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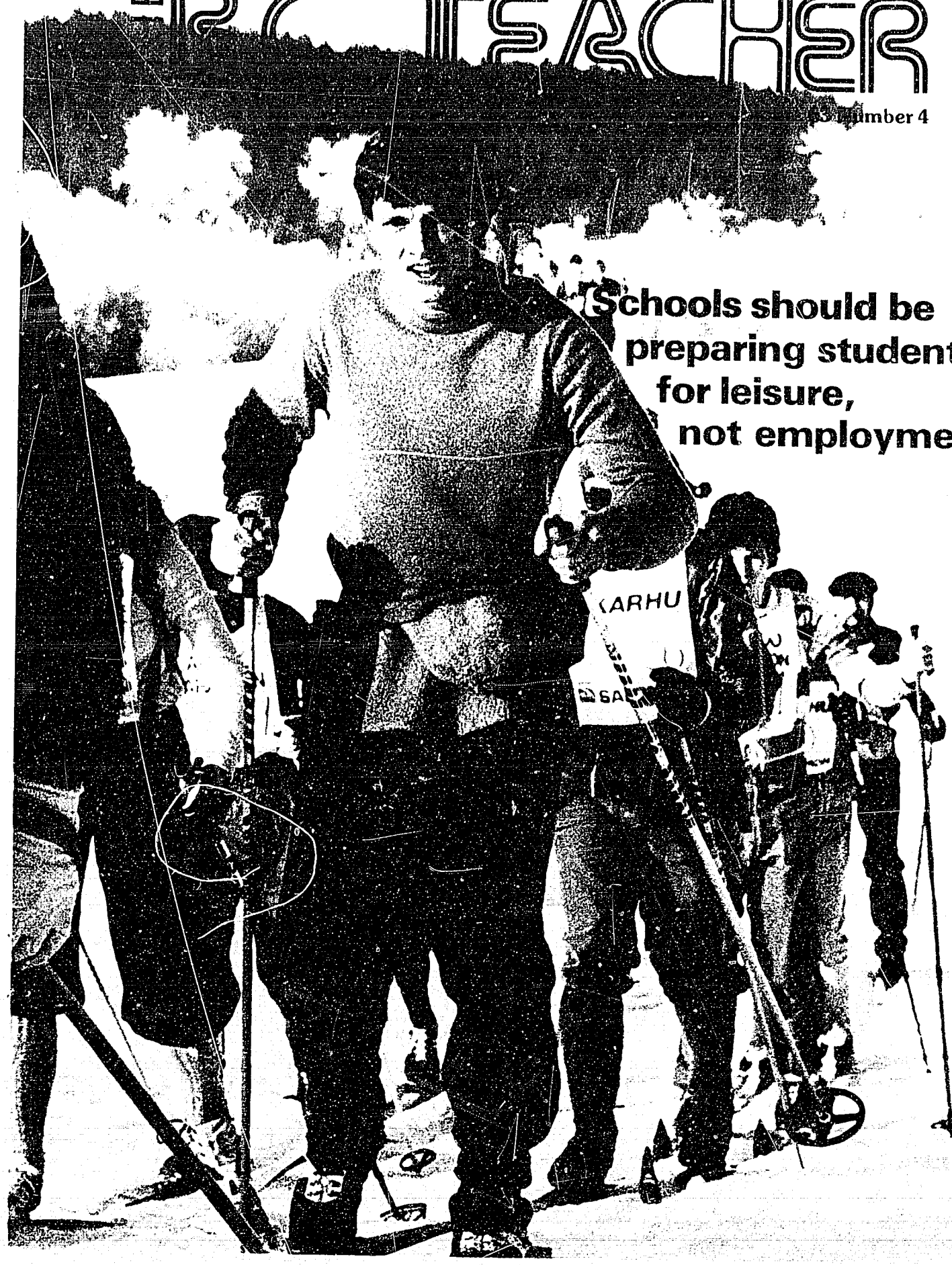

Schools should be preparing students for leisure, not employment

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THE B.C. TEACHER

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COVER STORY

In our lead article, Norman Goble, secretary-general of the World Confederation of Organizations of the Teaching Profession, contends that there will never again be full employment as we have known it. Indeed, millions of jobs will disappear. Basing his case on the work of the International Labor Organization, Goble argues that work will be handled differently by society, and will no longer be the central fact of life. Consequently, the schools will have to prepare students to handle leisure time rather than work. Such individual recreational activities as skiing, shown on our cover, may be the kind of things schools should stress.

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GEOFF HARGREAVES

DOWN MEMORY LANE

●"Well, of course, the trouble is that he doesn't realize that it's normal to be abnormal!" Maria was saying with a rueful laugh.

"Who's that your talking about?" I asked as I joined her and Jimmy.

"Pure Protein," said Jimmy.

"Oh, Paul, you mean." Paul Pringle teaches in our Science Department but he's frequently referred to as PP and sometimes as Pure Protein because of his relentlessly heroic optimism. In fact he's notorious throughout the school district for his permanent cheeriness, his pride in his willpower, and his fervent belief that if every teacher were to try as hard as he does, all evils, from dyslexia to unwanted pregnancy, would vanish from the school system in less time than it takes a student to forge an absence note.

Jimmy's the precise opposite. He claims to see education as a watch on the wrist of a dying teenager and complains that on the rare occasions that we actually notice a certain lifelessness in the student body, all we ever do is wind up the watch.

"What's PP been up to now?" I asked.

Maria's clear eyes clouded over. "He's been getting at my Bill. Last month he dragged him off to a counselling seminar and since then Bill hasn't been the same."

"How come?" asked Jimmy.

"Bill and I used to quarrel ferociously. But now he discusses things coolly and rationally and insists that we reach adult compromises."

"Isn't that good?" I asked.

"No, it's just terrible," she said. "I miss our old-style fights. In a funny sort of way I used to enjoy the build-up of grudges, the fits of sulking and the random sniping. You know what I mean — all the provocations and the insinuations and the last-minute sidestepping. And then, when one of us overshot the mark, the mad flare-up and the tooth-and-claw slashing."

"The vitriolic accusations," said Jimmy.

Foul-mouthing his relatives," said Maria.

"Digging up long-buried hatchets," said Jimmy.

"Wild attempts at scalping each other with a cruel memory."

"The exhaustion. The sense of futility."

"Gradually yielding ground, but not too quickly, of course."

"Grudging concessions."

"Almost reluctant laughter."

"The well-earned fun of making up."

"The stuff of great memories!"

I could hardly believe my ears. "But surely you're better off without all that."

Maria tossed the black hair away from her face. "This new way, with all his reasonableness, Bill makes me look so petty."

Jimmy coughed and I sat up. A cough from Jimmy is usually a prelude to an important announcement and, since he's started on his Master's in Renaissance Studies, he's been coughing such a lot that he's developing either bronchitis or pretensions to scholarship. "It's my considered opinion," he said, "that life is somehow fuller for having a little pathology in it, if you know what I mean. Sickness, craziness, pain."

"I can imagine what PP would say to that," I said.

A moment later PP himself came in, his face shiny with enthusiasm, his lips taut with noble effort.

"Oh, hi!" I said. "How you doing?"

PP's face registered momentary concern at the question, as if I might be implying that it wasn't immediately obvious that he was doing fine, in fact superfine. But then he shared his famous smile with us and said, "Fine — in fact, superfine."

"As I was saying," continued Jimmy.

"Oh yes," said Maria. "What were you saying?"

"Well, I can illustrate it. Suppose I want to teach my class that Wordsworth published *The Lyrical Ballads* in 1798 and make the date stick in their minds. During the Renaissance teachers used macabre images to aid the memory. Imagine a jerry-built shack whose walls and roof resemble *1* and *7* joined together and inside there sits young Wordsworth and on his right knee perches a cat with a tail curled like a *9* and in his left hand two snakes whose curves form an *8*."

"Memory is willpower," said PP. "I know so many phone-numbers. . . ."

"It's a quaint sort of picture, Jimmy," said Maria, "but what's so memorable about it?"

"Nothing yet," said Jimmy, "because it's quite wholesome. But then Wordsworth brings the snakes toward the cat. The poor creature is terrified, its back arches, it shrinks away. The hand brings the snakes nearer and nearer, and suddenly the snakes strike, sinking their teeth into the cat's eyes!"

"Yuk!" I protested.

"Sick," said PP.

"Exactly," replied Jimmy. "Nothing is more memorable than affliction."

"But it's nightmarish," I said.

"Exactly," said Jimmy. "Bad dreams shock us into awareness."

"It's revolting," said PP. "It's indecent. It's in bad taste."

"Exactly," said Jimmy.

"And, worst of all, it won't end there," continued PP. "That kind of thing will wind up spoiling our view of human nature. It will take away our idealism."

"Exactly," said Jimmy, "exactly."

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

PLANS REVEALED FOR NAME CHANGE TO "PEOPLES"

Examining Credit Unions Today

When examining trends in the credit union movement today, three major factors emerge as significant. The first factor is heavy competition from existing and new financial institutions; both Canadian and foreign. Historically, the common good of all members of the credit union was the most important priority to the membership; today, this is not the case. Members tend to shop around for the most competitive rate for every type of financial requirement. Add this type of consumer behaviour to the second factor, the volatility of the prime rate over the last few years, and we find that people now tend to move their money around more frequently. What is considered to be a good return for a savings account today is not necessarily considered "good" in a few months; the situation is the same with loans and mortgages.

As a consequence of these trends, a third factor emerges; members have distributed their business to many financial institutions rather than keeping all funds and loans in their credit union. Because of these factors more members are required to meet the level of financial commitment formerly given by fewer members. This increased membership is required to merely maintain an existing level of service while retaining competitive rates. At BCTCU, we have to serve our members' needs first; that's our commitment. To achieve this goal, we too, need to increase our member base.

As well as personalized service, credit unions have traditionally provided innovative services for their members; innovations such as daily interest savings accounts and open mortgages. To retain the flexibility required to be innovative, a larger member base is desirable. Members of BCTCU will still receive personalized service, have the opportunity to be involved in credit union matters, and can be assured of continued improvements through an expanded membership and change in name.

Examining BCTCU Today

After reviewing the results of a recent survey of the opinions of our members, the senior management of BCTCU was proud to advise the Board of Directors of the general high esteem with which BCTCU members view the credit union staff and services. We scored great points for the friendliness and sincerity of our branch staff. Our members tell us we welcome them and that we are generally busy working for their interests when they come in personally to do their financial transactions. This aspect of personalized service has always been a priority at BCTCU and will continue to be our number one goal.

Our members also think we provide accurate statements for them, that the branches are well managed, and their funds are administered well. Being a member of the Provincial Guarantee Fund, which guarantees all deposits and non-equity shares without limit, gives our members a safe feeling about the security of their savings. Also, our members view us as being "approachable" when they require sound financial advice. With all this in mind, we have the continued good faith of our membership behind us in recommending that BCTCU open its membership to a greater proportion of the public by changing its name to ***Peoples Savings Credit Union***.

The "Peoples" of Tomorrow

The name, ***Peoples Savings Credit Union***, has been registered on an "on hold" basis pending approval by the membership of BCTCU at the Annual General Meeting (AGM). A notice has been received by our members advising them of the resolutions to be voted on at the AGM. A contest used to generate names was closed on February 22, 1984 and an examination of the names submitted for this draw indicated a preference for the name "Peoples". After a thorough examination of all names submitted, the Executive of the Board of Directors of BCTCU chose the final names to be presented to the full Board. ***Peoples Savings Credit Union*** was chosen as the name for the membership approval at the AGM.

Where do we go from here?

- development of a logo, letter style, and colours to define and promote the image of "Peoples"
- the redevelopment of all BCTCU signage, brochures, stationery, and forms incorporating the new name and colours
- use of the name "Peoples" as of mid-June, 1984
- public launch of the new name in the fall of 1984

Continued Service to Teachers

Will we continue to offer mail service to our teacher members in out-of-town locations? The answer is a most definite, "YES!" Not only will we continue this service but we will be able to reach more of our teacher members through *The Exchange*. *The Exchange* is an ATM (Automated Teller Machine) Network which will allow you access to your BCTCU account from over 40 locations in the Lower Mainland, 3 on Vancouver Island, and over 1,000 locations throughout the USA. 24 hours a day, 7 days a week! This new service will be available mid-May, 1984, for our members and account access can be gained through any ATM labeled "The Exchange" in North America — imagine instant access to your funds when you travel this summer!

Join us and enjoy the benefits that an expanded membership will bring to BCTCU, soon to be called ***Peoples Savings Credit Union***. We want you to know we'll not forget that ***Peoples Savings Credit Union*** was founded by the teachers of B.C. We're growing with you; our founding members behind us all the way.

