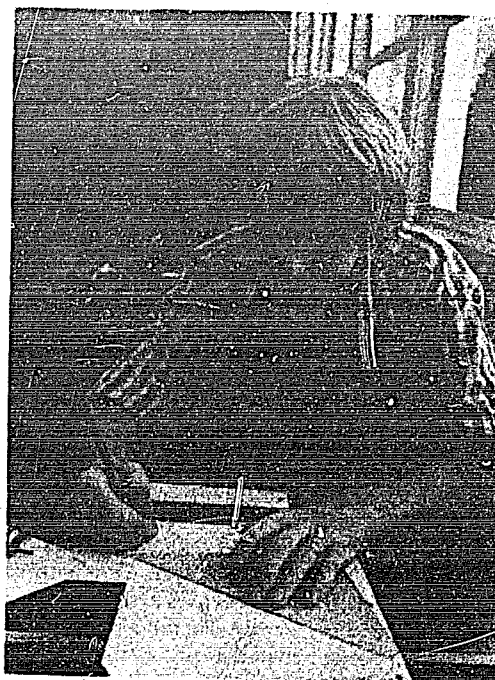
Children must obviously be able to read, write and count as an essential part of personal development but they also need broader preparation for active social roles, and the part that education plays in providing the "more" depends on social philosophy and political choice.

It appears there has been a backlash

against so-called "arts" or "humanitarian" courses that seek to develop the cultural side of students. This, it could be argued, is not so much a condemnation of the need for expanding cultural horizons and human sensitivities as it is a concern that other skills and knowledge, specifically those related to the working world, are not getting enough attention.

Although I have already stated that education should not be planned to respond to economic cycles, there is no denying it is a main source for providing occupational qualifications, and thus has an important role to play. More than ever, the education system has to take into account the evolution of the economy and our society, to ensure that the young people leaving the education system do so with appropriate skills. There is mutual adjustment needed between those who contend that education should not become pre-occupied with vocational training and others who say that this is precisely what education should do. This process of mutual adjustment, coupled with the co-operation and involvement of the education community, employers, workers and government could improve the system's ability to reconcile economic efficiency with social objectives.

Perhaps the place to start is a statement



Such "practical" work oriented courses as drafting meet with the approval of many business people. Yet business and industry are rapidly doing away with many jobs at the same time as they call on the schools to prepare students for employment.

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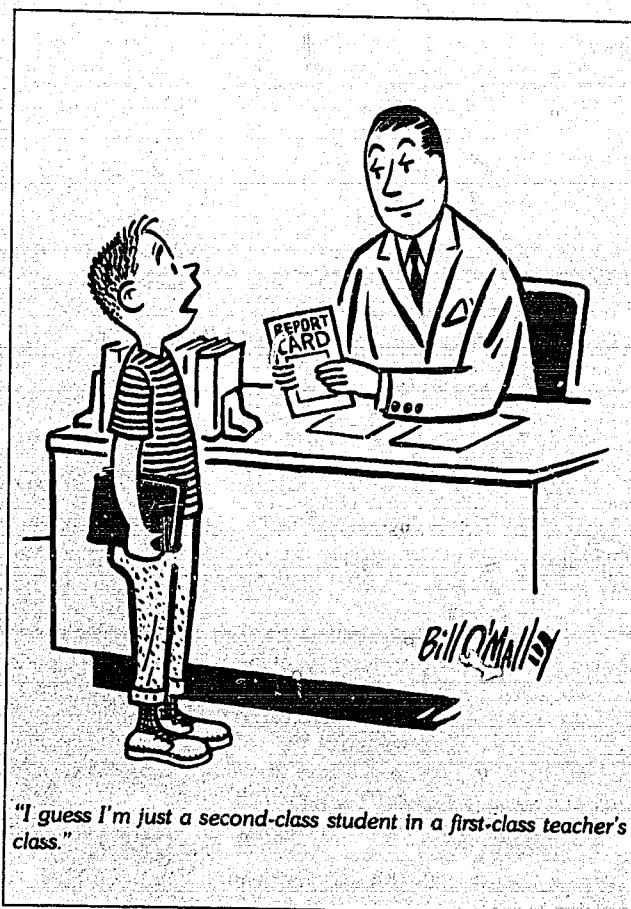
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of principles followed by some specific suggestions, from a business perspective, that should be taken into account when curriculum is being determined.

As an overall objective, our young people should be provided with basic knowledge and skills enabling them to develop the attitudes needed for their personal development; in their roles as individuals, family members, workers and citizens, and as constructive contributors to social and economic change.

THE IDEAL CURRICULUM

The ideal public education curriculum should provide:

- the ability to read, write and communicate orally;
- competence in arithmetical rules and calculation;
- social skills, such as the ability to work with others and participate in the corporate life of an organization;
- the ability to learn and to go on learning;
- the ability to cope with uncertainty and complexity;
- direct knowledge of the world of work, including actual work experience;
- an awareness of basic work values from an early age;

- explicit information and advice about future career choices on a continuing basis;
- properly trained career counsellors;
- practical assistance in seeking a job when initial education comes to an end.

An excellent example of how business knowledge can be integrated into the public school curriculum is Project Business, sponsored by Junior Achievement. Volunteer business people, acting as consultants to classroom teachers, share first-hand experiences with Grade 8 or 9 students to increase their awareness of the role business plays in their daily lives.

Building on the success of a pilot project conducted in Vancouver last year, 28 classes, involving 760 students, are utilizing this approach for the 1983 spring semester.

More projects like this, encouraging closer partnership between business and education, are needed to ensure our young people are well equipped to handle rapid economic and social change. ○

The Honorable Bill Hamilton is president and chief executive officer of the Employers' Council of B.C.

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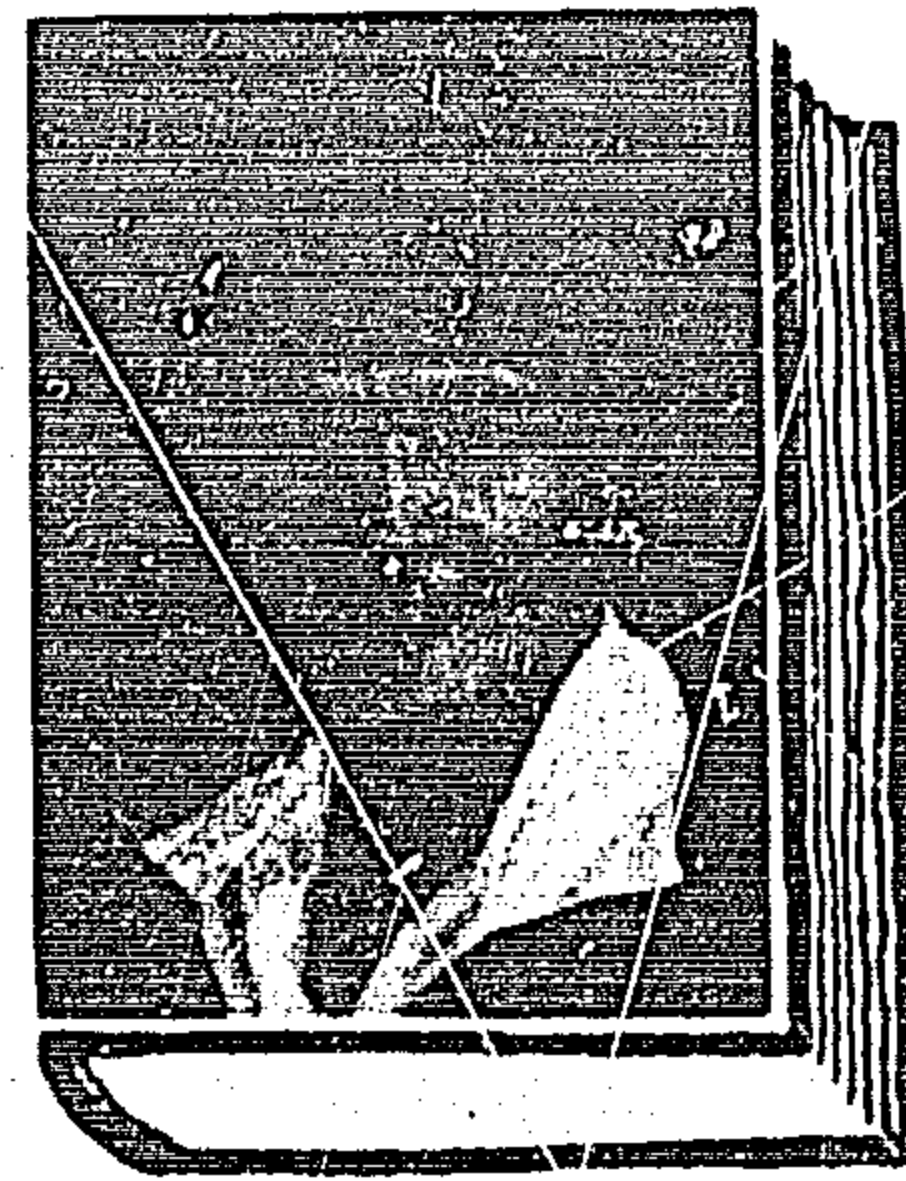
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New Books...