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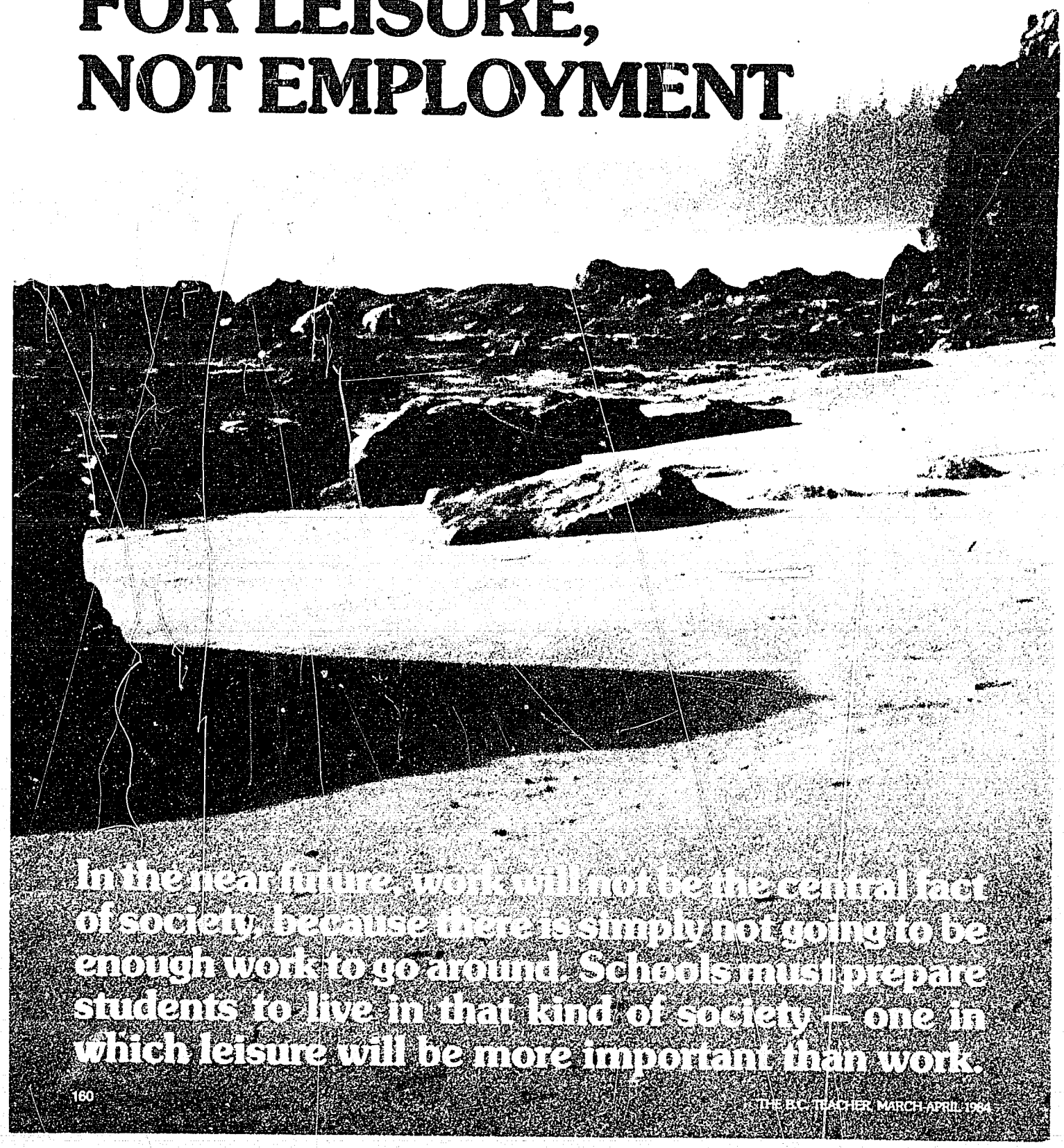
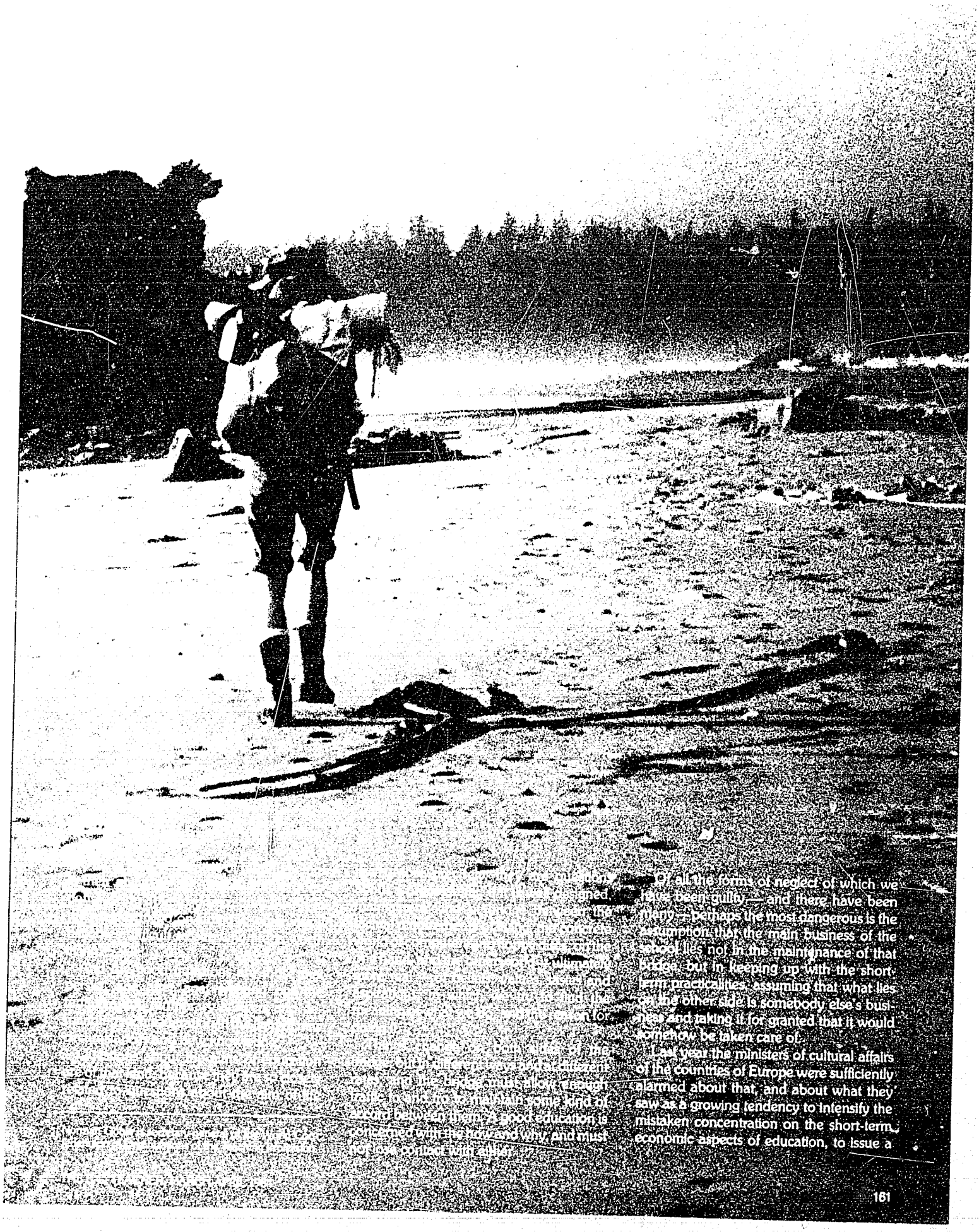
SCHOOLS SHOULD BE PREPARING STUDENTS FOR LEISURE, NOT EMPLOYMENT



In the near future, work will not be the central fact of society because there is simply not going to be enough work to go around. Schools must prepare students to live in that kind of society — one in which leisure will be more important than work.



of all the forms of neglect of which we have been guilty — and there have been many — perhaps the most dangerous is the assumption that the main business of the schools lies not in the maintenance of that bridge but in keeping up with the short-term practicalities, assuming that what lies on the other side is somebody else's business and taking it for granted that it would somehow be taken care of.

Last year the ministers of cultural affairs of the countries of Europe were sufficiently alarmed about that, and about what they saw as a growing tendency to intensify the mistaken concentration on the short-term economic aspects of education, to issue a

collective declaration. In it they said:

> We are persuaded that there must be a completely new understanding of the challenges presented by the world of to day . . . . The present critical condition of society derives, at least in large measure, from the historical process which has established economic growth as the determinant goal of all social organization . . . .

To this "obsession with economic factors" the ministers attribute the fact that so many young people feel that they cannot, through any act of their own, "make any effective impact on their living conditions and on their future."

"This frustration," they add, "and the consequent failures of communication, gravely impair the working of democratic processes."

In other words, an education that is all about "how" makes people feel that they are being used, and they don't like it.

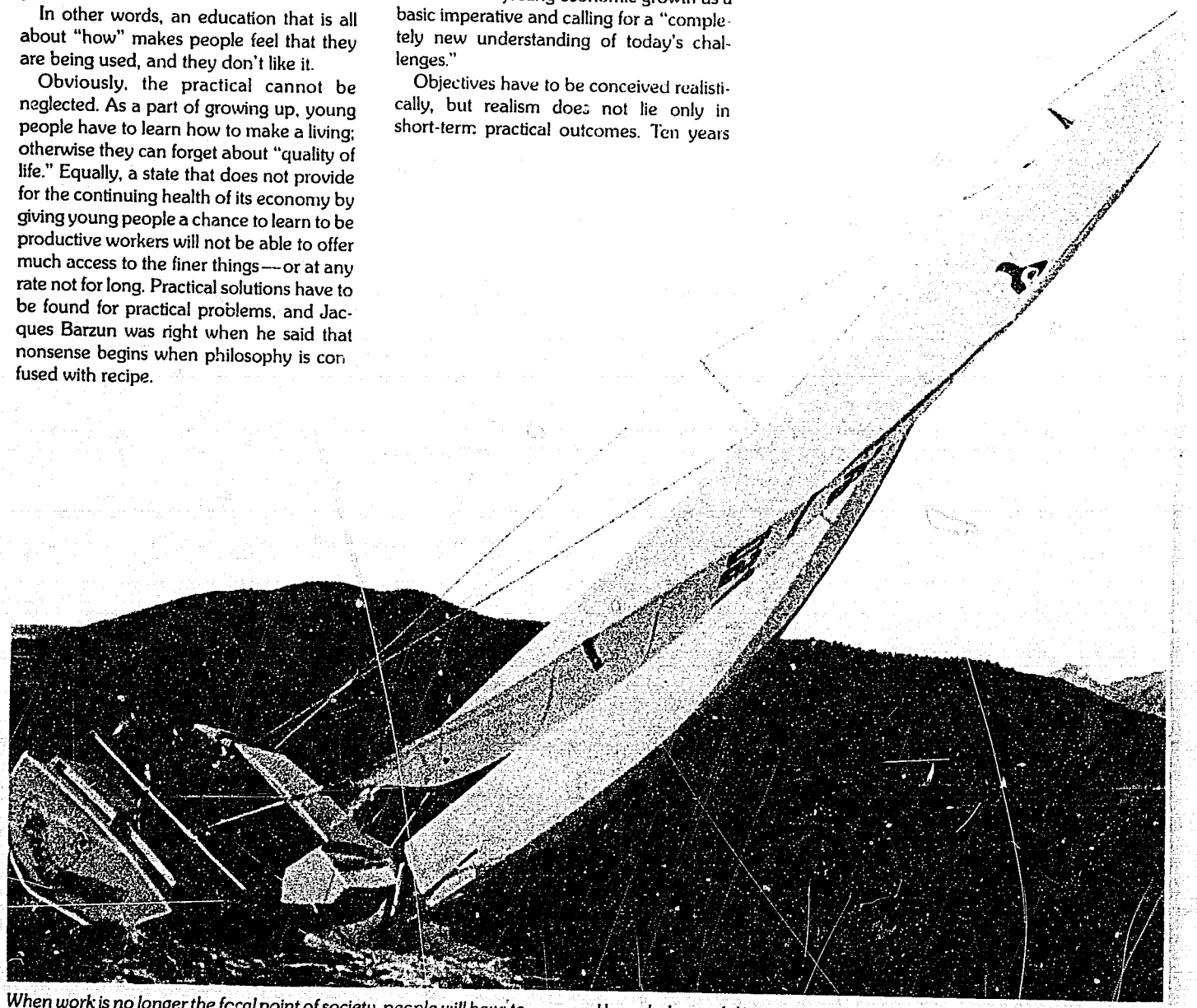
Obviously, the practical cannot be neglected. As a part of growing up, young people have to learn how to make a living; otherwise they can forget about "quality of life." Equally, a state that does not provide for the continuing health of its economy by giving young people a chance to learn to be productive workers will not be able to offer much access to the finer things—or at any rate not for long. Practical solutions have to be found for practical problems, and Jacques Barzun was right when he said that nonsense begins when philosophy is confused with recipe.

But we might equally well say that folly begins when recipes dictate philosophy. The repetition of recipes creates a lifestyle. Through the sum of their consequences, and through the reactions those consequences provoke, practical actions add up to social forms and social values, and if these are not what we would have, or should have, chosen in the first place, the only answer is that we should have thought sooner, before we acted.

Maybe in the past we had too much philosophy and not enough practicality. But it is sobering that when in so many countries the schools are being urged to concentrate on immediate vocational utility, ministers of all the countries of Europe—many of them in defiance of their own heads of government—have felt compelled to make a joint declaration rejecting economic growth as a basic imperative and calling for a "completely new understanding of today's challenges."

Objectives have to be conceived realistically, but realism does not lie only in short-term practical outcomes. Ten years ago the report of an African conference contained the observation that in its concern to measure short-term performance, the school too often "loses sight of the sort of man or woman it wants to turn out; nor does it for all that centre on the child at whom it is aimed."

A year later, commenting on the need for long-term criteria of quality to resist the fashionable pressure for accountability, an OECD discussion paper pointed out that "if the goals . . . are undefined or unclear, or the means to attain them are unknown, then no information is useful and anything or nothing will serve as an indicator."



When work is no longer the focal point of society, people will have to deal with a great deal more leisure time than they have now. Skills and knowledge useful in recreational activities should become much more prominent in curricula than they are now.

We must not lose sight of the limitations on the power of the school to change things. In the industrialized countries it has become common for leaders of industry and their allies in government to defend the callousness of their policies, and their indifference to human and social consequences, by blaming the appalling level of youth unemployment on their favorite whipping-boy, the public school system.

The school may, indeed, have given its critics some cause for complaint. It is beyond dispute that today's graduating students are less easily fooled, less easily manipulated and much more aware of social issues and their causes than their predecessors were. To that extent schools may be blamed for causing some small amount of political embarrassment.

But to blame the school for the massive failure of economic planning and management, and for the unfortunate coincidence of other factors that have turned that failure into an international catastrophe, is absurd. And those who demand that the school, by some magical alteration of its curriculum, equip its students to find jobs that do not exist, are merely mocking their victims in a most unseemly way. To fiddle around with short-term adjustments of the curriculum, on the pretext of solving the problem of unemployment, will at best be in vain and may in fact prejudice the attainment of good and valid long-term educational aims.

The Director General of the International Labour Organization has recently pointed out that to bring about full employment in the world by the year 2000 would require the creation of one billion new jobs—more than 55 million each year. Observing that industry and business are in fact tending to reduce employment opportunities rather than increase them, he suggests that we forget the dream of full employment, and advises instead a radical revision of our thinking about work and its place in life and in society.

If he is right (and I don't think that what he has in mind is the Protestant work ethic), the European ministers of culture may be right too, and the top item on the agenda for educators in the guttering years of this century may be to accept, as the ministers put it, that "our civilization demands that fundamental cultural issues should be recognized as central," and to rethink the goals of education in those terms; in terms of the values, the occupations, the politics and the lifestyles of a society in which work is not the central fact.

What lies ahead of us, in fact, may well be a revolution of which the flower children and the student radicals of the sixties were only the riotous harbingers, easily suppressed and diverted — a revolution that was only postponed, not cancelled. When

Full employment in the world will require one billion new jobs by the year 2000. They won't be there.

an essential commodity becomes disastrously scarce, tensions become conflicts and conflicts resolve themselves in revolutions. Work is becoming disastrously scarce, and it is only a matter of time until the frustrations of legions of unemployable young people break out to become a major political and social crisis.

The notion of a society that is not centred on work is not really, in itself, so unthinkable. What makes it difficult is the attempt to link it with other concepts, such as justice or equality. The Athenians who haunted the gymnasia and wrangled eloquently in the porticos of 24 centuries ago did not work, and despised work as a way of life, but their elegant lifestyle and model democracy was sustained by the labor of 10 times their number of slaves and indentured laborers.

When the fathers of the American Revolution wrote of equality, of the right to life, liberty and the pursuit of happiness, their thoughts centred on the leisured class whose careers were hobby rather than labor, not on the artisans and peasants for whom Jefferson advocated three years of schooling so that they would be more useful as workers, and certainly not on Jefferson's 150 slaves, or on Washington's 300.

Learning canoeing skills should be useful to these boys, because by the time they graduate from secondary school, they will have more time for leisure than for work.

To be exempt from work in those cultures, as in the drawing rooms of Victorian ladies or the casinos of today's jet set, was the desired condition of life. But can it be successfully generalized?

The trick is to spread idleness without degrading it, to extend equality without making it more offensive, to consummate democracy without giving outrage, to learn to use the almost boundless potential of technology to maintain productivity while freeing the population from demeaning subordination to the machinery of production, and to find some way of filling the emptied hours that satisfies human aspiration better than Love Boat or Hockey Night in Canada.

Not easy.

Especially difficult when you consider that for centuries the source of self-esteem was linked either to the work that one did or to the feeling of belonging to one of the two contrasting minorities that did not have to work, or did not have work to do. And for centuries more it was linked as well to the number of people whose jobs lay between one's own and the actual noise and dirt of the productive process. Work created differential wealth, which created differences in the quantity and quality of leisure, and those differences became the visible indicators of worth and importance.

Ergocentricity, a newborn word of impeccable pedigree that I offer you to denote the philosophy that sees society as organized around the function of work, is no longer an economic necessity, and may soon become an economic impossibility. Since it has long provided the scaffolding of our entire value system, the whip to discipline the lower orders and the goad to upward mobility, and the ultimate justification of public spending on education, the biggest problem in shifting to a drastically different social base may be to accomplish the attitudinal change involved — a new and challenging task for education, but perhaps not an impossible one: certainly

not one that can be wholly accomplished within the school.

The opposite of ergocentricity, I suppose —the concept of leisure as central— would have to be called scholacentricity, an interesting reminder that the word school is derived from the Greek for leisure. Only the leisured — those privileged to be jobless — could pursue learning for its own sake, in ancient Athens or in any other period. May we hope that some day the pleasure of learning for its own sake may be the occupation that will make widespread leisure worth while?

One way or another, education is the only possibility in sight for helping us to live with the idea of leisure as the general and normal condition of humanity, rather than as the prerogative of a privileged minority.

I have been exaggerating, of course. But only a little, round the edges. The central fact of these times really is the fact that there is simply not going to be enough work to go around if we try to organize it as we do now — not nearly enough. And if we give up trying to share it as we try to do now, we shall have to design a new social order, in which work is recognized as a necessity to be taken care of with the minimum of attention and the minimum of discomfort, and not allowed to dominate anybody's life — the source of the wealth of society but not of its values.

If we don't give up trying to preserve our out-of-date ideas, we face a catastrophic and shattering failure, so we really don't have much of an alternative. If we go on equating joblessness with worthlessness, we invite social disaster.

This extraordinarily difficult situation came about because our western societies insisted on concentrating on the practicalities, on pursuing the feasible, scoffing at any concern to keep the bridge open for two-way traffic between the world of practicalities and the world of values and ideals.

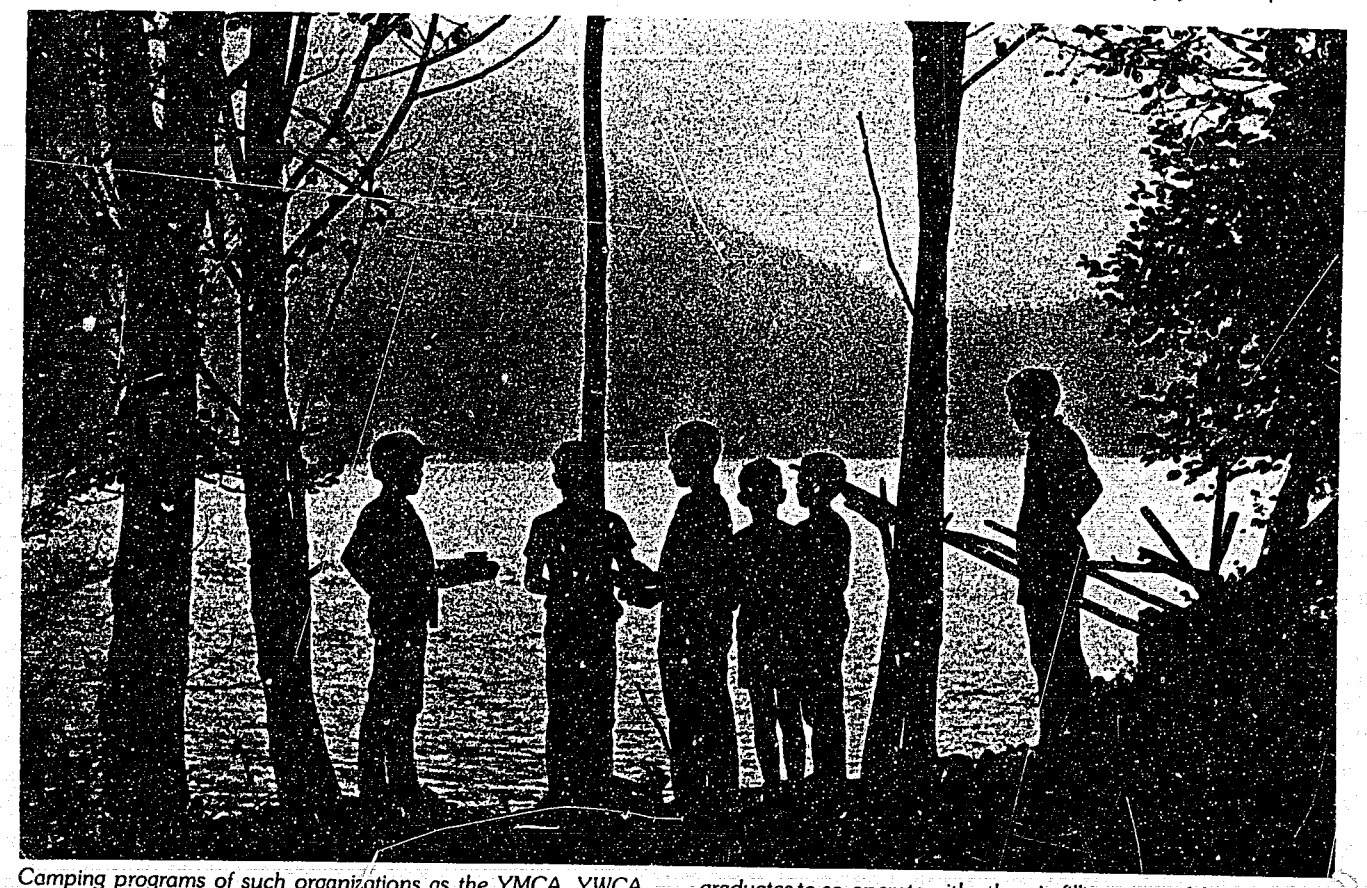
Our practicalities added up to social forms and social values, based on the concept of the full-time job not only as the basis for the distribution of wealth, but as the scaffolding of lives, the source of values and morality, the determinant of identity and the measure of worth. Now that these ideas are becoming unworkable, we begin to wonder if they are what we should have chosen in the first place. It is little comfort to say that we should have thought sooner.

Not everyone, of course, is concerned, even now. It is astonishing how many people seem really to believe that the cure lies in committing the same mistakes with greater determination: get back to the Protestant work ethic, tighten up on vocational training, and a billion young people will somehow fit into a million jobs.

At the risk of being tedious, let me restate my thesis. The micro-processor, which a recent Swiss study has pronounced to be as significant an innovation as the harnessing of steam power, and which the World Centre for Computer Science and Human Resources, set up by the president of France a year ago, says will put 50 million people out of work in the western world by 1990 (this, remember, in a world needing 55 million *new* jobs each year), threatens a reduction of reliance on human labor, both by the complete elimination of work and by the removal of skill, effort and craftmanship from such work as remains.

That may be either a fatal deprivation or an unprecedented liberation, depending on how we handle it. At the same time, if offers a breakthrough to learning possibilities that would bring infinite enrichment to leisure. The educational challenge it presents is not to learn *how* to do things with it, but *what* to do, and *why*, and how to arrive at "a completely new understanding of the challenges presented."

The first task is in the formation of new goals for our society. This means asserting the need to put philosophy and recipes into



Camping programs of such organizations as the YMCA, YWCA, Scouts and Guides provide not only skills useful in dealing with leisure time, but also valuable social skills that should assist school graduates to co-operate with others in filling some of their increased leisure time.

their proper relationship. If we cannot, through education, bring people to construct bridges between practicalities and purpose, between acts and values, we have a bad time ahead of us.

I have often wondered why, with such a strong tradition of historical studies, we have always been so determined to see events only in the backward perspective. People tell us that is very important for us to see and understand our place in history. But surely we must try to see it not only in relation to the past, for which we have no responsibility and can take neither credit nor blame, but also in relation to the future, which we have the proven ability to damage beyond repair, and which we may also, perhaps, be able to influence for the better.

We are not only effects; we are causes, and a good education should surely prevent us from acting as if our actions were without consequence. Just the story of the steam revolution, which embraced the new feasibility without the restraint of purpose, should have suggested to the proprietors of our society that instead of inventing a Protestant work ethic to coerce their workers, they might have pondered the message of the scriptures to *them:* "With all thy getting, get wisdom." And in my own lifetime, a world war which killed fifty million people, a runaway proliferation of nuclear weapons, and the sudden emergence of evidence of the harm done by our brutal assaults on the environment — all consequences of the steam revolution — have all apparently failed to shake us into awareness of the need to consider what we are causing.

Perhaps, then, it is naive to hope that the isues raised by the development of the microprocessor will stimulate us to give as prominent a place in education to an ethical assessment of the options of the future as we do to passing moral judgment on the decisions of the past.

When we refer to the diminished role and impaired capabilities of the family as an educative influence, surely the reference is precisely to that area of values, ideals, purposes and moral and cultural development that has now become so urgently important. When we speak of the needs of children, surely the most pressing need is to help young people to feel — whatever their origins, their background or their initial handicap — that they *can*, to go back to the words of the ministers of culture, "make effective impact on their living conditions and their future," and so prevent "frustration and the consequent failures of communication." To make them feel that they

The responsibilities of teachers have always been heavy, but they will become even heavier as schools try to prepare students for a world in which employment is no longer the dominant feature of people's lives.

The computer will put 50 million people out of work by 1990.

are people of worth, with powers and possibilities and a right to aspire; that the most important moments in life are the moments of leisure, when they are accountable only to themselves, and that they live in a world in which the most important question is the ethical one of how we are affecting other people's *future* lives and our own development as people.

Ten years ago, the landmark report of the International Commission on the Development of Education warned that a shift to future orientation was essential because no projection from past experience would tell us about the world our children would live in — a warning that was also a statement about the limitations on the power of parents to educate through the traditional authority of the older person. Three years later, the OECD Examiners in Canada, in the same vein, said:

> In vain, the school searches for a particular, specified set of knowledge, attributes and values that it should impart. It has to prepare young people for autonomy, liberty, flexibility, creativity, difference and divergence — that is, for nothing that is already in place in society. Its terms of reference can no longer be society as it is at present, and even less can they be simply given by the local community in which the school is situated.

But that is philosophy, you will say, not a recipe. Agreed. A good intention alone will not take us far, but without the initial will there can be no way. A shift to future orientation in education means an attempt to anticipate the impact on people of a social and economic revolution that lies far beyond the scope of educational action, but will deeply affect the function of education, in the home and at school.

It means a shift toward much greater stress on values, aims, individual responsibility, ethics and ideals; less concentration on making people useful in a social structure based on false values and obsolete roles; less preoccupation with teaching people to *do*, and an attempt at last to come to grips with the imperative proposed (in 1972) by the International Commission on the Development of Education: Learning to *Be.*○

This article was adapted from the text of an address the author gave to teachers in Alberta.

What does it take to be a Foreign Expert?

Teaching in China involves a lot more than you might expect. It takes a special kind of teacher to succeed there.

CRAWFORD KILIAN

●Many B.C. teachers must be thinking of getting out of the country for a while, perhaps finding a job teaching English in a Third World nation that still values education.

The People's Republic of China is a natural place to consider: still enticingly mysterious and exotic, yet actively recruiting "foreign experts." Since the country began to open up in 1977, Canadians -- especially British Columbians -- have been well represented in China, and some have sent back exciting reports.*

But it takes a special kind of teacher to succeed in China, as my wife and I discovered during our stay in Guangzhou (Canton) from August 1983 to January 1984. On the basis of our experience, and that of other experts in various parts of the country, I can offer a profile of the kind of foreign teacher China needs.

The ideal foreign expert, to begin with, should be young and single. Salaries for experts run from 600 to 750 yuan (360-450 Canadian dollars) per month — far more than Chinese professors are paid, but just about enough for a single westerner to live on, in a rather Bohemian style. A family can't live on one expert's Chinese income alone. Some European experts are subsidized by their governments, but North Americans must live on their salaries plus whatever money they take with them.

*See, for example, "Teaching in China," on page 56 of our November-December 1982 issue.

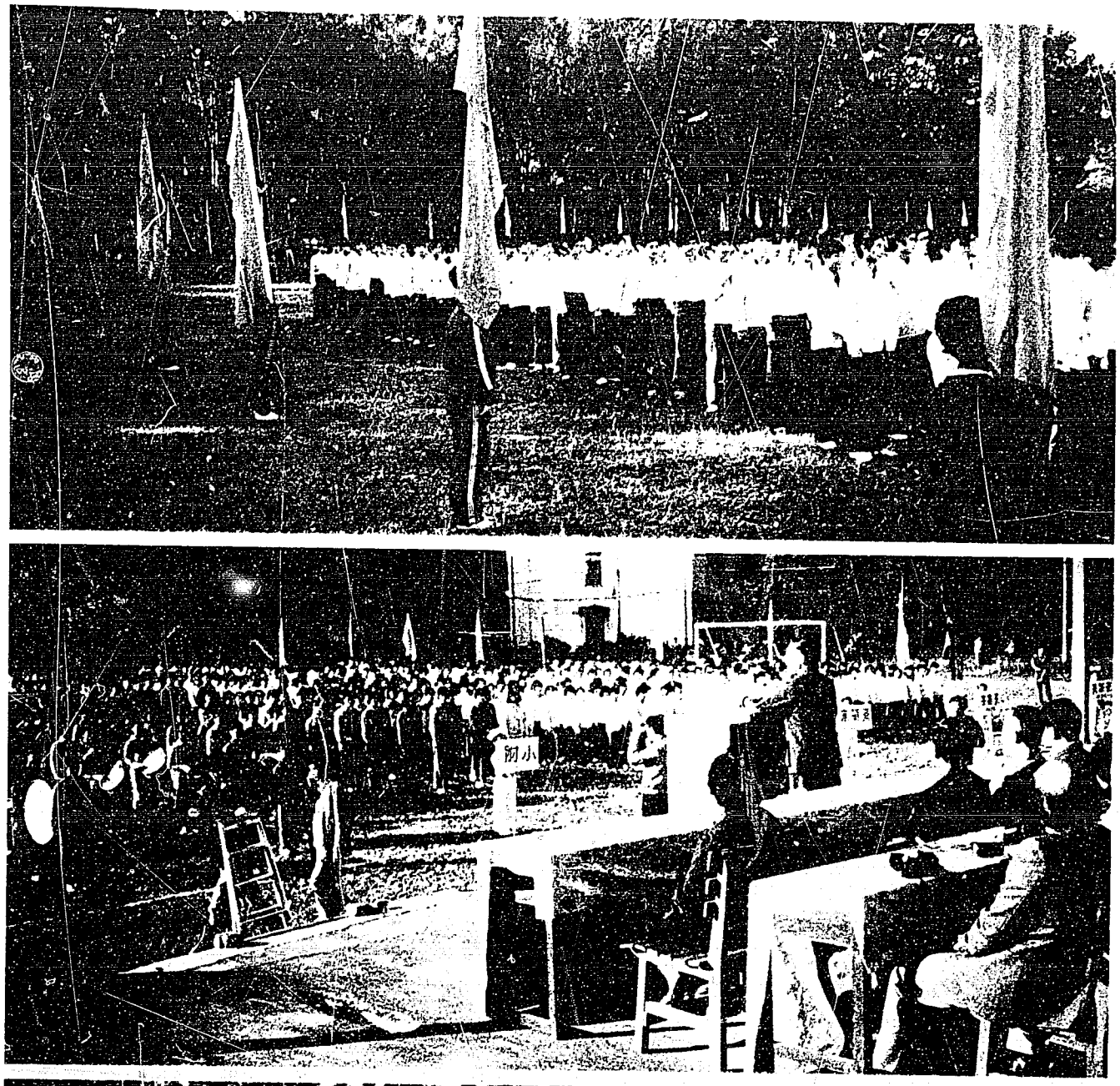
Crawford Kilian, recently returned from teaching in China, is the education columnist for *The Province*, and teaches at Capilano College in North Vancouver.