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

This column marks the third anniversary of my editorial attempts to co-ordinate and bring before you reviews of new books. I am grateful for the support volunteered to help to cope with the task, and I welcome new reviewers. In the midst of dealing with the mail — incoming and outgoing — I find myself pondering the purpose of book reviews in *The B.C. Teacher*, so I set the problems now before you, and I hope to receive letters and replies, with permission to publish in a later column.

As I see it, there are three ways to deal with a book: (1) briefly, providing simple awareness that such a book is available; (2) in a kind of précis, presenting the ideas or content of a book, for those unlikely to acquire or read the book itself; (3) in a critical review, summing up the reviewer's understanding of and criticism of the author's ideas, and a criticism of the book's literary quality, format, and usefulness.

At present, "Books Received" attempts to provide awareness with brief annotations, and reviewers are asked to write critical reviews, which necessarily cannot include much of the contents. Space is very limited. Should *The B.C. Teacher* print negative reviews? Is there value in being told what to avoid? What about volunteer reviews offered in good faith by our own readers, of books that don't really fit our reviewing guidelines?

In addition to how to review, I must continually make judgements about what to review. A professional journal for teachers might review only books dealing with the education profession, such as are many of the titles in this particular issue; or include books of use to teachers, such as psychology and methods books; or even add "books of interest to teachers," which is a very wide open field indeed, even leaving aside classroom texts. Leaving out texts means ignoring new teaching materials in which at least one group of subject specialists would be immediately interested.

Is it, perhaps, the function of the PSA newsletters to review new texts? For exam-

ple, *Tips for Social Studies Teachers* and *Social Studies Materials and Resources* are newly available from Social Science Education Consortium (855 Broadway, Boulder, Co. 80302). Again, what shall I do with the excellent, contemporary, terribly earnest and quite reasonably priced reports published by the Association for Supervision and Curriculum Development (225 North Washington St., Alexandria, Va. 22314), with titles like *Social Studies in the 1980s*, *Supervision of Teaching*, *Helping Teachers Manage Classrooms*, *Mathematics Education Research Implications for the 80s*, or *Applied Strategies for Curriculum Evaluation*?

Then there is *Requirements for Teaching Certificates in Canada* (Canadian Education Association), which is not so much a book as a series of charts. Are they to be reviewed carefully for their possibly helpful ideas, listed briefly, or ignored?

Items sent for possible review cover a very wide range. Sometimes they group themselves handily, and can be dealt with as I have previously done in columns. At the moment I'm having difficulties. How do I group, for instance, *Fun Stuff*, a selected bibliography of recreational and leisure reading talking books in the Crane collection (Thiele, Crane Memorial Library, UBC) with *Handmaiden in distress: world trade in the 1980s* (Díaz-Alejandro, North South Institute) with *Canada's food guide handbook revised*, for teachers (Health and Welfare Canada, English and French) with *How are we governed in the '80s?*, for students (Ricker, Clarke Irwin)?

Granted, I can group British Columbian by broad subject. Beside the elegant photographs of *Vice Regal Mansions* (Cotton, Elgin) by way of contrast I can set *The rainbow chasers*, a pioneer ranch family in the Cariboo in the early 1900s (MacDonald, Douglas and McIntyre). And it, in turn, has some anecdotal affinities with *Cattle ranch: the story of the Douglas Lake Cattle Company* (Woolliams, Douglas and McIntyre). The history of our province is being written

frequently: early discovery — *An account of a voyage to the north west coast of America in 1785 and 1786* by Alexander Walker (Fisher, ed., Douglas and McIntyre); industrial history — *Builders of British Columbia*, well researched by G. W. Taylor (Morris); cultural history — *Frontier theatre*, as lively and entertaining as its content (Evans, Sono Nis); history by boat — *The Columbia is coming*, a moving account by Doris Anderson of 64 years of coastal medical mission (Gray's); history by rail — *British Columbia's own railroad*, finally completed in 1956 (Harris, Hancock). *Puffin Cove: escape to the wilderness of the Queen Charlotte Islands* (Carey, Hancock) and *Fiddler's choice: memories 1938 to 1980* (Harry Adaskin, November House) are personal history, closer to the present. A *Guidebook to Ethnic Vancouver: walking, shopping and eating tours of the ethnic neighborhoods of Vancouver* (Petrie, Hancock) is merely the result of history, the history of immigration that brought large numbers of people from Japan, China, India, Greece and Italy to Vancouver to delight us all.

However, there are still problems: are the superficial *Art and style of western Indian basketry* (Jones, Hancock) and *Indian healing: shamanic ceremonialism in the Pacific Northwest today* (Jilek, Hancock) to be associated with the magic of Ulli Steltzer's photographs in *Inuit: the north in transition* (Douglas and McIntyre)? Or with Claude Lévi-Strauss's scholarly anthropology *The way of the masks* (Douglas and McIntyre)? Is *History in their blood* (de Grandmaison, Douglas and McIntyre) a book about Indians or about art? *My Spirit Soars* by Chief Dan George (Hancock) is written by one of British Columbia's first citizens, himself an Indian, but it is written to and for all people everywhere.

Then there are the children's books. Shall I group them by publisher? Kids Can Press has a total of seven little paperbacks: for pre-schoolers, *The little boy who cried himself to sea* (Fernandes), Christopher

and the elevator closet (Morgan), *Molly and Mr. Maloney* (Morgan); for Canadian history buffs, *Goodbye Sarah* — Winnipeg strike, and *Death over Montreal* — cholera, both by Bilson; and for just kids, *Beautiful dreamer* (Morgan) and *The war at Fort Maggie* (Bradbury). Books for children are often grouped by age. *Baitchopper*, a Nova Scotia story by Silver Cameron (Lorimer) and *Up to Low*, third book by Brian Doyle (Douglas and McIntyre), are both for teenagers; *Jasmin* by Jan Truss (Douglas and McIntyre), is about a beleaguered sixth grader.

On the other hand, children of all ages cry *Let me in the kitchen* (Mendelson, Douglas and McIntyre) and appreciate the recipes in *The kids food cookbook* (Terrier, Lorimer). Likewise with *Birdwatching* (Rogers, Douglas and McIntyre) and *Woodworking with kids* (Starr, Taunton). Perhaps I should try for a grouping by format. *Mountain Standard Time* is a quarterly published by Tree Frog Press but written by (mostly) elementary school children. *Chantimage chansons pour les jeunes Volume 1* is a music book of words and tunes by Mado de l'Isle (1865 de la Bastille Apt. #2, Quebec G1L 4B9). *Rise and shine* is a sound recording by Raffi (Troubadour Records) in a house-shaped sleeve, with some new and some old songs on it. *Turn on the light* (Fosforus Fantastic, 3470 West 8th Avenue, Vancouver V6R 1Y5) is called a musical puppet show but is also a sound recording.

However I group, I'm left with oddments (I will not say oddities). *Children's camps in Canada* (Linton, New American Library of Canada) is definitely for parents; *A parent's guide to children's reading* 5th ed. (Larick, Bantam) is for parents and students of children's literature; facsimile editions of 35 *Early English Children's Books* from the Osborne Collection in slip cases designed by Mitsumasa Anno (The Bodley Head through Carke Irwin) is definitely for students of children's literature with plenty of money. And after all that I've still got *People of the Longhouse: how the Iroquoian tribes lived* by the Ridingtons, latest in a fine series published by Douglas and McIntyre. It is purely a "content" (I will not say "reference") book, useful in the classroom but not in the same class with *Music we can see and hear* (Magadini, Frederick Harris Music Co.), *Beyond words: writing poems with children, a guide for parents and teachers* (McKim, Wampeter Press, Box 512, Green Harbor, Mass. 02041) or *Almost 100 ideas for teachers (and parents, too!)* (Syvanen, Bright Ideas Publishing Co., Orleans, Ma. 02653) — all full of great ideas for elementary school teachers. Another idea book on letter writing called *P.S. Write soon!* is kindly contributed by the U.S. Postal Service,

whom I had not previously regarded as a publisher (available from National Council of Teachers of English).

So those are my problems — the great variety of content and usefulness among the books that arrive; the unexpressed needs and wishes of you, the readers. Please write a line or two of comment to guide me. ☺

BOOKS RECEIVED

Barrow, Robin. *Language and thought: re-thinking language across the curriculum*. London, Ontario, Faculty of Education, The University of Western Ontario, 1982. 40 pp. paper, \$2.95. ISBN 0-92-354-16-5. If you do not have a language of some sort you cannot think — therefore children should be taught a developed, rational, written language, that they may think rationally and coherently.

Dick, Judith. *Not in our schools?!!!* Ottawa, Canadian Library Association, 1982. 97 pp. paper, \$15.00. ISBN 0-88802-162-3. School book censorship in Canada: a discussion guide.

Roe, Michael. *Multiculturalism, racism, and the classroom*. Toronto, Canadian Education Association, 1982. 68 pp. paper, \$6.00. ISBN 09-19078-78-8. Evidence of existing racism, multicultural programs that work, that do not work, with reasons and a useful bibliography.

Risi, Marcel. *Macroscopie: a holistic approach to science teaching*. Ottawa, Science Council of Canada, 1982. 61 pp. paper, free. ISBN 0-662-12246-1. A discussion paper of social innovations involving industry, technological development and science teaching. A study of convergence and divergence.

ART OF TEACHING

Burns, Wayne. *Journey Through the Dark Woods*. Seattle, The Howe Street Press, 1982. 230 pp. paper, \$6.95. ISBN 0-960-9666-0-9. Order from The Howe Street Press, 212 E. Howe Street, Seattle, Washington 98102, U.S.A.

Professor Burns' *Journey*, an intensely idiosyncratic one, is in search of the teaching of English at university. The reality that literature has provided Burns becomes

shared with students. *Through the Dark Woods* takes the reader from Burns' boyhood in the twenties to teaching, mainly at the University of Washington, since 1948. The *Dark Woods* leads the reader from Burns' youthful flirtation with Communism and his survival from the rampages of McCarthyism. Other *Dark Woods* gently push the reader from Burns' early identification of the English classroom as his "Heavenly City" to his long quest and his finding of Lawrence, and Certege's Sancho Panza and his belly in *Don Quixote*. These are then added to Burns' contextualist theory of literary criticism, which Burns designates the Panzaic principle after Sancho Panza. Let Burns be his own attorney.

In life the rightness of the guts (as against the mind) will depend on one's point of view. In Lawrence's as in all other novels, however, the guts are always right; it is an axiom or principle of the novel that they are always right, that the senses of even a fool can give the lie to even the most profound abstractions of the noblest thinker. And it is this principle I have designated the Panzaic principle, after Sancho Panza.

While many undergraduate and graduate students originally and enthusiastically embraced the Panzaic principle, the student protest days of the late sixties and the early seventies were not kind to Burns. The *Journey* in search of meaning to teach English was almost lost in those darkest woods. The trail was rediscovered in the late seventies as more undergraduate students again accepted the principle, as Jerald Zaslove asked Burns to be a guest lecturer at Simon Fraser University, and then as Zaslove and other former students urged Burns to write his *Journey Through the Dark Woods*.

The readers can become critically reflective of their own *Journey Through the Dark Woods* as they follow Burns' *Journey*. This reviewer can share Burns' frustration as education has become bureaucratized, as educational statisticians, technologists and psychologists have reduced the interaction and growth of minds and ideas to a cancanure filled with endless new acronyms such as MBOs, EPTs, COREs, etc. This reviewer cannot follow the trail of literary criticism. Nonetheless, challenging books can be read at various levels and for different purposes. And thank goodness Burns wrote his *Journey* in search of meaning in teaching English. And thank goodness Burns was a great teacher — he has profoundly affected and changed many of his students — though to be such often means the role of the isolated, the misunderstood, the iconoclast. Those touched by a Burns are the richer for that experience.

Sadly, the tides and the stars are not favorable at present to the nurturing of future Wayne Burns.

—John S. Church, Vancouver

Teaching the gifted, challenging the average, edited by Norah Maier. Toronto, Guidance Centre, 1982. 122

pp. paper, \$10.00. ISBN 0-7713-0114-6.

The ingenious and perceptive ideas in this small volume will particularly interest high school teachers of English, social studies and math. The editor's essay on "Teaching English to Gifted Students," although admittedly of limited application, does follow a complete rationale, has a marking outline, and is keyed to specific chapters of the ubiquitous McGraw-Hill handbook, which many teachers find too pedantic for "average" classes. Teachers who have gifted students of English, however, may find Maier's work enlightening.

On the other hand, experienced teachers of social studies who may be looking for unique methods and ideas for both regular and gifted students, will certainly find Lynda Duckworths' contribution amusing and innovative. Mapping, game designing and role-playing schemes are inspirational and practical. She has included a copy of a student-developed game called "Employment" complete with "Park Bench" for the unemployed! Illustrations of an unusual approach to map-drawing are reproduced here also. All her ideas seem practical and sound.

Another contributor, Alan Fleming, discusses math methodology with suggestions that range from the arrangement of the desks to the difficulty of finding discussion

time in senior math classes. He also appends a valuable list of resources for math teachers.

On the whole, *Teaching the Gifted and Challenging the Average* is a treasure house for high school teachers. Additional chapters cover science, music and second languages with practical suggestions in each. This book should be available in every staff reference library. Find it — you'll enjoy it. —C. LaFortune, Summerland

CAREERS

Bestor, Dorothy. *Aside from teaching, what in the world can you do?: Career strategies for Liberal Arts Graduates.* rev. ed. Seattle, University of Washington Press, 1982. 305 pp. paper, \$9.95. ISBN 0-295-95725-5.

The primary emphasis of this book is the alternatives available to those people who have completed years of preparation and training in the humanities. Many skills, such as working under pressure, organization, record keeping, using language well, and analyzing materials are developed while securing a humanities degree. These skills are discussed in detail relative to locating a career either in or outside the educational field. A wide variety of career opportunities, such as free-lance writing, staff writing,

book publishing, and research are dealt with. Job opportunities in these and other fields are supported by accounts of people who have made successful career transformations.

The target audience for this book is the humanist, however, certain sections have relevance to anyone contemplating a career change. Of significant interest is the section devoted to exploring one's own assets. In addition, details on background preparation, resumés, portfolios, application forms, and interviews are presented to assist you properly to prepare yourself for future employers.

A special chapter is devoted to women and their efforts to make career changes in a changing world. Difficulties encountered are elaborated and discussed.

—Bev Gess, Vernon

EDUCATIONAL SOCIOLOGY

Fullan, Michael. *The Meaning of Educational Change.* Toronto, OISE Press, 1982. 326 pp. paper, \$19.95. ISBN 0-7744-0249-0.

If you have been involved at some time in a team-teaching situation, open areas, computer-assisted instruction, a "back to basics" curriculum or other such movement in education during the 1960s and 1970s, when there was emphasis on changes such

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as these, probably you will be especially interested in this book. Perhaps you will find mention of experiences similar to your own, and quite possibly reasons for the success, or lack of success, of your program.

The author has produced a remarkably interesting and valuable book, which studies common aspects of educational change in the school systems of Canada and the United States. His writing is pleasantly free of educational jargon, and the organization of his book permits the reader to distinguish clearly the different aspects of educational change: why many attempts have failed, how individuals have aided or hindered change, and the fundamentals of organization and support necessary to bring about a needed change — but never change for change's sake.

The findings in the book are extremely well documented. Over 20 pages of bibliography are required to list the books, experiments and studies from which the author draws his conclusions. Most of the studies listed in the bibliography refer to school systems in Canada (some in B.C.), but reference is made to the work of educators in the United States and Britain.