Bringing children, moreover, is a disservice to all concerned. The Chinese are glad to pay air fare for experts' children under 12, but it's mistaken generosity. Chinese schools aren't prepared to deal with foreign children, as ours are; classrooms are stuffy, smelly, uncomfortable, and crammed with 40 or more pupils. Apart from school, a child's "experience of China" is likely to consist of an experts' hotel or apartment block, shopping trips through crowds of staring Chinese, and the endless company of adults — one's parents and their colleagues. Furthermore, experts with children must work harder, to less effect, to meet the needs of both their children and their Chinese students. Every kilo of books and correspondence courses you take for your child is a kilo less for your students.

Childless teaching couples can succeed, but only one of the couple is likely to enjoy foreign-expert status. The other will be employed as a mere "foreign teacher," at about half the expert's salary. Learning of this after arrival in China can be depressing and infuriating, and you are not likely to be advised beforehand.

A background in teaching English as a second language (ESL) is almost essential, for obvious reasons. The Chinese, however, are too impressed with academic credentials, and would rather recruit a Ph.D. in literature than an experienced ESL teacher. The Ph.D. is almost certain to spend a frustrating time in China, watering down the material and explicating texts line by line.

Adaptability and self-reliance are crucial personal traits for the foreign expert in China. Teaching assignments may suddenly be changed, just as classes are about to begin; materials may be unavailable. It's



National Day celebrations at the institute in Guangzhou (Canton), where the author taught for five months. The October 1 ceremonies featured a demonstration by the students of their skill in doing morning exercises. Each day from 06:00 to 06:30, they do a program of close order drill and Chinese calisthenics. The top picture shows some of the students in formation, listening to one of the officials of the institution address them (middle). The bottom photo shows local peasants walking their water buffalo across the campus while the university's teachers watch the National Day celebrations.

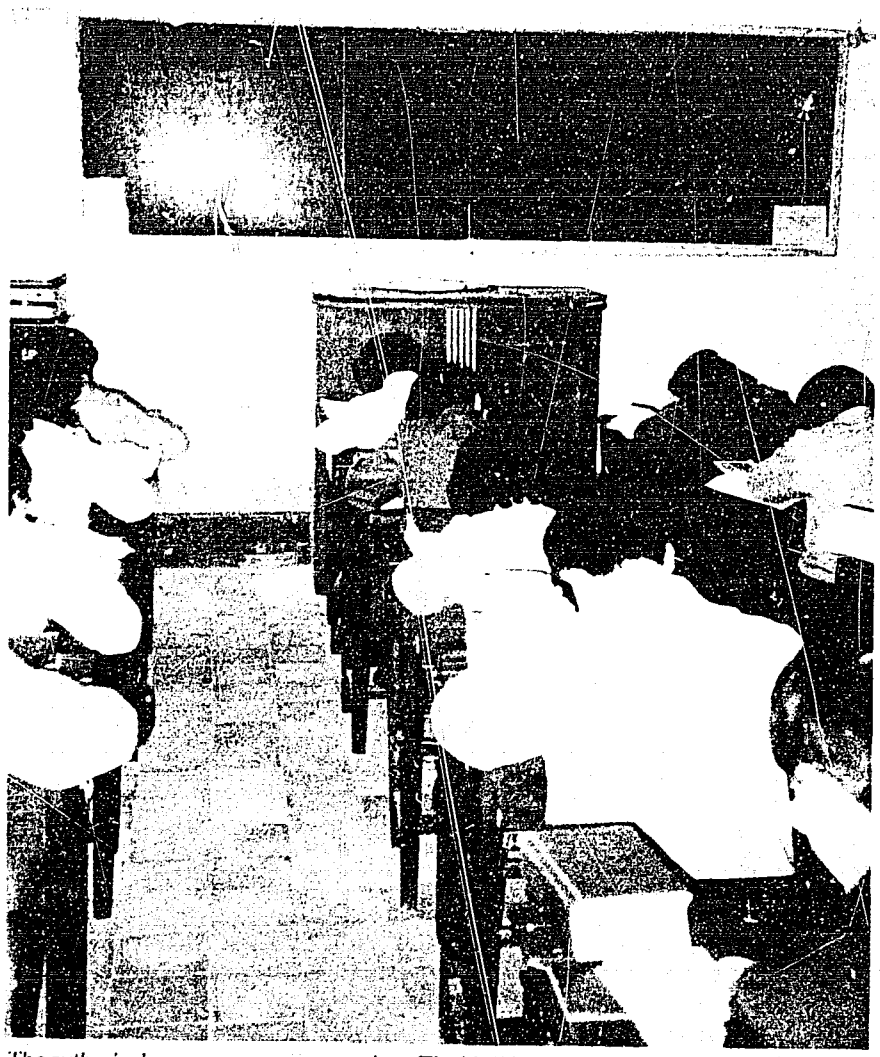
common to teach a course without any idea of how it fits into the students' overall program — or even of what the students took last year. Experts tend to be left alone by their hosts, and to be told very little; they meet very few of their Chinese colleagues. So the expert must have confidence in the basic value of his or her material, and in the approach taken.

Coping with life in China also demands adaptability. The expert may have to adjust to cold showers and hot drinking water, to living quarters lacking both cleanliness and privacy, to truly awful institutional food or to the rigors of cooking for oneself under primitive conditions.

It's easier to adapt and improvise, both in teaching and in living, if you're well organized and fully prepared to begin with. Ideally, you should arrive in China with all your teaching materials — texts, handouts, quizzes — in your luggage. Boxes shipped early tend to arrive late; duplicating facilities are often slow and primitive, requiring that a book be torn apart for the sake of copying a chapter. Most household and office items are available, at least in the big cities, but finding them can take time. Meanwhile, a survival kit of such amenities as Baggies, glue and pushpins can ease the shocks of settling in.

Medical services are virtually free to foreign experts, and are generally good, although facilities are primitive and far from clean. A would-be expert should, in any case, be in excellent health. Many institutes provide dining halls for their foreign staff, with a better diet than most Chinese ever enjoy. (The xiuxi, or siesta, is vital in China: people do not get enough protein to carry them through a full day's work without a midday nap.) Dining-hall food, however, is expensive, often unpalatable, and still inadequate by western standards. Malnutrition is an occupational hazard for foreigners on such a diet, and can lead to real health problems. Cooking for yourself is cheaper and more nourishing (if facilities are available), but shopping, preparation, and cleanup are far more time-consuming and exhausting than at home.

Locale can greatly affect living and teaching conditions. Small towns offer few comforts and amenities, but experts appear to be treated better there, and to be accepted into local life. By contrast, experts in the big cities tend to be ghettoized in hotels or apartment buildings for their use only. Many tend to feel they've been "dumped" and abandoned to their own devices, while remaining dependent on their hosts for such simple tasks as changing a lightbulb or clearing a plugged toilet. Useful information on shopping or travel is often withheld — not because the Chinese are secretive, but because it just doesn't seem to occur to



The author's classroom was a concrete box. The blackboard was of poor quality, and difficult to write on. The platform behind the lectern was rotting, and the teacher had to be careful where he placed his feet.

Note the open windows. They were the only defence against the hot, humid weather of summer and fall. In the winter both students and teachers suffered from biting cold, for there was no heating in the building.

The author's office. Only the foreign experts received offices. The only furniture not shown in the photo was a table and two book cases.

them to mention it. It is some consolation if the foreigners co-operate and help each other, but that doesn't always happen.

A would-be foreign expert should interview as many returned teachers as possible, learn which locale would be most suitable for him or her, and apply directly to institutes in that locale. If you apply directly to the Foreign Experts Bureau in Beijing, and they deign to reply, you may find yourself assigned by bureaucratic whim to Wuhan (ugly, foul climate, industrial pollution) or to Shanghai (crowded but lively and relatively low living costs).

Taking children to China is a disservice to all concerned.

Knowing how to speak Chinese, and possessing a thick skin, are not vital, but they'd help. Many Chinese are anti-foreign for reasons of politics, envy, or plain racism. Fluency in Chinese would help to overcome at least some xenophobia, and perhaps save the expert from some discrimination and price-gouging. It also helps to be philosophical about the personal and institutional bias you will surely encounter; after all, racist discrimination, by definition, has nothing personal in it.

Perhaps the major factor for success as a foreign expert in China is the expert's own motives. Some people go for the sake of the free round-trip flight, and the chance to travel in China during holidays. A certain kind of starry-eyed idealist expects to meet a billion like-minded idealists. Some go out of a late-blooming missionary impulse, or as would-be White Gods looking for brown-skinned worshippers. Quite a few go for the "experience," as part of some private agenda of self-development and the acquisition of professional prestige. Such people will all be disappointed — and disappointing to the Chinese.

A successful foreign expert should have practical reasons for wanting to teach in China: to gain professional ESL experience, or as part of a career committed to the Third World. He or she should come to work, not to "experience China." The expert must be prepared for a dull, circumscribed, rather monkish life: few friends, little news of the outside world (or of China, for that matter), no civic or political function, and little entertainment. He or she should be prepared to be poor.

In return, what can such an expert hope to gain? First, the pleasure of working with some extremely bright, likable and highly motivated students. Second, a sense of the awesome difficulties this vast country faces in its efforts to modernize. Third, a feeling of making a difference — *if* the expert is the right kind of person for China, properly prepared and without illusions. Such a person can escape many of the problems I've mentioned here, solve others, and laugh at the rest.

The rest of us can stay in B.C. and fight to make sure that, when China catches up with us, we aren't headed back the way they came.○

WE SHALL MISS THESE TEACHERS

In-Service	Last Taught In	Died
Barbara (Marshall) Cottle	Central Okanagan	December 5, 1983
Albert A. Jacobsen	Richmond	July 26, 1983
Michael Midzain	BCTF	February 24, 1984
Lorne D. Vaughan	Chilliwack	April 29, 1983
Retired	**Last Taught In**	**Died**
Miles Acheson	Cowichan	December 17, 1983
Winnifred (Palmer) Astbury	Langley	July 20, 1983
Donella (Willing) Ball	Victoria	December 6, 1983
Marjory (Beddard/Gee) Barbarei	Peace River	December 28, 1983
Lillian Barton	Dept. of Education	December 4, 1983
Winnifred (Forbes) Bayless	Qualicum	January 19, 1984
Erling Burton	West Vancouver	December 26, 1983
Lydia (Unrah) Friesen	UBC	December 22, 1983
Eleanor Gibbs	Vancouver	November 29, 1983
Allistar Grant	Burnaby	January 22, 1984
David Hazelwood	Vancouver	December 22, 1983
William Hughes	Vancouver	December 30, 1983
Lois (Peacey) Humphrey	West Vancouver	January 23, 1984
Margaret (Carty) MacFarlane	Victoria College	January 6, 1984
Donald MacIver	Vancouver	December 3, 1983
Alice Tweed (Kinley-Wade) McMillan	Grand Forks	December 29, 1983
Harold Northrop	Vancouver	December 6, 1983
Lorna (Camp) Nunn	Powell River	October 2, 1983
Ray Oakes	North Vancouver	December 8, 1983
Beverly Orum		February 12, 1984
Mary (Acorn) Pallen	Burnaby	January 17, 1984
Georgia Patrick	Vancouver	November 13, 1983
Bohan Pitchko	Surrey	October 26, 1983
Marion (Robinson) Robertson	Surrey	December 27, 1983
Eva (Dundon-Kusch) Scowin	Kamloops	December 26, 1983
Ethel (McDowell) Tomlinson	Maple Ridge	December 8, 1983
Ava Weatherbee	Vancouver	November 16, 1983
Rosemary Woodruff**	Surrey	December 17, 1983
James Young	Burnaby	January 19, 1984

**Born: Patricia Weston, changed name to: Patricia Ferguson

THE RIGHT APPROACH TO TEACHING

The new education will provide students with a clearer and more correct understanding of their society. No longer will schools be a shelter from the tempests of life. Instead, students will learn that civilized society is a contest in which only the fittest survive.

The new society of the right has given us new values by which to live. Good is now bad; bad is now good. Obviously the teacher's role must change.

L. D. LOVICK

Education is in trouble today.

First, the customers apparently no longer have faith in the product and are therefore reluctant to purchase. Second, the sellers of the product are dissatisfied: the professional educator talks of being disillusioned, relates sad tales of "burnout" and claims to be unloved and unappreciated.

Clearly this is an unhappy situation. We need a means to restore public confidence in education, and we need a means whereby professional educators will once more take pride in their work and in their status as a profession. Fortunately such a means is available to us.

The right and proper solution is a simple one; one, moreover, that I think will be instantly recognized as such. It involves no more than a hardheaded and dispassionate analysis and a relatively minor rethinking of assumptions. It involves no more than a recognition that times have changed, and an acceptance of the fact that the teacher's role must also change.

We live today in a time whose spirit is qualitatively different from that of even a decade ago. As a profession, however, we have not yet recognized that simple fact; nor have we made any concerted effort to accommodate the change.

Indeed, it is alarming and not a little ironic to note that we, the professional educators who are charged with preparing young people to function in the present — and perhaps in the future as well — are still attempting to function in the past, and are still preaching the virtues and values of the past. What is even more alarming is that we approach the actual business of teaching in a manner that is decidedly obsolete and anachronistic.

It used to be held, almost universally I venture to suggest, that one had to work diligently to become a good teacher. Most of us were schooled in a tradition that insisted we should be knowledgeable in our particular subject and should acquire skills in communicating that knowledge.

Most of us also had a fairly clear idea of what defined the good teacher. In fact, a large body of literature on that very subject was produced, and a discipline called education was established, the primary purpose of which was to train people to be effective teachers. The product of all this, quite naturally, was a rather elaborate and detailed definition of what constituted good teaching.

In the old way of viewing things, good teachers had to be knowledgeable and had to demonstrate an earnest commitment to sharing their knowledge. They were also expected to prepare assiduously for their classes, guided above all by the idea that their task was to organize clearly and, where possible, simplify their materials. They also had to be good communicators, and had to be adept at motivating their students to learn.

The problem, of course, is that this approach to teaching is a relic of another, less enlightened time; it must therefore be re-evaluated in light of present reality.

Ours is a society that has belatedly recognized the intrinsic merits of what is customarily called conservatism. This ideology postulates that ours is a society gone soft — the most visible cause and manifestation of which is the propensity of government to interfere actively in the lives of the citizens. The conservative therefore advocates, above all, a return to a belief in self-reliance. It follows, then, that the best government is one that governs least, in both the social and economic spheres. People, the conservative argues, should be left to develop their own talents and should be unhindered by the machinery of an overly protective social apparatus that stifles creativity and individual initiative.

It is not surprising, therefore, that Adam Smith, that champion of self-reliance, has been resuscitated. "Laissez nous faire," leave us alone, cried Smith and now cry the people. And certainly their cries have not gone unheeded. The revival of Smith also means that society accepts, with renewed vigor, the dictum that private vice equals public virtue: individual greed, though mistakenly regarded as morally deplorable or at least questionable, is socially good, simply because it promotes progress.

Philosophers of the new conservatism will, I hope, forgive the brevity of the preceding description; they will, I am sure, accept the justice of this rendition.

The question that concerns us, of course, is just this: what is the impact on education and the professional educator of the new value system?

The fundamental purpose of education is to prepare people to be productive and responsible citizens as contemporary society understands those terms. Its secondary purpose is to develop the individual's talents and abilities, again consonant with what contemporary society regards as worthy and worth while of achievement.

The astute and perceptive reader will have observed by now that our former notions of good teaching are a large part of the problem. Instead of teaching people to be self-reliant, we who prided ourselves on

L. D. Lovick teaches at Malaspina College in Nanaimo.

being good teachers were in fact producing students, and later citizens, who were too prone to be dependent on others — too ready to look to government or to society as their benefactor.

Obviously individuals who rely on others for motivation or inspiration and who are served a regular diet of well-organized and much simplified information will not learn to be self-reliant; instead, they will be more or less passive partners in learning, and junior partners at that. It is therefore the good teacher's job, rightly understood, to comport himself or herself and to conduct his or her teaching in such a way as to encourage independent learning on the part of students. We must do nothing that will interfere with that process. We must, in short, be neither knowledgeable, nor well prepared, nor organized; nor should we be much concerned with motivating or inspiring the student. Contrary to the antiquated ideas by which some reactionaries still live and work, good teaching today requires precisely the negation of what was formerly called good teaching.

Consider first the silly idea that teachers should be knowledgeable. Knowledgeable individuals, human nature being what it is, will almost invariably yield to the temptation to answer questions. And with what result? They will deprive students of that marvelous opportunity to find answers for themselves. They will also, in subtle and indeed sinister fashion, move students to conclude that those with information actually have an obligation to share that information.

Should teachers be well organized and prepared, the same deplorable kind of result occurs. Teachers will present a distorted and erroneous view of knowledge, for we all know that nothing worth knowing is ever simple or found in tightly organized packages. Life and knowledge are all confusion and chaos; we err in teaching and pretending otherwise. And consider the unfortunate students who do not learn that plain truth; they will be given a patently false notion of the world as it really is.

There will be similar unfortunate and counter-productive results should teachers be skilful communicators and motivators. First, students will be deflected from their right course of finding inspiration within. Second, they will be given the patently misleading impression that ours is a society in which people care for one another and desire to help one another.

These few examples — and many more could be adduced — will surely serve to make the point: what used to be called good teaching is now manifestly bad teaching, given the new value system by which we live. Bad is now good.

I am confident that teachers will see the desirability and efficacy of redefining their roles: no more need for those agonizing self-appraisals, no more feelings of guilt because some student failed to succeed, no more crises of identity or questionings of one's worth and dignity. And this new, *right* understanding of teaching has several other advantages, spin-offs as it were from the somewhat diffident proposal offered here.

First, we shall provide students with a clearer and more correct understanding of their society. No longer will students emerge from 12 or more years of formal schooling with the naive and facile belief that society owes them something. No longer will schools be a shelter from the tempests of life. Instead, students will learn that civilized society, rightly understood, is a contest in which only the fittest survive. They will learn that real progress is the product of a competitive ethic, and will thus be well prepared to take their rightful place in the world as it actually is.

A second advantage is that we can effectively and quite easily reduce the number of students directly involved in the formal education system. (We all know that we need wielders of shovels more than we do scholars.) This will also mean of course that our standards will rise appreciably — no more danger of teaching to "the lowest common denominator" — because we shall be rid of such impediments to learning. Reducing the number of students will also mean that we shall have an army of willing workers (the unteachables) who freely accept that society does not owe them any living beyond what they, by their own tugging at executive-length socks (bootstraps having lamentably gone out of fashion) can achieve. Certainly it is evident to all who can calculate that we have labored too long in struggling to teach the unmotivated and instruct the unteachable — at GNP knows what cost to the already overburdened taxpayer.

Yet another advantage of recognizing that bad teaching is now good teaching is that we can comfortably dispense with the huge apparatus of faculties of education at universities — again yielding considerable savings to the taxpayer. Meaningful and relevant education will be better served by scrapping the process of spending millions of dollars to produce what was once considered to be the good teacher by merely spending no money to produce what we once mistakenly regarded as the bad teacher.

I recognize of course that not everybody will welcome the suggestion for re-evaluating education I have presented here. First, there will be some who argue that I have perhaps overstated the change in contemporary society's value system. Let me simply refer these naysayers to the recent elections in British Columbia, Alberta and Saskatchewan, to the incontrovertible fact that Mrs. Thatcher and Mr. Reagan both have a firm grip on the tillers of their respective ships of state, and to the support shown a few months ago for the more right-thinking aspirants to the leadership of the Progressive Conservative Party.

There will be others who bravely assert that we have already taken steps to accommodate the new world. Rightly, they will say that we are now, thank microchip, taking steps to plug pupils into computer technology before puberty short-circuits their capacity to perform. Unfortunately, these heroic efforts are token only, mere palliatives. They do not grapple with the basic issues at stake.

As well, there will be some who find the intellectual leap embedded in the foregoing analysis too great to handle; still others who, reactionary by nature and by temperament, will instinctively and intuitively recoil. There is, of course, no remedy for these people. They are mere "acrid dissolvents" to use Edmund Burke's memorable phrase. These people, these enemies of right reason, are incurables, and show every sign of continuing to hold and to cherish their obsolete ideas, ideas as facile and as antiquated and as patently preposterous as that government has a positive role to play in redistributing wealth and ensuring equality of opportunity, or as anachronistic and foolish as that we are our brother's and sister's keeper. These people are leftovers from another time and must, barring their conversion, be left behind.

Although it might appear presumptuous of me to suggest that the same kind of rethinking and re-evaluation might be applied to other sectors, one can at least consider here whether a similar approach might be taken to, say, health care or social services. Perhaps the idea of what was once held to be a good doctor, or nurse, or social worker is now as obsolete and as wrong as the idea of what being a good teacher once was. In any event, I am sure that the commitment to the gospel of self-reliance by the majority of politicians in power today is a firm one. I for one am confident that this new approach may indeed be taken in the foreseeable future.

The advantages, benefits and cost-savings (ABCs) of the preceding proposal will surely be evident, as well as its rightness, reasonableness, and rationality (the three Rs). I therefore maintain that for the right-minded and the pragmatic the redefinition of the role of the teacher and of good teaching will be a small hurdle to leap. Let the knowledge that they are right sustain them.○

Testing and Evaluating Students

Five members of UBC's Faculty of Education examine a variety of issues involved in evaluating student performance.

●To test or not to test . That is *not* the question. Testing and evaluation are as inevitable in teaching as is cross-examining in the courts.

The real questions are, on the one hand: What kind of testing? By whom? For what uses? And, on the other hand: What is it to evaluate? Who are the stakeholders? How do evaluation practices affect other aspects of education?

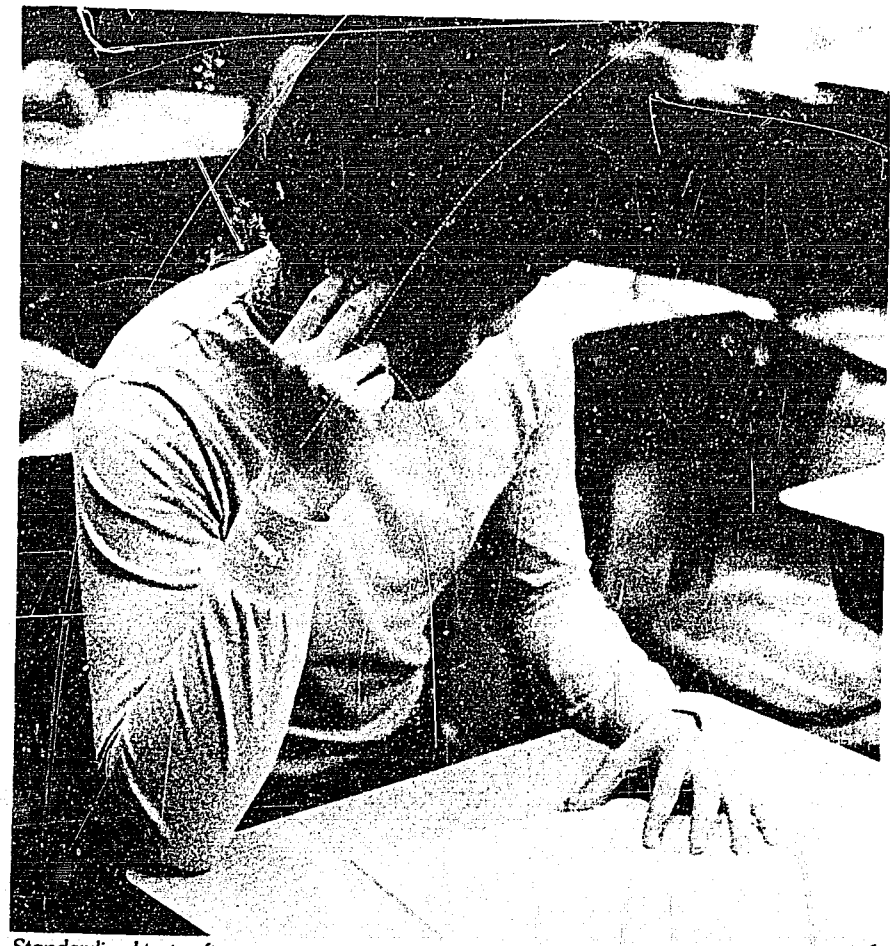
In the five short pieces that follow, we set current debate into historical context, sketch the main features of evaluation, including its connections with measurement, and consider how evaluation procedures might affect minority groups and curriculum implementation.

1. Testing in B.C. — The Historical Background

GEORGE TOMKINS

In their 1925 *Survey of the School System*, Putman and Weir criticized the overemphasis on examinations in British Columbia (the preoccupation with marks, percentages and standards). Too many considered examination results "to be the chief criterion of the teacher's success . . . or the most reliable measure of the school's efficiency."[1] The examination system had grown out of the unmodified westward spread of the Ontario system developed in the 19th century by Egerton Ryerson and introduced into the province by Superintendent John Jessop, a student of Ryerson.

Putman and Weir commended the B.C.



Standardized tests often treat some students unfairly, particularly ones whose first language is not English. Cultural bias is implicit in test items and the ways in which different students respond to them.

Department of Education for having considerably reduced the number of obligatory entrance and high school examinations. In 1918, 60 per cent of the best pupils were exempt from writing the dreaded high school entrance examination if their school had seven or more divisions. The commissioners noted that this provision discriminated against pupils in smaller schools. They looked to the ultimate elimination of the entrance examination and to the establishment of high school accreditation, two measures that were adopted as part of the progressive reforms of the 1930s.[2] In 1960, the Chant Report recommended the restoration of high school entrance examinations but this proposal was disregarded.[3]

Putman and Weir were responsible for introducing scientific testing into British Columbia and thereby hastened its adoption elsewhere in Canada. They wanted "to evaluate as objectively as possible" the quality of teaching in the province's schools. By replacing traditional subjective tests with objective tests constructed on scientific principles and "free from ambiguity," results would be yielded that would be "more authentic than the mere opinion of schoolmen and administrators." Such tests would help educators to answer a key question: "How well do the pupils . . . learn the things which by common agreement they should learn?"[4]

To carry out their program, the commissioners hired Dr. Peter Sandiford of the University of Toronto as their testing consultant. Sandiford, the father of Canadian educational research, had completed his doctorate at Columbia University under Edward Lee Thorndike, one of the founders of modern scientific testing. Although in 1918 Sandiford had described Canadian schools as the most examination-ridden in the world[5], he made the major contribution to the development of a strong Canadian testing mania. Under Sandiford's direction, intelligence and "new type", that is, objective achievement tests, were administered to more than 17,000 students in the largest testing program carried out in Canada to that time.

Sandiford's report constituted Appendix I of the Putman-Weir Survey, comprising 74 pages that provide the best source for studying the introduction of scientific testing into British Columbia. Most of the tests he used had been developed in the United States or were adapted from American tests. Sandiford claimed: "Our Canadian school systems and our Canadian children are sufficiently similar to those of the United States to enable valuable comparisons to be made with standards already obtained in various parts of the United States."[6]

Canadian tests, though preferable, were not available. In any case, American educators then produced the best intelligence and achievement tests. However, American achievement tests in history and geography were seen as unsuitable for use in Canadian schools. Accordingly, special tests were constructed in those subjects and served as prototypes for the Dominion Achievement Tests that were later produced by Sandiford at the University of Toronto and used widely across Canada after 1930.

In the achievement tests for the three Rs, British Columbia students performed above American norms. Neither Sandiford nor Putman and Weir commented on this fact or on the possible reasons for it. Since the quality of teaching was deemed poor, the results were probably attributable to the very high rate of repeaters and drop-outs in the province.

As is pointed out in Sections 2 through 5 of this article, the *interpretation* of test results is as important as the data collected. Among the conclusions reached by Sandiford, some have distinctly current relevance, although we might take more than a little exception to some of them. For example, Sandiford found a distinct change in intelligence levels according to the parental occupations of the pupils. In all cases, he noted that "the children of professional workers head the list by a wide margin." He concluded that "Intelligence sufficiently high to achieve success in a profession is handed down to the children." This was a matter of "deep social significance."[7]

Similarly, he reported marked variations by racial origin. Special tests had been administered to children of Japanese and Chinese origin. Both groups proved to be superior to the average white population. Sandiford attributed this result to superior selection among those who migrated to Canada from Asia. He did not explain why this phenomenon was not evident among some European groups whose poor performance, he implied, might be a threat to the mental level of British Columbia.

The Putman-Weir Survey led to the establishment of British Columbia testing policies. Under Dr. C. B. Conway, the director of the Research and Standards Branch from 1946 to 1973, province-wide standardized intelligence and achievement

All five authors are faculty members of UBC's Centre for the Study of Curriculum and Instruction.

tests provided "scientific" criteria that were ostensibly related in part to public and political concern for getting value for the educational dollar. Results could, on the one hand, be used to justify costs and to demonstrate the efficiency of the school system. On the other hand, falling scores could be used as evidence of a crisis. This was illustrated in 1973 by the response of critics to the news of declining scores on standardized reading tests used in the province.[10]

2. What is it to Evaluate?

LEROI DANIELS

It is the essence of the teaching profession to be surrounded by and enmeshed in value questions. Value or normative decisions are made in the hundreds by every teacher every day on the job.

"Who, among all those needing my help, do I help today — now?" "Do I praise Jane for results for which I might embarrass George?" "What do we study next?"

"Do I teach for the annual exam, or do I seek participation and interest?" "Do I report to the authorities that I think Jimmy is being abused at home?" "Do I tell the principal what I really think of her new plan?"

All of these could be reworded, "*Should* I do X?" In every such case, whether I do so with full awareness or from engrained habit, I make a value judgment.

One area in which teachers typically are required to make explicit value judgments is that of r[illegible] it to parents, principals o[illegible] There have been, are and w[illegible] be debates about how reporting [illegible] be done — yet one more proof that value judgments are the heart and soul of teaching.