Through analysis of the failures of many attempts at change, the author determines the main factors that are essential to successful change: support from administrators, teachers, consultants, students, the community involved, and the funding sources.

The author's goal is to highlight those difficulties faced when bringing about change through deliberate means. There are 15 chapters in the book, but each can be understood on its own.

The author is highly critical of many of the changes in education that were attempted during the past two decades. Too frequently all who would be affected were not involved in preparation for change, and all had not made adequate plans for their own participation. On occasion an administrator, principal, or supervisor attempted to push through a change to enhance his or her own reputation as an educational leader, but omitted to gain the essential co-operation of all involved.

In separate chapters of his book Fullan considers the essential part in change to be played by the teacher, the principal, the student, the district administrator, consultants, parents and the community — all important to the success of change.

Those of us who have been involved at some level with attempts to bring about educational change will be likely to recognize the reasons for many of the problems we met.

Michael Fullan has written his book for the interest of professionals and lay people as well as for university students and for professors seeking a text on educational change.

I enjoyed reading this book and recommend it highly to anyone engaged in, or

contemplating changes that are intended to benefit our educational system.

—Roger Winter, Langley

Miffen, Frank and Sydney C. *The Sociology of education: Canada and beyond*. Calgary, Detselig Enterprises, 1982, 407 pp. paper \$13.95. ISBN 0-920490-23-9.

In this the winter of our discontent, serving and aspirant teachers may find themselves preoccupied with the more mundane features of our profession to an abnormal extent. *The Sociology of Education: Canada and Beyond* provides an opportunity for its readers to enter a more detached arena; one that examines the role of education as a factor in the maintenance and development of society at large.

This textbook in the sociology of education is intended for use at the undergraduate level. In about 350 pages of text the major components of the subject are described and analysed. After an introduction that summarizes the history of education in Canada, the book is divided into five major parts. Part I, entitled "General Considerations," includes an interesting discussion of IQ; Part II deals with preschool influences; Part III, with the school years; Part IV examines education and the broader society; Part V, the conclusion, comments on competing interests in society.

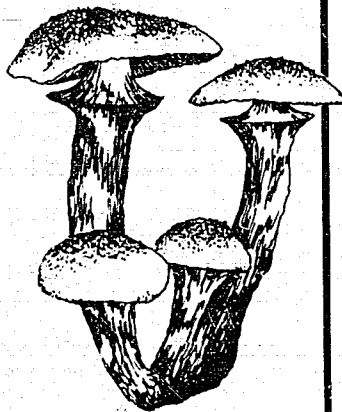


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There is a list of some 500 references, which contain most of the important contributions to the subject of the last two decades, with a few items from earlier periods. The index is well prepared, containing not only the people and places, but also the many topics covered in the text. The printing is very easy on the eye, and amply makes up for the few misprints. In general, this is a very well-produced book.

An important feature of the book is its organization. It does not proceed on the assumption that the reader has instant recall of all previous learning of a more general nature in the field of education. Rather, it begins each section with a concise summary of information fundamental to study of the particular topic. This is not only of value per se, but provides the reader with the reassurance of the familiar. Included in the text are explanations of particular terms as they appear. Each section is rounded off with a summary or conclusion where appropriate.

A further strength of the Mifflens' book is its readability, which given the necessity of overcoming extensive references is very good. The authors use vocabulary specific to sociology where required, yet never convey the impression that anything is being hidden from the general reader behind a veil of mystique. Indeed, such readers may find themselves less at a loss for word meanings than they expect.

The social sciences, and perhaps sociology in particular, do not lend themselves to complete objectivity. People, even in the mass, are such multi-faceted creatures that subjective considerations are ever-present. The authors are priests who teach at St. Francis Xavier University. They must be awarded high marks for a text that while never detached, always conveys a sense of fairness and balance.

The tenor of a book can often be revealed in a few extracts. One sentence of the introduction contains two themes that reappear from time to time in the text. This sentence is: "In reality the dice are loaded from the beginning but those in the lower social classes and minority racial or ethnic groups come to accept it as if it is appropriate, right and just." The two ideas are first, the essential unfairness of society, and second, the ability of society to legitimize that fact. This latter process is seen as being carried out in part by an education system that has a built-in tendency to be supportive of existing features of society. Teachers are seen as having entered a typically middle class career and to have taken some of the coloration of such a career, membership of which places constraints on some aspects of their actions.

The authors comment briefly on teachers' organizations, which they see as presenting "a rather ambivalent and schizophrenic image both to themselves and to the public." The suggestion here is that teachers are not clearly identified as members of professional associations or labor unions. The implication is that these are

mutually exclusive groups and it is best to be one or the other rather than have characteristics of both. Perhaps the ability to be readily categorized is an overrated quality.

This book would be an excellent introduction to the sociology of education for undergraduate students. The qualities previously ascribed to it combine to make the content easy to digest. Educators some years removed from the problems of courses and grades will find within the covers of this book reassurance that education is and will continue to be a very important factor in determining the future of any society.

—John D. Crawford, Victoria

Rich, John Martin. *Discipline and authority in school and family*. Toronto, Lexington Books, D. C. Heath & Co., 1982. 200 pp. hard, \$28.75. ISBN 0-669-05168-3.

Nine out of ten polls state discipline as the biggest problem in education. With this in mind, the author explores conflicts between public schools and the American family, the two groups that are responsible for handling these disciplinary problems.

Not a handy do-it-yourself manual on specific techniques for handling discipline, this scholarly book is intended for teacher educators and school administrators. The author is at the University of Texas at Austin, and *Discipline and authority in school and family* was aided by a special research grant from the University Research Institute.

To present disciplinary problems on the full range of their interaction between school and home, the author relates the changing patterns of authority, and examines discipline within the framework of authority.

Rich's thesis is that "discipline problems are incipient manifestations of rather large-scale changes in school and family." He does not consider discipline to be the penalties that are enforced to get a desired behavior. He believes that discipline is not external to a person but characteristic of one's actions. A disciplined person is not coerced but has proper and appropriate mental attitudes. "Discipline implies intent in the sense that the individual had a choice and strove to complete a task in order to fulfil a goal."

The author offers parenting proposals so that people would receive extensive training for the most important job of their lives. Potential parents could be divided into three groups: those who meet basic competencies, those who lack such but have potential and desire, and those lacking all competency. Awards, training and sanctions would apply to the three groups, as required.

Parents and teachers are encouraged to seek mutually positive attitudes and to work co-operatively, and "not make childhood

merely a preparation for adulthood." Rules should be kept at a minimum, so as to be easily understood and easier to enforce, and teachers are urged to try to instil respect for authority and the values of our cultural heritage.

Stating the premise that "the future will not wait," Rich takes a look at the future of authority relations and its effects on discipline by presenting four 1990s scenarios. These are partly imaginative and partly based on futuristic studies, and are an interesting and unique way to end this study.

The book is well-written, with good print, and is recommended for its intended audience.

—Geri Young, Fort Nelson

Wilson, J. Donald, and Jones, David C. *Schooling and Society in 20th Century British Columbia*. Calgary, Detselig Enterprises Ltd., 1980. 191 pp. paper \$11.25 ISBN 0-920490-09-3.

To phrase it rather pointedly, this is a book that should have special appeal to those with an interest in education coupled to a penchant for a return to a supposedly more effective education system of a by-gone period. The days when education was education; that is, kids learned something.

For the reader who is not too well acquainted with the history of education in British Columbia, this collection of research papers by seven graduate students and Ph.D. candidates, mostly affiliated with UBC, is indeed an eye-opener. Co-author J. Donald Wilson, citing the paucity of historical treatment on this subject, explains that the purpose of the collection is to aid in redressing the imbalance. And although the academic tone of his introduction might discourage the reader — I kept wanting to slip back to Ludlum's *Persifal Mosaic* — my advice is to stay with Wilson and read on.

Timothy Dunn's "The Rise of Mass Public Schooling in British Columbia, 1900-1929" puts education in its historical and economic context, with the Leitmotiv being "efficiency" and the goal an education for good citizenship. What makes his very readable treatise especially interesting is the statistical information he provides.