Of course, reporting is a formal act backed by an endless series of specific, less formal, value judgments made by every teacher: "Yes, that's right, Johnny." "Not quite, Alice, try it this way now." "Your paper is clear enough, George, but it lacks zest and fire." "Don't you think adding a touch of green over there would give it more balance?"

"Right," "wrong," "emotional impact," and aesthetic "balance" all involve value judgments. Whenever we offer value judgments, we operate from a set of interrelated assumptions:

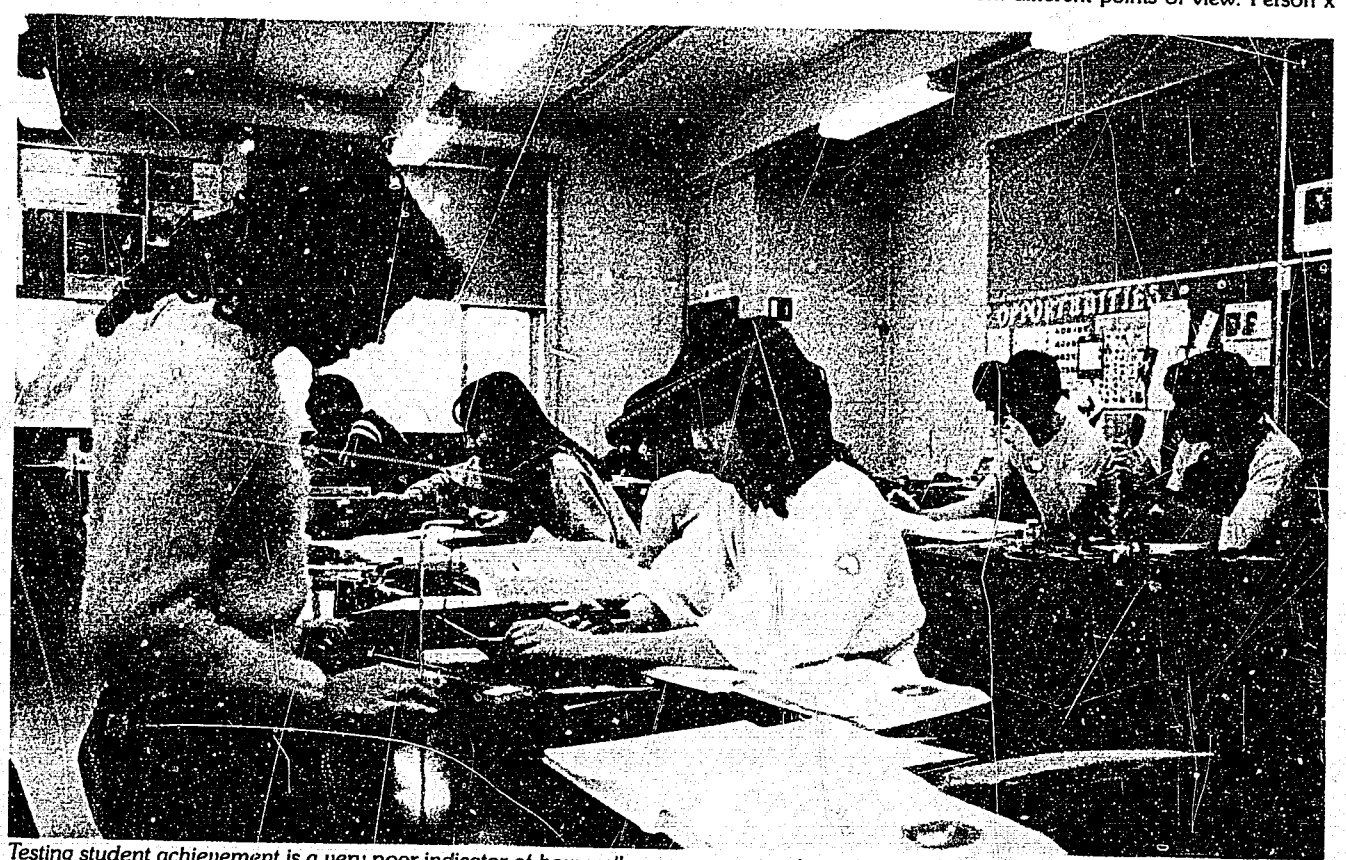
1. We assume that the thing (person, action, movie, car, etc.) we are evaluating has features that enable us to decide whether it's good, bad, ugly, expensive, decadent — or whatever.

2. We assume (adopt, take, hold, etc.) an attitude toward the thing. The attitude may be pro, con or neutral. (I ignore here the complications we create when we dither about our attitude.) If we say that x is beautiful or that it's good we assert a pro attitude; and we have plenty of terms to express con attitudes.

3. We presuppose that there are standards (rules, principles, ideals, guidelines, etc.) that (because of 1 above) we believe x meets, and *because it meets them*, we have a pro attitude toward it — or if it fails to meet them, we have a con attitude toward it.

4. We either explicitly or — more commonly implicitly — assign the "thing" to some class or group — the class of comparison. If we say it's a good car, we explicitly put it into the class of cars — but we may unconsciously be putting it into our class of favorite cars — the V-8s or the sports cars. As Don Wilson and Vincent D'Oyley show us below, it's crucial that we know which class of comparison we are using. Are we judging the work of a typical six-year-old or of a normal senior secondary art major? Clearly, the class of comparison and the standards we adopt are sides of the same coin — a painting graded "good" for six-year-olds might well be seen as incompetent for a senior art major.

5. When we evaluate things, we can do so from different points of view. Person x



Testing student achievement is a very poor indicator of how well a curriculum is being used. Moreover, provincial tests virtually guarantee that some parts of the curriculum will be given short shrift. Teachers will be forced to "teach to the test."

can be both beautiful and evil. The standards for beauty and the standards of morality are different standards. Roughly speaking, when we judge beauty we use standards having to do with such physical properties as color, form and texture, but when we judge morality we are interested in actions and the attitudes that lie behind them. Because humans share certain characteristics and certain characteristic hopes, wishes, fears and goals, there are some value points of view that are universal and, in that sense, basic.

Notice, I am not saying (nor am I denying) that there are universal *standards* — clearly the aesthetic standards of Society A may differ markedly from Society B. All that's being said here is that all societies have aesthetic standards. They also have moral (good and evil), economic ("self-sufficient" or "dependent," to use terms now popular in China), religious (sinful or pure), health (healthy or sick), and intellectual (defensible or unfounded) points of view — as well as others.

6. Not only do we make simple value judgments, we often aver more complex evaluations — we *rank* people, things and actions; we often talk about better, best, worst, best of a bad lot, and so on. And teachers are commonly asked to rank the work of their students. For certain purposes, this may be perfectly legitimate and, indeed, unavoidable — for example, when considering people for scholarships. It is not at all clear that it is either necessary or helpful to do so en masse for all reporting on students.

Perhaps now we can see one reason why teachers often have a difficult task. They are expected — and it could not be otherwise — to employ a great range of points of view in their value judgments about the progress of students and they are asked to make those judgments about performances and skills that have extremely complex evidence conditions. Consider report cards. What points of view are used there? It depends, of course, on the report card. But some general comments can be made. Clearly, the intellectual point of view will play an important role in most report cards, but it's not the only one. If we are asked to assess "work habits" or attitudes, we may well slide into the moral point of view.

And teachers may be asked to make judgments where there is no way to tell whether or not a standard is being met. Suppose, for example, that we were asked to evaluate "watching skills" or "listening skills." Where would we begin to establish either the comparison class or the standards? And what would *we* "watch" for? In brief, what could such a class of comparison be?

With these complexities and difficulties it is no wonder that debates about testing, evaluating and reporting are endemic to teaching.

3. How can Student Test Scores be Interpreted?

DONALD C. WILSON

Interpretation of student test scores is a major issue because people, including educators, see the importance of measured results differently. Seeing is grounded in beliefs and expectations of schooling; it is inappropriate to fuse seeing and measuring as the same act. Seeing captures the essence of the whole picture; measuring "zones in" on particular aspects of the picture that can be expressed numerically, by a letter grade or a meaningful comment.

There are two common approaches to measuring student performance: norm referencing and criterion referencing (referred to in section 2 as ranking and evaluating). Both provide data to assist educators in interpreting test scores. Results that are norm referenced compare a student score to a norm or a large group of existing scores, whereas scores that are criterion referenced compare the measured performance to what curriculum planners see as an acceptable criterion (or standard). Such criteria are often based on what one sees as minimally significant.

The dilemma pertaining to differences between measuring and seeing is evident in current ministry and school district efforts to interpret student test scores obtained from provincial and district examinations. Consider for example, the efforts of ad hoc committees to make sense of provincial assessment results in reading, mathematics, social studies and science. No matter how hard one tries to select committee members who represent all stakeholders, or to set standards of competence fairly, either before or after one knows the test results, or to employ a consensus approach for group decisions concerning competency levels, interpretation remains subjective in nature.

Efforts of district educators either when interpreting results of a Grade 10 mathematics examination or when considering the necessary communicative skills needed by students in a special community program therefore should not be undertaken solely for deciding passing levels.

Interpretive activities of school staffs and others should not be disguised as management sessions to set standards but instead should serve as planning time to identify and improve particular areas of the curriculum, as an opportunity to generate a profile of students' needs and abilities associated with local issues and groupings, and as a forum to discuss rationally the implications of gaps between expectations and performance of individuals and groups.

The key question becomes: "How can knowing the gap between measured student performance, and the expectations of students, staff and the region lead to improvements in the quality of classroom programs and instruction?" instead of "What are the desired cutoff scores for grading?" If interpretation addresses only the latter issue, there is a danger that seeing becomes a political justification for a chosen few instead of an educational justification for many.

4. Testing and Curriculum Implementation

WALTER WERNER

In comparison with colleagues from other provinces, educators in British Columbia have been unique in the emphasis they have given to curriculum implementation since 1978. During the past five years, numerous conferences allowed participants to share their experiences of implementation to understand practical difficulties (and often unrealistic demands) that new curricula present for school staffs, and to examine implications of research literature for planned change.

The impetus came in part from the ministry's nine-year cycle of curriculum change, and more positively through many excellent activities initiated by the program implementation services. Much was learned about the complexity of changing curriculum programs.

But now this common ground for talking about implementation seems to have shifted with the ministry's current student testing programs and the explicit de-emphasis on curriculum implementation activities. For both teachers and school administrators, the ministry's province-wide testing raises new questions about implementation.

1. Is student testing used as a *strategy* for implementing the curriculum? When faced with testing, teachers may be forced to examine their instruction and learning resources in the light of the curriculum, and to align more closely their classroom practice with ministry prescriptions. Whether intended or not, the effect of provincial testing may be greater control of how teachers interpret the curriculum and the

degree to which they refer to it for guidance. Testing thereby becomes a mechanism for ensuring program change.

2. Is testing used to *evaluate* the degree to which the curriculum is implemented? Of course test results are helpful to judge and improve the curriculum, to analyze patterns in the strengths and weaknesses of student achievement, and to a lesser extent to infer what content teachers emphasize in the classroom. But, by itself, testing student achievement is a very poor indicator of how well a curriculum is being used. Many factors influence implementation, including instruction, the available learning resources, parental and community support, student characteristics, and so on. Considerable leaps of inference about the success of implementation activities would have to be made to draw conclusions from testing information, and many questions would remain unanswered concerning what factors facilitated that student achievement or how that achievement could be improved.

3. Is testing used to *compare* schools or districts on curriculum implementation? Uniform testing for comparative purposes may imply the possibility and desirability of more or less uniform interpretation and use of the curriculum across school districts and classrooms; it also assumes that test items are tied closely to the learning goals and content of the curriculum.

4. Is testing used as one of many *information sources* for making decisions about curriculum implementation? Decisions are central to implementation planning and activities. Choices have to be made concerning what should be done about new curricula in a variety of types of classrooms, how scarce resources should be used, and what the school's instructional priorities should be. These decisions involve value judgments, based upon standards (often unstated) and the information that may be available.

Positive answers to the first three questions are undesirable for obvious political and educational reasons, and may betray considerable lack of understanding about the complexities of classrooms, of making sound value judgments, and of curriculum implementation.

Because they carry a sense of authority and accountability, tests may even function as curriculum, defining what students ought to be learning and what teachers ought to be teaching. Under such conditions "teaching for the test" becomes important, especially if test results are used to make decisions that affect the students' welfare. (Commonly teachers collect such tests and teach students how to write them;* not surprisingly, students improve with practice!)

Let us hope that student testing does not naively lead curriculum implementation into absurdities.

5. Testing, Evaluation and Minority Groups

VINCENT D'OYLEY

Tests do not serve all students equally and fairly. Cultural bias, resulting, for example, from assumptions about language and background, is inherent in test items and in the ways students respond to those items. As a result, some minority group students consistently score lower than majority students on standardized tests.

This differential, as we saw in George Tomkins' historical account, has been and is cause for great concern, and has generated considerable caution and work on test construction.

Nevertheless, some evaluation projects suffer from a peculiar "unifocus," in which the main issues to be addressed in a testing program are those presented by the majority group, with perhaps some participation by one or two of the other groups with a stake in the decisions made. In general, minority groups are consulted inadequately about important evaluation concerns.

The basic questions to be asked about testing and evaluation center on:

- (i) Who structures the issues to be addressed or the questions to be answered?

(ii) Who will be using the results and for what decisions?

(iii) Have relevant officials programmed the utilization of testing and evaluation products so that all groups in our multicultural society will be able to utilize them realistically?

- Which interest groups are, in varying degrees, left out or isolated when representatives (political or professional) structure the goals and questions that launch a testing or evaluation program?

Official systems have been slow to focus on ethnicity as a means of understanding school assessment. Educators need to be mindful of the traditions, mostly Anglo-Celtic, which have been responsible for the establishment of schools in Western Canada.

As we saw in Section 1, the presence of visible minorities is not a new phenomenon in these schools, but there have been recent marked increases in the west, for example, of native people and Afro-Asians, with linguistic, religious, lifestyle backgrounds and aspirations that differ from those of the majority. Long schooled by processes and by products inappropriate to their needs, these peoples have a large stake in evaluation decisions, and ought to be participants in the examination of issues and refinement of questions that give rise to testing and evaluation enterprises, the procedures followed, and in the uses made of the products.

For minority groups it may matter less whether a testing program is prescribed at the provincial level or developed by particular school boards or teachers' federations than that they have adequate participation in its development and outcomes. For their part, visible minority groups, involved from the pre-planning stage, should be assured, in language they can understand, that the analyses of test and evaluation programs will help to explain:

- how their children are being served by the schools;
- what replanning and remediation alternatives are to be implemented and why;
- what the forecasts are for their region concerning the equitable nature of the schools' programs.

Conclusion

With the "new" initiatives of the Ministry of Education, it seems that B.C. will relive a part of its educational past. Certainly questions of evaluation will be central to the ensuing debates. ○

Footnotes and a selected bibliography are available from the Centre for the Study of Curriculum and Instruction, Faculty of Education, University of British Columbia, 2125 Main Mall, Vancouver, B.C. V6T 1Z5.

*See the article by Tom Hutchison in the November-December 1983 issue.

Retired Men Shave Too

This pair of articles was and his wife. Their lives but different. Here is how

H. ROBERT KENDRICK

●"What do you *do* with all that free time you have now?"

I have been asked that question innumerable times. The question arises because after many years as a teacher and latterly as a vice principal, I retired at the age of 60.