Did you know that Nanaimo's graded classrooms averaged 76 students in 1900-01? Provincial classes averaged 57 that year and total enrolment for B.C. was 23, 615 students in elementary school and 584 (!) in secondary school. There were 5 high schools and 15 teachers then. The whole educational experience came to \$532,692.00 for the province that year, of which the government took care of \$350,532.00. Thirty years later total expenditures had climbed to \$10 million.

In 1923 the average annual salary was \$1,945 for males and \$1,255 for females. Since in 1929 there were 684 male teachers compared to 3,038 women, the wage difference was quite consequential!

The 1925 Putnam-Weir survey advocated "compulsory attendance" for high school because an efficient system of schooling was the best insurance against "anarchy and bolshevism." So it came to pass.

There is a real wealth of observations here to enable administrators — or ministers even — to quote freely and with authority to keep the disenchanted at bay. However, those who long to return to the past might benefit from a more than cursory reading.

The other essays, though on more specific topics, are equally enlightening. Diane Matters discusses the rather dismal and ineffective way in which provincial authorities tried to deal with male juvenile delinquents at the Boys' Industrial School in Point Grey. Among the worth-while educational experiences were the expectations that boys make their own uniforms, shoes, furniture, produce their food, supply firewood and dig a 200-foot-long trench 12-15 feet deep for a replacement sewer line. Opposition and recalcitrance was effectively dealt with: four weeks of bread and water and a cooling off in the basement. Oh, for the old days.

In "The Zeitgeist of Western Settlement," David Jones details the ramifications of the Agricultural Instruction Act of 1913 and the introduction of agrarian instruction. The contribution by such famous educators as George M. Weir (minister of education in 1947) and Herbert B. King are highlighted by Jean Mann. Jean Barman gives a subjective analysis of "Growing Up British in British Columbia" and examines the elitist "high class" education provided by the Vernon Prep School. Gillian Weiss traces the development of kindergartens in British Columbia.

Those interested in the history of education should derive considerable assistance from Frances Woodward's "selected bibliography," which gives a 27-page listing of books, articles, and theses on the subject. — Jan van der Have, Duncan

EVALUATION

Holmes, Mark. *What every teacher and parent should know about student evaluation*. Toronto, OISE, 1982. 139 pp. paper \$8.50. ISBN 0-7744-5058-4.

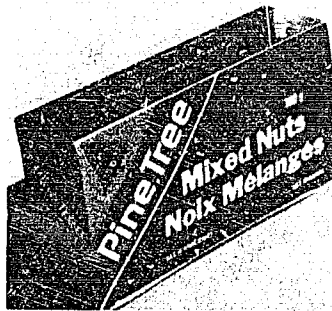
This reference is intended primarily for the classroom teacher and the school principal, but can be useful to concerned parents so that they will be able to frame questions and doubts more intelligently. Particular focus is on the evaluation of children as they pass through elementary and secondary school.

The author claims a wide and varied professional background as teacher, administrator and professor of education in a number of provinces in Canada.

The prose is written in an easy flowing

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style that a professional or lay person can understand. There are no illustrations but the text is sprinkled with 13 tables of useful and interesting facts and statistics, all of which contribute to the author's thesis. Certainly the thrust of this volume is in an area that is of considerable value and concern to the classroom teacher and building principal. Several concerns are registered in the use and misuse of various types of tests and test questions — a subject in which teachers should be well versed. Some guidance is provided in the constructing of various types of questions. The classroom teacher will find this information of immediate use at the classroom level.

The reader will find comments on such testing areas as attitudes, values, social behavior, music and art, speaking and listening, physical education, mathematics and projects. Building principals will find Chapter 4, "Planning and Organizing Student Evaluation," of particular use when evaluating students for appropriate placement and movement, whether it be standard, enriched, accelerated or decelerated. —Harry D. McTaggart, Langley

RESOURCE BASED LEARNING

Partners in action: the library resource centre in the school curriculum. Toronto, Ontario Ministry of Education, 1982. 52 pp. paper. ISBN 07743-7532-9.

Called a resource guide to the use of library resource centres in implementing the Ontario education curriculum, this booklet is immediately attractive in design and illustration. It focusses on the principal, the classroom teacher and the teacher-librarian, spelling out the role of each in a partnership to create resource-based programs that "promote learning through active inquiry, the mastery of learning skills, the development of language proficiency and the appreciation of media."

District Resource Centre Services are also indicated in five fields, including Re-

search and Development. The last section is an excellent bibliography of predominantly Canadian references — itself indication of development in Canadian school librarianship.

Partners in Action clearly marks a new dimension in school librarianship, lately becoming visible in the literature, namely that library development and good management are not enough. Excellent programs do not follow automatically; they are the result of careful co-operative teamwork. It is quite different from B.C.'s *Sources and Resources*, which focusses on the management aspect. It is highly significant, in fact, not because what it says about resource-based learning is so new and different, but because the Ontario Ministry of Education is saying that this is what is expected in Ontario schools.

The rationale of *Partners in Action* states clearly that the learner is an active participant — self-motivated, self-directed, a problem solver aware of the process of learning in different learning styles. The principal may be expected to provide planning time and support staff and a school climate to allow the teacher-librarian to function efficiently as a teacher. The teacher-librarian's role includes program advocacy, which implies an articulate philosophy of education and self-confidence in innovation. The library resource centre provides an ideal workplace for students to apply concepts learned in the classroom. The classroom teacher "establishes an environment conducive to the use of a variety of resource materials."

Far from remotely idealistic, the document is practical. "Suggestions for Planning Resource-Based Programs" includes a variety of planning guides. And it is immediate. One of the more interesting features is a three-phase chart showing the development of a library resource centre in eight fields. Another is a three-page scope and sequence skill chart. Both charts provide an excellent check-list for estimating one's own school program. Because the guide is short, the implications are many. *Partners in*

Action merits thoughtful study by educators at all levels.

—Grace Funk, Vernon

THINKING

Visible language, Volume XVI, Number 3, Summer 1982; Special Issue, Understanding the symbolism of mathematics, edited by Dr. Richard Skemp. Cleveland, Visible Language, 1982. 304 pp. paper. \$300. ISSN 0022-2224. Order from Visible Language, Box 1972 CMA Cleveland, Oh. 44106.

Difficulties with Mathematical Symbolism: Synonymy and Homonymy by Josette Adda.

The theory is useful to teachers seeking a graduate degree. There are some good examples (208-211) for teachers.

Emotional Responses to Symbolism by Laurie G. Buxton

A good short article for all teachers. You may want to avoid some parts.

Mathematical Language and Problem Solving by Gerald A. Goldin.

There are several good examples that involve numbers, symbols and pictorial problems.

Symbols, Icons and Mathematical Understanding by William Higginson.

A historical change in mathematical proof is showed. This may be of interest for teachers looking for other ways.

Towards Recording by Nick James & John Mason.

There are examples to show the importance of images in teaching symbols. There is a summary of examples in number representations.

OPPORTUNITIES IN CANADIAN STUDIES

- Five-day institute, July 11 to 15, on curriculum issues in Canadian Studies.
Participation can be either for non-credit or credit (undergraduate and graduate).
- Graduate fellowships for the 1983-84 academic year.
- Classroom materials for teaching public issues.
- Involvement in local curriculum development.

For further information contact: Donald C. Wilson
Public Issues in Canada Project
Faculty of Education
University of British Columbia
Vancouver, B.C. V6T 1Z5

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Language Acquisition Through Mathematical Symbolism by Francis Lowen
thal

He shows you that graphs can sometimes be a help for 8- and 9-year-olds. The students can use a colorful graph to write an accurate story.

Communicating Mathematics: Surface Structures and Deep Structures by Richard R. Skemp.

He explains "syntax" and "semantic" and gives several examples. This may be difficult for most teachers.

Mental Images and Arithmetical Systems by L. Clark Lay.

Good examples show how important images are in teaching symbols. He gives many examples.

Mathematical Symbolism by Derek Woodrow.

He shows **why** we need symbols by a lot of important ideas and practical illustrations. I recommend it.

—Douglas Forbes, David Thompson University Centre, Nelson

Wassermann, Selma. Put some thinking in your classroom. Chicago, Ben-

fic Press, 1978. 160 pp. paper, no price. (Thinking Skills Development Program)

How do we equip students for adult life? Is computer literacy the way? Is there some other technical or academic tool that they should be utilizing now in preparation for the future?

Simon Fraser University's Selma Wassermann "lays it on the line" and suggests that teaching students how to think should top the list of priorities. "If there is a basic skill that today's children will require if they are to cope effectively and thoughtfully in their adult lives, it is surely the skill of using the mind to engage in the higher cognitive processes — the skill of thinking."

Wassermann's teacher's handbook is laid out in a practical format. The introduction deals with basic skills for "tomorrow's children" and identifies "four propositions underlying a teaching-for thinking program." She is stating that thinking is complex and sophisticated; that students don't just grow in their ability to think but rather require practice and experience. Teachers should place students in many thinking-required situations during the classroom day and interact with students to assure development of this skill.

"A program for developing thinking in your classroom" provides a cook book. Wassermann discusses levels of thinking,

and the materials and activities to promote the same. She identifies the thinking operations, such as comparing, observing, classifying, imagining, hypothesizing, criticizing. The use of pictured examples as well as children in various age groups really gets her points and methods across in precise form. Wassermann is directing her book to people who want a practical approach in the usual classroom situation. She takes a thinking operation, such as "comparing" and cites concrete, "tried and tested" examples for the primary, intermediate and secondary student, drawing on familiar items and situations to promote a thoughtful exercise in comparing.

The last section of the book is a self-instructional program in teaching for thinking. Seven tasks help teachers to set up situations for teaching thinking. This section hinges on a coding procedure that analyzes the interactions you are setting up with students. The procedure enables you to move your level of thinking into more sophisticated challenges.

In the midst of the usual plethora of new materials, kits and resources, Wassermann's book is a welcome aid. It is practical and will appeal to many teachers. When read and attempted in the classroom, the book not only stands on its own merits, but "teaching for thinking" in every aspect of curriculum serves as an enrichment process.

—Heather Harris, Vancouver

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Telephone (619)265-6145 or write to Raymond F. Latta, Chairperson, Department of Education Admin., San Diego State University, San Diego, CA 92182.

New Lesson Aids

LA4089 Anatomy—Grade 9 by Tera Stokes, 6 p. Includes transparency masters for the respiratory system, circulatory system, the human heart, central nervous system, human brain, human skeleton, types of joint, female reproductive system, and male reproductive system. Also included are four filmstrip worksheets to be used in conjunction with the *Encyclopedia Britannica* filmstrips on these topics. \$3.00

LA8223 Research Skills—Activity Cards for Grade 3 by Alice Tiles, 67 p. Designed to introduce primary students to some of the basic research skills. Includes 45 activity cards arranged according to topics, two record sheets, an answer sheet and quiz. A variety of support materials is required. \$3.75

LA9282 The Greek Odyssey Game by Peter Napper. A game for two to four players. Includes a 41 cm x 56 cm gameboard that comes in two pieces to be taped together, 28 penalty cards and 18 destination cards. Teacher must supply a die and markers.
Laminated \$4.50
Unlaminated \$2.50

To order, please enclose a cheque or money order to BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC V6J 3H9.

Classified

ACCOMMODATION AVAILABLE

For rent. Four bedroom house, West Vancouver, B.C. 604-922-2672. View of harbour. All facilities. July 1 to October 1, 1983. Rent by arrangement.

House for rent. Three bedroom Silane house, Nanaimo, two bathrooms, no pets. Available March 15. Write Box 203, Nanaimo, or phone 758-7952.

Nanaimo. Dignified, three-bedroom home ocean view, minutes walk to beach. Owners on vacation May 18 to July 15. Free accommodation for care of lovable poodle. Suit retired couple. Phone 758-5526.

Fully-furnished—from May 1 to August 31, 1983, four-bedroom family house. One-and-one-half bathrooms. Very close to UBC, shopping and beach. \$1,100/month. 228-8932.

170 West 5th Street, North Vancouver—one-bedroom apartment. Available June 1 to September 1, 984-8749, after 6 p.m. \$375/month. Very quiet, 10 minutes from seabus.

One-bedroom, furnished apartment, excellent location in Kits. \$450 rent. Available July 1. Reply to T.F. Wilson, 2870 West 38th Avenue, Vancouver. Phone 261-6169.

ACCOMMODATION—HOLIDAY

Maui, Oahu, Kauai, Hawaii Studio, one-, two-, three-bedroom condominiums and houses and cars. 942-4190.

Expand your holiday horizons by eliminating the cost of accommodation in such areas as Great Britain, Europe, Australia, Canada, and the U.S. For further information write: Holiday Home Referrals, 2488 Belloe Street, North Vancouver, BC V7H 2L1.

Waikiki, Hawaii. Deluxe, one-bedroom condominium for rent. Clean, well-equipped, good location, reduced summer rates. Adults. Phone 321-0075 Vancouver.

For rent. Unusual one-bedroom house in Lymington, Hampshire, England. View to Isle of Wight. Hourly trains to London. New Forest. Twelve miles to Bournemouth and Southampton. Phone 604-922-2672.

Summer cabin on Okanagan Lake, 10 miles from Kelowna, one mile from the Okanagan Park Country Club. Sleeps six, sandy beach with large boat dock. Available July 1 to August 6 for weekly rental. Phone 860-7345 or write W. Marjoribanks, 1416 Bankhead Crescent, Kelowna, BC V1Y 3V5.

New three-bedroom house on the beach. Near Campbell River—right beside Miracle Beach Provincial Park. Available July/August. Write Box 15, RR 1, Black Creek, BC V0R 1C0.

Summer home, Shuswap Lake waterfront. July/August by week or month. Fully furnished, equipped, three bedrooms. 955-6278.

Between Parkville and Qualicum Beach. Fully-furnished, four-bedroom house, large yard, two-minute walk to sandy beach. July/August. \$300/week. B. Pearce, Box 1600, Qualicum Beach. 752-5126.

Katie's Bed n' Breakfast—a home away from home. Coming to Vancouver for shopping, convention, family holiday, stay with us in our Victorian Mansion. On the North Shore with magnificent city and water views—just minutes to downtown by Seabus. Full English breakfast, reasonable daily/weekly rates. 217 East Keith Rd., North Vancouver, BC V7L 1V4, 987-1092. Advance registrations recommended.

Maui sunset condominium for rent July 9 to 22; December 24 to January 7. Sleeps five, fully equipped, pool, tennis, putting green. \$40/night. Phone 964-4589.

Mid-July to end of August—house/studio with three acres on Denman Island. Completely secluded with organic garden and chickens. Propane lights and stove. Ideal for couple or small family. \$500 for period. Write or phone John Crouch, Denman Island, BC V0R 1T0. 335-0789.

Sunny Okanagan. Female roommate wanted to share two-bedroom house from July 1 to September 1, 1983. \$250/month, close to town and beaches. Phone 860-7093 or write M. Schmidt, 651 Okanagan Blvd., Kelowna, BC V1Y 7L2.

Sunny Okanagan. Three-bedroom cedar A-frame fully-furnished cabin on Lake Okanagan near Vernon, sandy beach frontage. Available July 1 to 31. Contact Bill Woodard, 7910 Lakeview Drive, Vernon, BC V1B 1W2. Phone 545-4362.

Three-bedroom, furnished house. Close to beach in White Rock. Available July and August. \$550/month. Phone 536-8647.

ACCOMMODATION MISCELLANEOUS

Available for "house-sitting" July 4 to August 19. Mature, female, professional, non-smoker. Working on Master's Degree, attending U.Vic. summer session. Contact Nanaimo 758-4367 evenings.

ACCOMMODATION—SUMMER SESSION

For rent, Vancouver Island, near Swartz Bay ferry terminal. Two-bedroom, beautifully furnished house. Close to parks, racetrack, marinas, beach. \$400/month. July and August. 656-7943.

Port-and-beam, two-bedroom house for rent in quiet Surrey neighbourhood. July and August (final date flexible). Suitable for couple. Non-smokers preferred. Fully furnished including plants and friendly cat. Approximately 45 minutes to SFU and UBC. 10 minutes to Kwantlen College. Rent \$120/week. Please telephone after 6 p.m. 594-1168.

Available July 1983. Four-bedroom home near White Rock (30 minutes from Vancouver, SFU or Western Washington). Rent free in exchange for care of lawn, etc. Phone 112-536-7778 or write C. Hutt, 15861-32nd Avenue, White Rock, BC V4B 4Z5. References required.