There are variations on the basic theme, such as, "Have you enough to do?" or "Aren't you bored?" However the question is worded, it is based on the rocking chair syndrome. Many of our acquaintances — more so than our close friends — seem to have the idea that being retired is a sign of approaching old age wherein one is put out to pasture and simply left there. They assume that I putter around in the back yard or in the basement for a few minutes and then, bored and at loose ends, wander into the living room and get in the way of my wife who is vacuuming the rug. They see retirement as a space between meals.

Even at retirement banquets, which were most pleasant and enjoyable with royal treatment all round, there seemed to be a recurring theme of "long and faithful service and a well-deserved rest." I appreciated the sincerity of such remarks, but a rest from labors was the last thing I wanted.

Then there were those who wanted to fill my empty days. I received a number of telephone calls asking for my services in various organizations. I did undertake one or two volunteer jobs, but it seemed to me that some requests were made on the assumption that I had an overabundance of free time. Again, the rocking chair syndrome.

One morning, after breakfast, in the first few days of my retirement, Harriet, my wife, suddenly hugged me and chuckled. I asked her what caused the chuckle, and she replied, "You shaved — and you've shaved every morning since you retired!" It was a lighthearted remark and I responded, "Well, honey, retired men shave too, you know." And I laughed.

But I think there was a deeper and unspoken concern underlying her whimsical remark. I had for years led a busy life outside the home, a life that centred on a demanding career. Now I was to lead a life around home, one without a career. I might miss the daily contact with scores of people; I might miss the stimulation of other educators; I might miss the feeling of being needed in the outside world. Almost in one day the preparation, the marking and the meetings came to an end.

However, my shaving seemed to symbolize a routine still to be followed; it symbolized preparation for a busy and useful day; it symbolized a purpose in life still. I am sure that Harriet felt now that she could get on with her life. We could fit our lives together. We could mesh our activities each day so that we could both have our own space. The increased time together would be a blessing. Harriet, a normally busy person, could still continue to have her life and her own time without worrying about having to help fill my time.

Harriet's unspoken concerns were allayed, but our acquaintances, no doubt, had some unasked questions. Would I regret my decision to retire early? Would I be busy for six months then find I had nothing to do? My retired friends had none of these concerns. They encouraged me. You will not have enough time to do all you want, they said. They were right.

My initial reaction was that I had time to do all those jobs that had been put off; I even had a list. Months later many jobs on the list are still not completed. By October I was swamped and had a feeling of rushing. I was too busy. One morning after breakfast Harriet and I sat down and reviewed our too busy lives — "No time to stop and stare" as the poet said. We had to slow down.

I listed all the things that I was doing:

On my own

- the usual odd jobs.
- reading and writing
- director of a low-rental unit society
- flute lessons
- woodworking in the workshop
- the garden and greenhouses.

With Harriet

- swimming twice a week
- walking regularly
- shopping
- budgeting and banking
- the children and their homework
- popping over to Vancouver occasionally.

My problem was that I was trying to do these things all the time. I had not grasped the idea that leisure is being busy, but that *I*

Continued on page 180

H. Robert Kendrick is a former teacher and vice-principal in Victoria.

Twice the Husband — Half the Income

written by a retired teacher are still busy and active, they adjusted to being retired.

HARRIET KENDRICK

After 25 years in the teaching profession, my husband retired from his position as vice-principal of Reynolds Secondary School in Victoria.

Although there was much discussion by our friends, acquaintances and colleagues about Robert's impending retirement, and although I had very positive feelings toward his retirement and the increasing closeness to one another it would bring, I also realized that my life, too, would be affected by his decision to retire.

For Robert's retirement to be a happy one and one that was satisfying for us both, I knew that my life would be altered in many ways. I knew, for instance, that I would postpone my plan to take my Master of Education degree at the University of Victoria. My life now would take yet another direction, and I became determined to use Robert's retirement as an opportunity for us both to have a more full and a richer life together.

After his intention to retire became known, many people questioned me about what Robert would do when he no longer went to his job at school. Questions such as, "What will Robert do with his time?", comments such as, "I can't imagine having my husband home all day — he'd just sit around or be constantly underfoot," and statements such as, "My husband retired, but now he's gone back to work. *Thank goodness!*" made me realize that people had many varying concepts of what it meant to have a husband retire. A recent article I had read described retirement as having "twice the husband — half the income," another comment that gave me cause to ponder over some of my own concerns.

One of my major concerns was regarding how *I* would feel, not only about having my husband retired, but in being "retired" myself while still in my very early forties. This concern was somewhat overcome by the fact that I had had a varied career, having taught in elementary and secondary schools, having been at home to raise my young family and then, when my youngest entered school, having taken up painting seriously.

I had, it appeared, "retired," not once, but several times while changing my occupation. I knew how to be flexible, how to be a self-starter and, like many other women, how to fit in my own activities around those of my family. I hoped also that any difficulties I encountered in finding time for my own work would be outweighed by my delight in being able to travel, to do things with Robert, and just to have time for us to talk and to exchange ideas.

Part of my concern over whether I would enjoy being retired arose from my awareness of a deep need to have time for my own interests. These include such things as reading, browsing through art galleries, occasional shopping excursions, and, most importantly, my painting.

Immediately after our retirement I did find myself occasionally feeling somewhat restricted; for example, when having lunch with a friend, when on shopping forays and it neared lunchtime, or when a friend telephoned or dropped in unexpectedly. These were all activities that formerly were just part of my day and required little consideration for anyone else. These problems were solved in two ways. First, we had a long discussion over morning coffee whereby I discovered Robert, too, had some feelings of being too busy and also of not having enough time. Second, by carrying on with my normal interests, I soon found that we could learn to accommodate one another's activities.

One of the most important steps I took in finding time for my own interests, however, was in rebudgeting my time. This resulted in my planning to go to my studio immediately after breakfast where I would work until noon. The result of this plan has been that not only do I accomplish much more, but my time in my studio has become quality time. Robert, too, has found that by reserving our mornings for our individual activities, our afternoons are then free for shopping, swimming, walking, seeing friends or conducting business.

A lesser concern, but an important one, was whether or not our plans to travel could be accommodated around our two school-age children. This concern appeared to be more of an obstacle than it was. We surmounted the problem by taking Tracy, age 14, and Paul, age 12, with us on two of our

Continued on next page

An artist, Harriet Kendrick has taught art and business education in Vancouver and Victoria.

HARRIET

Continued from page 178

vacations and by paying a friend to stay in the house with the children while we went for three weeks to Maui. The problem of having school-age children at home who are too young to stay by themselves is a very real one, but one that we have so far been able to surmount.

My last major concern is one that is of serious consideration to most people who contemplate retirement. It is that of how to manage financially. Among our major financial considerations was the knowledge that we had four mouths to feed; we had to face the unpleasant spectre of inflation, and we had travel dreams and travel plans. In addition loomed the imperative problem of planning for my financial future. All of these were very real problems, which had to be discussed, considered, and planned for.

When we originally thought about early retirement, we had to make a decision between having five years of additional salary with a shorter retirement and having an early retirement to enjoy our leisure time now. Although the early retirement incentive bonus alone could not make up for five years of lost salary, it, coupled with the facts that our pension is indexed and that we felt our resources reasonably adequate, helped us to make our decision.

Initially, we prepared ourselves financially for retirement by creating an investment plan, by making some major clothing and household purchases and by reducing ourselves to one car. In addition, we revised our budget to get by on a little less. Although now we do not go out to expensive dinners quite so frequently, we still mark special occasions by dining out. The opera and playhouse remain among our regular haunts.

The final financial consideration was for me a very real one. The age difference between Robert and me made a sole survivor pension impractical. As well, Robert's schoolboard life insurance terminates when he reaches age 65, at which time I will be 47. I realized that the future could find me attempting to compete in a job market that might or might not exist. Providing some measure of security for me appeared imperative, but it was something we would have to arrange ourselves. After careful consideration we purchased a non-expiring insurance policy that will pay a lump sum that can be reinvested to provide a pension for me.

The question of whether we can manage financially in the future appears to be one we cannot completely answer. We can only rest on the knowledge that we have done what we could to prepare for it. What the future holds remains to be seen.

Despite all our major concerns about taking an early retirement, including our concerns about keeping busy, our mutual time of adjustment and our financial considerations, Robert and I both feel we made the right choice.

I look at my rested, relaxed and *retired* husband over our coffee cups and know that deciding to retire early was right. Yes, now I do have twice the husband, and it's a wonderful, special time in my life. ○

ROBERT

Continued from page 179

must control time, not *vice versa*. So we added two more items to the list: a trip to Disneyland with the children and a three-week holiday in Hawaii on our own. By Christmas time I had learned to relax. I still do all the items on the list, but I do them when I please, and I spread them out.

Finally, I cannot avoid mentioning one question put to me regularly; it was born of the current budgetary restrictions and the attendant problems and worries that ensue. Many have asked me the same question: "Aren't you glad you're out of it now?" The question is rhetorical. Some teachers in their 50s say that they will be glad to be joining me in a few years. What disturbs me is that a fair number of teachers in their 30s have seriously expressed envy of my being retired. How sad!

Yes, I am glad I am "out of it," but not for the presumed reason. I miss my associations with teachers and students, but there are other things that compensate; most importantly I have time to talk at length with my wife. That is valuable time, time that more than makes up for the loss of the good things in being a teacher. I have time to see the children off to school and be at home when they return. As well, I have time for old friends. Again, valuable time. I am glad I am out of teaching, for I have now, as I had when I started teaching, a change, a new direction.

Somehow, being retired has been coupled with being old. I don't feel old; I am not ready for the rocking chair. I have a whole new life starting, and I feel young. I intend to live for every moment and enjoy that life. So far, I have done just that. ○

Learning to live with a lot less

— and a lot more

In the past, if a secondary school girl became pregnant her school days were usually over. Now society is taking a different attitude to pregnant students and teenage mothers. The photos above show the Mini-School Program for young mothers at Sir Charles Tupper Secondary School in Vancouver, which is described on page 183. The top picture shows the mothers in class, while their babies are being looked after at an on-site childcare centre (lower photo).

Teaching pregnant teenagers has been a richly rewarding experience for this Burns Lake teacher.

SHARON STEELE

It was on September 15 that I got a phone call from Mrs. Black. Her 14-year-old daughter was pregnant, the baby due in February. Mrs. Black went on, emphatic yet accepting: she would raise the baby, Cheryl would return to school. Her question seemed simple enough: What could I teach her daughter?

A few weeks later, another student, Betty, phoned. She was 15, studying two correspondence courses at home. She needed some help with *Macbeth*. She came with her mother who explained that Betty would give up for adoption the baby she expected in February. Our first interview was frank and supportive of Betty's educational situation. Again the mother's request was simple enough: What could I teach her daughter?

The next week I got a call from Dale. She heard I was helping Betty. Could I help her enrol in correspondence courses? She was 16 and in the spring would have a baby. I was beginning to think it was an epidemic.

Since those first phone calls these pregnant pupils have studied with me as long term housebound pupils. There are other girls in similar situations in our area. For whatever reasons, they have not approached me or their schools for an educational program during their pregnancies.

THE STUDY FORMAT

The girls enrolled in two correspondence courses from our education ministry. These courses are those that form the constant or required courses for graduation, such as English, mathematics or social studies. Some of these courses have been revised and are better organized for home study. Other courses require the expertise of subject teachers. For example, in English 11, students on correspondence study Shakespeare's *Henry V* and *Macbeth*. *Henry V* is not required in our secondary schools. Fortunately, an English teacher at our local secondary school offered to teach this play during his preparation period to the pupil involved. Our district resource centre has

Sharon Steele works half-time as the hospital-homebound teacher in the Burns Lake School District.

many video tapes and I ordered films for showing whenever possible.

There is an element about pregnant girls that handicaps them less than other homebound pupils. It is the fact that they are not truly homebound. This mobility enables them to meet me at my office at the resource centre or at the secondary school.

As I tried to meet the educational needs of my three pupils, they began to gather at the same time in my office. Although their courses were all different, it was easier to teach them in one place. They began to share experiences and circumstances with each other. I heard a lot of old wives' tales about pregnancies, and soon the pregnancy group was formed.

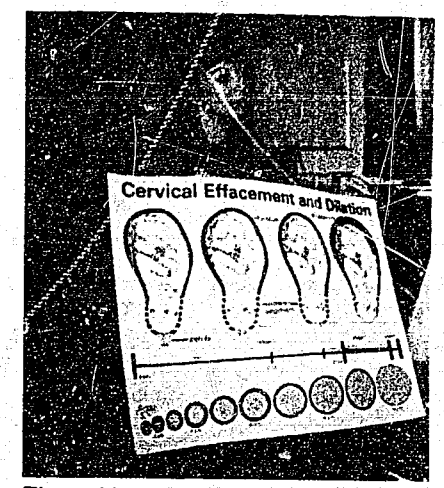
PREGNANCY SUPPORT GROUP

It was clear that these students had needs other than academic, needs that were just not being met. They needed information, exercise, challenge and support. Acting as a facilitator, I arranged for a public health nurse from our local health unit to give a pre-natal course. Our course began November 24 and ended January 12. Pupils came Wednesday from 10:30 to 13:00. We viewed films on choices and films on the visual aspects of pregnancy. We brought our lunches, and sat and discussed. I encouraged each person to share her feelings and circumstances. Some days the mothers of the mothers-to-be were included.

Each session consisted of a lecture on a topic, exercises, film and discussion. The value of this pre-natal course could not be overstated. The students became more confident in their pregnancies and actually began to carry themselves differently. They practised their breathing and relaxation exercises, grew more conscious of their nutrition and posture. They toured the hospital maternity ward and labor and delivery rooms.

The pupils were pleased with the course. They acted out the axiom that stress we expect is better coped with than stress we do not anticipate. The girls attended every session and looked forward to Wednesday. Furthermore, this course was eventually accepted as a credit alternative to the physical education course in the secondary school.

The girls continued to come to my office on Wednesday but pre-natal classes were over. Since they all planned to return to our local school in September, I felt it was important to keep up as many links as possible with the school. They felt no reluctance about going over, so we often met in the library. At times we still do this. For some, this would be the only excursion out of the house. The girls were sometimes faced with peer hostility, usually from younger pupils, but each girl managed to cope successfully with the challenge. The girls were also able to see other teachers, ask them for help and receive their support.



The public health nurse in Burns Lake conducted a pre-natal class for pregnant students. The students became more confident in their pregnancies and actually began to carry themselves differently.

POST-NATAL EDUCATION

For each girl the circumstances were different. One girl is up nights with her new daughter and needs understanding, but gentle nudging. Another pupil has given up her daughter for adoption so needs special support in her grieving. She also needs lots of academic activity. Another pupil is considering marriage.

For each pupil, although her needs are different, my aims are clear. First, I am always aiming at re-entry to the regular school. Whatever the circumstances, each girl wants eventually to return to her former school. To further this end I encourage the pupils to maintain links with their friends, teachers and classmates.

Second, I concentrate on the academic aspect. If I need assistance I call on other teachers, I order films and videotapes. I have spent countless evenings reading prescribed plays, novels and literary selections.

Third, I lend support to these teenagers in the decisions they make for themselves, their babies and their studies. Sometimes this last objective (which rolls so easily off the tongue) is a difficult task. It involves empathetic listening, a knowledge of community resources, an openness to family suggestions, or a tactful sharing of information. Whatever the demands — often surprising, often challenging — they have always been rewarding.