Summer at SFU—for rent July and August. Twenty minutes from SFU, on bus line, walk to Buntzen Lake, \$650/month. Fully-furnished three-bedroom home with study, rec. room, two baths and duck pond on 12 acres. We are half a mile from Buntzen Lake; near Sasamat Lake and Belcarra Park. Shopping at Coquitlam Centre is a 10-minute drive and Vancouver is 30 minutes away. Use of our two horses and tack by separate agreement to experienced riders. References please. Write or call Hal or Linda Weinberg, 2965 Sunnyside Road, Port Moody, BC V3H 3C8, 461-7065.

Two-bedroom townhouse available for \$300 for summer session to anyone willing to feed two cats. Adults, non-smokers only please. Mitchell, 2331 Mountain Highway, North Vancouver, BC V7J 2N2.

Accommodation in furnished rec. room with own bathroom. Available for male/female during July and August. Five minutes to BCIT, 10 minutes to SFU, phone 438-1093.

Furnished house, Burnaby—July/August, 1,100 square feet, two-bedroom, large backyard, wall-to-wall laundry room, five minutes to SFU, utilities included, mountain-view sundeck, references required, near park, shopping, bus, \$450/month. 522-8891.

Furnished, quiet accommodation, one-and-one-half miles to U.Vic. Non-smoking female mature. Summer student. 721-3899.

Available July 1 to August 15. Deluxe two/three-bedroom furnished house, den, study, six appliances, sundeck, magnificent view. Close to bus, shops, park, 30 minutes to UBC, SFU. North Vancouver. \$750/month. 988-0107.

Retired teacher has two/three-bedroom furnished suite for rent in July and August. Near park and shopping. Close to SFU. Fenced yard, ample parking. Very clean. \$500/month. 299-6905, 264-0164.

A long vacation for me means a great apartment opportunity for you. Fully-furnished, one-bedroom apartment, South Burnaby, 20 minutes to SFU, direct route to UBC. Available to sublet mid-May to mid-August. Call Susan Smith 434-7813 or leave message 291-3395.

Accommodation July/August. Fully-furnished deluxe one-bedroom. Rent July/August \$500/month. Garage, pool, sauna, view. Bus stop, near Capilano College, North Vancouver. Phone 980-5103 after 6 p.m.

Accommodation July/August. Deluxe two-bedroom, shared accommodation with female July/August. Reasonable rent, close to U.Vic., pool, tennis courts. Phone 479-8360 after 6 p.m.

Furnished, three-bedroom home for rent July and most of August in rural community. Fenced yard, 45 minutes to downtown Vancouver and ocean beaches, 35 minutes to SFU, 20 minutes to large park on lake. Site of B.C. Summer Games. \$500/month. Phone 467-6023 or write Tony Williams, 21453 Exeter Avenue, Maple Ridge, BC V3Z 1B3.

Fully-furnished, three-bedroom house in Kitsilano. Close to downtown and minutes to UBC. \$950/month including utilities. References and damage deposit required. Available for July and August only. Call 732-1896.

Victoria in July. Pleasant downtown family house for rent for the month of July. Close to beaches, harbour, and parks. Twenty-minute drive to U.Vic. For more details phone 385-3530.

Three-bedroom home for rent, Vancouver. Ten minutes to UBC, Ft. Grey area, furnished, July 4 to August 19 (date flexible). Excellent yard and quiet neighborhood. \$1,200. 261-1994.

Available July 1 to August 15. Close to Kwantlen College, Surrey, 30 minutes to UBC. Large, furnished two-bedroom, two-level apartment (with sunporch facing Mt. Baker!). All-adult building. Dishwasher, washer/dryer. \$550 plus electricity. 591-3363.

Large, bright, one-and-one-half-bedroom flat in old, gracious Vancouver house near Cambie and King Edward. Available July 1 to August 31, fully-furnished, \$500/month, 876-4576.

Furnished, deluxe one-bedroom condominium, close to bus, beach, shops; five minutes to UBC. July and August, \$575/month or summer session \$800. Home: 734-5739, school: 596-0381.

For rent in Richmond, available July 1 to August 31. Three bedroom, two level. Large private backyard. On bus route. Close to stores. Twenty five minutes to UBC. \$650/month including utilities. 277-0801.

House in summer. Available July and August, two/three bedroom, bright, furnished, older house. Study and sunderk. Arbutus and 13th Avenue. Ten minutes from UBC. Vancouver at your doorstep. \$750/month. Call 734-3155, 5 to 6 p.m.

One-bedroom apartment to sublet, Kerrisdale area. Fully furnished. No pets. July 1 to August 15. 266-5518.

ACCOMMODATION-SWAP

Fisherman's dream. swap from July 1 to August 18, 1983, three bedroom trailer in Terrace, for housing near UBC. 635-6741.

Available July 3 to August 15 approximately. Swap for Gulf Islands or will rent three-bedroom house in Pitt Meadows, fully-furnished, includes dishwasher, washer-dryer, cable T.V., on quiet cul de sac. Thirty minutes to SFU, BCIT or PVI. Phone 465-8088 or write F. G. Kilpatrick, 11763-195A Street, Pitt Meadows, BC V0M 1P0.

Teacher and family would like to exchange (or rent) a distinctive, warm, two-bedroom house with fireplace in a beautiful country setting near Kelowna for a three-bedroom house in Burnaby area, from September 1983 to June 1983. No pets. Write L.S. McCoubrey, Site 3 RR1, Winfield, BC V0H 2C0.

Will trade Toronto Island home and care for same in Vancouver. Boating, beach and tennis at door. Eight-minute ferry ride to downtown. July and August 1983. Write Bill McKenna, 7 Willow Avenue, Wards Island, Toronto, ON M5J 1Y1.

One-bedroom apartment, pool, in Richmond to exchange for accommodation in Victoria, summer session. Phone 272-1481 or write M. Mori, 303-9300 Glenacres, Richmond, BC V7A 1Y8.

ACCOMMODATION-WANTED

Summer cottage for the first two weeks of August on Shuswap lake or the north end of Okanagan Lake. Phone 925-2239 or write Donna Pretty, 2529 Marine Drive, West Vancouver, B.C.

Starting August 1983 for a minimum of one year, likely two years, a family of four would like to rent a house in Victoria area. Willing to guarantee good care of house and grounds. Have a small non-shedding Lhasa-Apso dog. Reasonable rates are a necessity. Write or phone Box 2758, Creston, BC V0B 1G0, 428-5726.

Furnished house wanted. Professional couple requires good quality, three/four-bedroom home to rent in Victoria or vicinity from July 1 to December 31. We'll care for it like our own. Phone (306)664-3756 evenings.

House/apartment sitter available whole of July/August. Prefer west side of Vancouver. Mature, tidy, responsible, careful. Box 1372, Comox, BC V9N 3Z0, 339-5277 evenings.

Responsible teacher, wife and child want to rent accommodation in Vancouver near UBC for July and August. Call collect Fort Nelson 1-774-3606.

Responsible non-smoking couple with infant requires accommodation during university summer school from July 3 to August 15. Would also consider trade for our home in Kelowna. Call 112-769-6397.

BOOKS & FILMS

How To Teach Chess in Schools-Manual. Send \$5.95 to M. Hempel, 36 Oates Green, Red Deer, AB T4P 1V2.

Short Stories About Sask. Twenty three stories of rural life. Fun. Great gifts. Suitable for school. Older folks love them. Good for hospitalized. 8,000 sold. \$3.50 from Les Dybeck, 3405 25th Avenue, Regina, SK S4S 1L7.

16 mm films for rent. Farewell To Arms, Our Town, Great Expectations, Red Pony, Blue Angel, It's a Wonderful Life, Jungle Book, Gulliver, Travels, and more. Surf Classic Films, 2-1400 Laburnum Street, Vancouver, BC V6J 3W3, 731-2025. L. Young, booker.

COMPUTERS/SOFTWARE

Educator's Software for the Apple II+ and IIe microcomputers. Marks, Attendance, Report Card generation, and more. All programs written by a professional teacher/programmer, incorporating features you want and need. Write to Alberta's original teacher oriented, owned, operated Apple software publisher for more information. ENABLE Computer Software Ltd., 17 McBride Cr., Red Deer, AB T4N 0K7.

FOR SALE

Large, treed recreational lot for a cabin or home just above Mabel Lake (Enderby). Close to sandy beach and boat launch. Excellent Kokanee fishing. \$22,500. Phone 274-6449.

Cedar cottage on Shuswap Lake, eight miles east of Salmon Arm. Winterized, fireplace, full amenities, .5-acre, secure, government-lease lot. \$42,000. 832-4569.

HOLIDAYS-TRAVEL

Greece for '83-28-day all-inclusive trip. Airfare, transfers, lodging, seven days Island of Skopelos, seven days motor sailing, five nights Island of Tinos, four days Ancient Greece, four nights Athens. Only \$2,695. Calgary departures. B.C. departures available. Ski 'n' Sun Tours, MacDonald Travel, C08-513 8th Avenue, S.W., Calgary. Call: 403-266-2331.

France tour July 1 to 26, 1983. This tour, designed for educators and led by a teacher, visits five regions of France (Paris, Normandy, Loire, Riviera, and the Basque Region) in an attempt to show different aspects of France's multifaceted character. The price of \$2,595 is based on double occupancy and includes airfare, breakfast and supper daily, transportation by private motor coach, all entry fees for historical sites on the itinerary. For a brochure containing an itinerary and application form write to Denis St. Claire, 407-642 Agnes Street, Victoria, BC V8Z 2E6.

The undiscovered paradise-The Philippines. A 30-day dream trip. From gorgeous coral beaches to stone-age mountain villages. Island-hop from Luzon to Mindanao—shoot the rapids in a dugout canoe—shop for bargains—see the famous rice terraces. Personally guided tour under \$2,000 U.S. including airfare. Stopover in Hong Kong available for \$50 extra. Bell Travel, call Bunny Knott 254-0821 or 254-8371.

Japan tour 1983 for teachers—July 2 to 16.

This tour has a special low price of \$1,875. Items included: airfare, all accommodation, Japan rail pass. Write: phone Doug Woodward, New Westminster Secondary School, 835 5th Street, New Westminster, BC V3M 3S9. School 522-0644, home 591-6064.

Three Buoys Houseboat Charters. One of the last "affordable" vacations. Explore over 1,000 miles of shoreline on the Shuswap Lakes. For more information and a color brochure, write Three Buoys Houseboat Charters, 2403 Ulrich Road N.W., Calgary, AB T2N 4G6 or call (403)282-1508.

RV rentals. Deluxe units, reasonable rates. Book now for summer. 762-2777 after 4 p.m. Kelowna, B.C.

MISCELLANEOUS

School district 59 (Nechako) Retirement Party for Mr. Pete Diemer, July 2, 1983. Contact Olive Silver in Vanderhoof, B.C. 567-9949.

BCTF Lesson Aids Service

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Consult your school catalogue—
700 lesson aids for K-12.

Continued from page 172

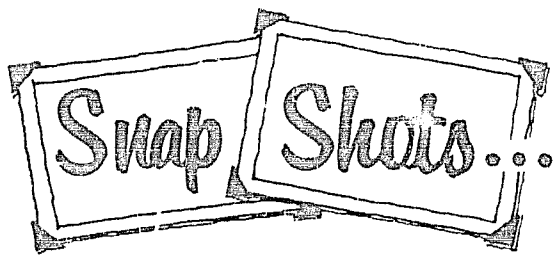
The challenge I have proposed is formidable. It calls for a change in the way most teachers interact in their school community. If we begin this vital dialogue now we may preserve the institution of the public school. Failure to act could move us toward the extinction of public education and accelerate the move toward the "privatization" of schools in B.C.

Private school education would deny the vision of public education and would restrict access to those who meet the criteria of the particular institution.

As teachers we have the right and responsibility to speak and act to protect the public education system, where schools exist to develop individuals who will lead, change, and transform society. We cannot choose the route of non-participation.

The time for teachers to lead is **NOW!**

Mike Lombardi teaches at Viscount Montgomery Elementary School in Coquitlam, and is co-chairperson of the BCTF Professional Development Advisory Committee.



GEOFF HARGREAVES



A YEAR TO 1984

●Winston's fingernail grated sickeningly on the blackboard, as the stub of cheap Victory chalk crumbled into fragments.

The classroom smelled of rat droppings and diesel oil. Over the blackboard a large poster was tacked to the wall. It depicted the face of a man about 48, ruggedly handsome, with a smug grin and a big chin shaped like a shovel. It was entirely through this man's kindness and foresight that Winston had been allowed to teach his class of 50 students in a cellar of the bus station.

It was now the eighth hour of the day's teaching, and despite their will to succeed, the Grade 3 students were weary, barely attentive to Winston's instructions. He was beginning to wonder if it had been altogether wise of the staff committee to volunteer to add yet another 12 minutes and 48 seconds to the schoolday; it was the fifth time this year they had made such a donation.

He finished off the history lesson by telling the boys and girls just how lucky they were. In the bad old days, he informed them, teachers had been vicious criminals, roaming the cities in great, armed bands, extorting from poor parents money to spend on xerox machines, computers, and musical instruments. They had used other funds to lead students into Another Reality, by taking them to theatres and art galleries; some students had ended up impractical, merely intelligent instead of smart.

As the students left, in came Julia. She taught Grade 6 in the alley behind the Rootless Bitter Lettuce Store. She was also a keen member of the Verbal Chastity League, well known for the purity of its metric terminology, its hatred of inches and yards, of ounces and pounds. Julia could talk unselfconsciously about snails centimetreing their way up a leaf or claim with a straight face that a gram of prevention was worth a kilo of cure. But deep inside, he knew, she despised the silly game.

"What a day," said Julia.

"You've been busy?" asked Winston.

"Yes, I've been explaining the new slo-

gan: *Weakness is Strength, Strength is Weakness*, to my students. It's brand new."

"It must be. I haven't heard it. What does it mean?"

"Well, in the bad old days, we had a strong education system, but it produced weak minds, by molycoddling the enthusiasms of students and sapping their initiative with individual attention. Now that the system has virtually collapsed, our students get strong by struggling for the teacher's attention, fighting off boredom, and grappling with a pervasive sense of frustration."

"I see. Is it the same with the private schools?"

"The private schools?" asked Julia nervously.

"You know, the schools where the Inner Party sends their children."

Julia looked round anxiously. "Remember Syme," she warned.

Winston did remember Syme. A month ago Syme had been the most outspoken teacher in town, given to making invidious comparisons between preaching and practice, between things public and things private. Then suddenly the list of teachers was one name shorter. Syme had ceased to exist. He had become a non-teacher.

"Where can we meet?" asked Winston.

"You mean..." she hesitated, "you mean..."

"Yes, to discuss learning conditions," he said, completing her sentence.

Her cheeks were burning. "At our usual place. Out in the bush."

* * *

The cafe opposite the Rootless Bitter Lettuce Store was almost empty. A ray of sunlight fell on Winston's dusty tabletop.

He stared listlessly at his glass of cheap Victory gin. These days he drank too much, but he refused to worry about it, because, after the unpleasantness, he had been promoted to the position of Ministerial Consultant, a sinecure, more highly paid than his old job had been.

Julia came in and sat coldly at his table. They drank in silence.

The unpleasantness had started when the school principal, O'Brien, informed the staff of further cutbacks; either Winston or Julia would have to be laid off. Then, privately, O'Brien had asked Winston if he knew anything discreditable about Julia.

"I betrayed you," Winston said baldly to Julia.

"I betrayed you," she replied.

"I told O'Brien of your undoubleplus-good views on curriculum development."

"I told O'Brien of your oldthink about classroom management."

As it turned out, the talk of cutbacks had proved to be bluff, an intimidating tactic, quite unnecessary, though no doubt well-intentioned. Winston had been promoted, and so had Julia. It was now her job to recruit student-teachers who possessed tenacity without talent, industry without insight.

Though the mutual betrayal had been gratuitous, it had worked the transformation necessary for promotion. As they sat there, underneath the poster of the grinning face, they both knew that they now hated the Public Education System. ○

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

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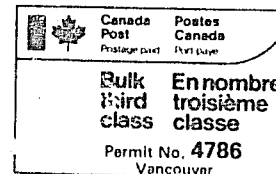
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