RESULTS

After completing the pre-natal course and part of her correspondence course, Dale felt she had done as much as she was able to. Cheryl and Betty completed their English and social studies courses by correspondence. In view of the fact that 95 per cent of correspondence courses are never completed, this success was remarkable. We marked the occasion with a special luncheon.

PUPIL EVALUATION

I asked the students to give their opinion on the academic, pre-natal and counselling sections of my study approach. Betty wrote (note the understatement), "I believe that correspondence is harder than regular school but I am glad it is there so we could still get our education." Cheryl remarked: "My grades have improved with the support everyone has given me."

Betty confided that the pre-natal course helped her a lot because she could ask questions there that she would be embarrassed to ask her mother. The breathing exercises she learned helped during labor. Cheryl said: "... When I went into labor I knew exactly what to expect and what would happen at the hospital. The classes gave me the added encouragement I needed."

Both pupils stressed the counselling component. One wrote, "I had no problems pouring out my troubles. Sharon (the author) let me feel like she understood what I felt or how I felt. She didn't make me say anything I didn't want to, but usually I would talk anyway. I felt better talking in her office as I then could cry or anything I felt like without anybody knowing." Cheryl wrote, "My main problem was deciding if I wanted my baby or not. It helped me to know that I could talk to Sharon or one of the other girls if I needed to."

NEW PROGRAMS

In the United States a leader in this field is Jeannie Lindsay, who has authored many books on this topic. For over 10 years she has been teaching pregnant teens in the Los Angeles area. Her Teen Mother Program is attached to an alternative high school where all pupils are on individualized programs. With 40 pupils the program has two teachers and a child care worker.

Like Jeannie Lindsay's program in Los Angeles, the Tupper Mini-School program at Sir Charles Tupper School in Vancouver has a modern and well equipped infant day care centre adjacent to the school. This successful program is a result of the contributions and co-operation of many agencies

including the Society for Children and Youth of B.C. (SKY), the YWCA, the Vancouver School Board and the city's health department. The co-ordinators for this project are school counsellor Eleanor White and (daycare aspects) Judy Rogers of the YWCA.

In Vancouver and other B.C. cities pregnant teens may live and study in a variety of maternity homes operated by various agencies, including the Salvation Army and the Ministry of Human Resources. The school board in Calgary operates two schools exclusively for pregnant and parenting students. In Toronto, the needs are just as great and are being met in two existing schools; a third school will open this fall.

ISSUES AND BACKLASH

What are some of the issues raised by this educational situation? Quality of service is an important factor to consider. One of the challenges faced by professionals in this field is the myriad clients we face. The pupil, sometimes her boyfriend, and sometimes her parents require extensive counselling, from helping professionals such as family support workers, social workers or counsellors. Too often, however, the burden lies with the teacher and she must have the necessary personal qualities, professional skills and the time.

Some people are uncomfortable with teen mothers in the school. They think pregnant teens walking about unfettered, condones teenage pregnancy. These people often express their opinion indirectly by refusing to recognize pupil achievement. They may question giving a certificate for completing a course when other pupils don't get one. They may make it more difficult, not easier, for the student to obtain credit for courses. Other people, seeking to adopt babies, look on covetously as these young mothers keep, rather than relinquish, their infants.

Most pregnant teens I talk to wish they had had more birth control information. They didn't know how to accept responsibility for their sexual activity and sometimes had but a rudimentary concept of how conception takes place.

SUCCESSFUL PROGRAM COMPONENTS

I hope you understand from this article that the challenge of pregnant and parenting teens is a new and developing professional area. Few models exist. I am convinced that a successful program will involve pre-natal, academic and counselling components. When one professional person (in my case, a teacher) is the overall facilitator and develops and maintains a professional but deeply personal relationship with pregnant students, the chances of success are greater.

CHOICES

During her pregnancy the teenager needs the opportunity to make an informed choice about her life after delivery. She needs to examine each option and be fully certain about her choice because the world will see to it that the consequences of her decision will be difficult to accept at times and will affect her life forever. If the final decision is a fully informed one, and if it is arrived at after viewing the consequences, the young mother usually finds herself more willing to accept and cope with the tough times ahead.

We must support these new mothers as they examine their choices. Only six percent will give their babies up for adoption. Would informed decision-making increase this figure? Perhaps not, but would recrimination and regrets be fewer? Some new mothers, embroiled in the difficulties of being mother and child simultaneously, may physically abuse their babies. Would informed decision-making decrease this figure?

Informed decision-making is a process, not an event. It takes time for both the teenager and the teacher-helper. It took me a while before I could understand my pupil's words: "I've learned to live with a lot less — and a lot more."○

A list of references is available on request.

A Unique Program for Teenage Mothers

Vancouver's Sir Charles Tupper Secondary School has won a Hilroy Fellowship award of $1,500 for a special program it offers to single girls with babies from six months to two years old.

The Tupper Mini-School program enables single mothers to continue their secondary education while their babies are cared for at the on-site Emma's Infant Day Care Centre, run by the YWCA.

In addition to studying the regular curriculum, the teenage mothers receive information on such matters as health, social awareness, child rearing, and joining the work force as single parents.

Students who are able to cope with the routines of the regular school system are integrated into that system as soon as possible. Others work independently, under the supervision of the mini-school teacher, Nikki Holman, and counsellor Eleanor Whyte.

Judy Rogers and Ruth Beardsley of the YWCA are responsible for the day care centre for the babies.

The program is unique in Canada. The YWCA, the Ministry of Human Resources, the Metropolitan Health Service and the school work together to provide the education and day care services.

A B.C. task force on teenage pregnancy and parenthood found that 90 per cent of adolescent mothers choose to keep their children. Education is, therefore, a critical factor in preparing the single parents for a chance at a successful life. The mini-school program provides both education and a supportive, encouraging environment for the single teenage mothers, preparing them to be responsible members of the community.

Jim Killeen, principal of Tupper, is an enthusiatic supporter of the mini-school program. He says that the close association of the school and the YWCA in the program has enabled the school to offer field experiences for other students in the school — those, for example who are interested in such courses as Family Studies 10 or 12, and those involved in the special career preparation program in children's studies.

He adds that the mini-school program is based on research findings that indicate that such programs act as a deterrent to teenage pregnancy.○

LA 9934 Teaching and Learning About War and Peace, 21 p. Produced by the Vancouver School Board Library Services. An annotated bibliography for student resources (K-8), teacher resources (K-12) and reviewing sources. $1.70

Order from BCTF Lesson Aids Service
2235 Burrard Street, Vancouver, BC V6J 3H9.
Prepaid or purchase orders only.

What's Going on in There?

Students at Spectrum Opportunity School get practical information about taxes and completing tax forms.

Few teachers really know much about alternative schools. Here is a look at two such schools in Victoria.

KEN KEOBKE

Few teachers ever chance to see the inside of an alternative school. Often set apart from the school proper, the staff members of alternative programs seldom share resources, activities or even the social times of lunch hour with their fellow teachers.

Ken Keobke teaches at Spectrum Community School in Victoria.

For those who would like a glimpse into a different way of teaching, here is a view of two Victoria alternative programs.

Uptown Alternative began as a program for a dozen tough boys. Housed in part of a converted firehall owned by the Boys' Club of Canada, the program began taking girls to satisfy a Ministry of Human Resources funding requirement. The co-operation, if not co-funding, of social service organizations is a recurring feature of the alternative school.

Uptown has a staff of two teachers and two childcare workers to look after the needs of the 25 teenagers. The students spend one to three years completing work up to the Grade 10 level. After Grade 10 graduation, students are presented with the choice of returning to regular school or going on to another alternative program, but many choose to end their schooling and try to find work.

Students enrolling in September begin the school year on a three- to five-day wilderness retreat, often camping on an isolated beach near Victoria. It's a time to

relax, develop group responsibilities and explore the personalities of the staff and other students through the sharing of good times. The Christmas season will often see a skiing trip and the end of the year another wilderness trip. Each occasion is used to build up responsibility for a group whose traditional problems have been a lack of attendance, little discipline and an unwillingness to account for personal actions.

Each day at Uptown begins with an hour of math followed by a "muffin break." With short attention spans and a general addiction to tobacco, a cigarette break is necessary. Muffins and juice suffice as breakfast for many and keep others from straying away. English, law, current events or geography may follow before a pre-lunch hour of PE — a group sport either in the gym or at a nearby field.

Lunch is followed by an hour of uninterupted silent sustained reading (USSR) after which electives take over. Flexible, and geared to the abilities of the staff, electives have, in the past, included photography, gourmet cooking, canoeing, mural design, ceramics, community work, bicycling, seashore biology and a computer course.

Another kind of alternative program is offered by Spectrum Opportunity School. Held in a regular senior secondary, Spectrum operates three evenings a week from 17:00 to 21:00. With an enrolment of more than 160 students, the five teachers and staff assistant see, on average, 80 students a night. The focus is academic. Students complete three subjects — math, English and biology — through independent VAST and ABE work, similar to the ministry's correspondence materials. The students work toward either a Grade 10 or Grade 12 equivalency, after which they pursue work or vocational programs or, in the case of Grade 10 graduates, sometimes return to regular school programs.

The Opportunity School serves mainly students who cannot come to school during the day for reasons of parenting or working. Unemployed students are assisted by teachers through the Work Experience Program or by the school's two Employment and Immigration counsellors.

Adventure in the great outdoors is part of the program at Uptown Alternative School — a popular part, judging by the reaction of these students.

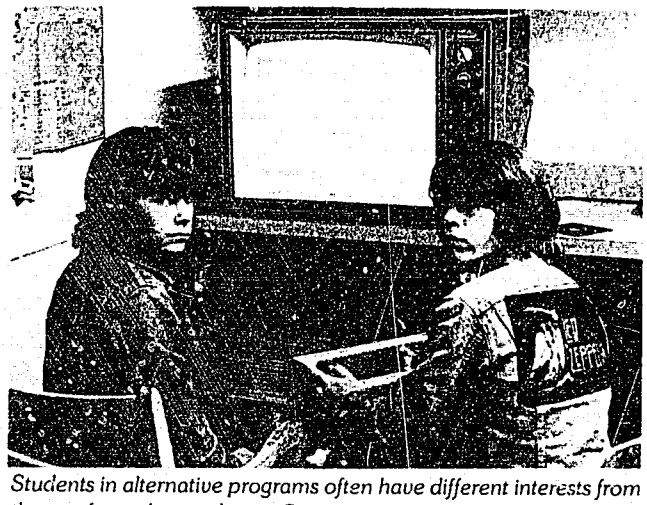
In addition to the academic work, many students take advantage of school recreation nights to play sports, produce crafts or just socialize with other students and staff.

But, apart from the visible workload, what are the demands on the teacher? At Uptown Alternative, the students are a collection of individuals who have, for the most part, been expelled from other schools in the city for a variety of reasons — assaulting teachers, lack of attendance, involvement with alcohol and drugs. They are admitted to Uptown promising to turn over a new leaf. Unfortunately, they do not always do so, and their frustrations sometimes come out in vandalism and physical and verbal abuse. Preparation for classes is unending — the students are often several grade levels below their academic placement, and many lessons must be individualized if not improvised.

At Spectrum Opportunity School, all teachers have a familiarity with the three subjects at the Grade 10 and 12 levels, to help many different students progressing at different rates through the materials. Students with great intentions are often discouraged by the necessary work and require constant encouragement; a process that often involves the teacher in the home lives of the students.

The rewards are less visible but just as real. For many teachers, the alternative school represents a chance to teach unencumbered by the restraints of the prescribed materials. Others enjoy the opportunity to know a small group of students more intimately than is possible in a regular school. But for all alternative school teachers, there is the sense of accomplishment that goes with helping a student for whom "the system" hasn't worked. ○

The alternative programs offer people who have left school an opportunity to complete their education. This mother is shown receiving her Grade 10 certificate at Spectrum Opportunity School, accompanied by her young son.



Students in alternative programs often have different interests from those of regular students. One common interest is computers. Uptown Alternative School uses computer playtime as a reward for diligence in other studies.

Students may be our best hope for survival

Can students get around vested interests to save our planet from nuclear annihilation?

ERNIE FIEDLER

Whose business is it that humankind takes such poor care of the planet we inhabit? Who is to do something about the fact that a share of every dollar we earn goes into preparations to kill other human beings?

Is this the business of the schools? I say "yes" — that the young not only have the most to gain by changing the course we're steering, but that they have the best hope of changing it.

Schools of all kinds have a long history of preparing young people for keeping the world going much as it is already going, but we have clearly arrived at a time that we do *not* need more of the same: we need changes. We need a lot of changes if we are to look forward to any enjoyable sort of life, and we probably need some changes if life is to survive at all.

It was Gregory Bateson who observed that if the decisions affecting the world were being made by those destined to live a couple of generations in the future, they would be made quite differently. We not only endow future generations with arms races and pollution, but when we do certain things such as bury radioactive wastes, that are lethal for thousands of years, in containers good for 200 years, it seems like a deliberate and cruel dirty trick to play on our children's grandchildren.

It is not difficult to see why real change does not happen. The answer is "vested interests." Real changes inevitably reduce the sphere of influence of some people while expanding that of others. It's as if each of us has his or her sphere of influence pushed as big as possible, and won't let go.

What if, for example, there were a more effective deterrent to war than arms and military power? Would we be without the military? No, we would not, because the military is made up of people of influence — and the military is pushed to the size that represents the influence of those involved.

Nor are we different in schools. If one could make a good case, let's say, for dropping mathematics from the curriculum because a calculator can be bought for a few dollars, would math still be taught? Yes, because there is a sufficient lobby of math teachers to be sure that it will (some of whom are threatened right now, reading this article). If on the other hand a good case can be made for teaching a course in world ecology, will it be taught? No, because there is not the necessary lobby of ecology teachers.

"Thirty thousand people a day die of starvation while we spend $1 million a minute, day and night, devising ways to kill." — Anne Grinyear, Campaign for Nuclear Disarmament in Great Britain, 1982

In short, we are in a condition of balance. Power means not only power over whatever, but also power to protect the power itself. So the adult power-group of our population must be seen as a huge lobby for more and more of the same, but without any real means of looking at what might be.

What about the retired population? They might be presumed to be beyond the power needs and to have the maturity and judgment to look toward the future with some objectivity. I'm not very optimistic about this population for change either. Many have accumulated wealth and remain in the power structure; all have learned traditional means for working with long standing problems. And worst of all, they have learned inefficacy, the belief that they do not really have the power to change very much. A sense of efficacy will be critical to any people from whom we ask for change.

Senior secondary school students, the pre-power segment of the population, are our best hope for change. Here too, it is late. Students are indoctrinated into the beliefs of their parents, and are well on their way to giving up a sense of efficacy. Still, it is this group that is best qualified in terms of relation to the power structure and sense of efficacy, so here's my proposal:

First: A letter would be sent to the students in the schools of B.C. outlining some of the problems (and absurdities) that come to them as part of the world they will manage. I mentioned as an example the storage of radioactive wastes, but a few more examples might give a better idea of my intent.

I hear that the Tar Sands Project of northern Canada has a plan to build a

Dr. Ernie Fiedler is a member of UBC's Faculty of Education.

processing plant at a cost of 13 billion dollars, yet five billion dollars given to Canadian homeowners to purchase insula-

"Every gun that is made, every warship launched, every rocket fired, signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and not clothed. The world in arms is not spending money alone. It is spending the sweat of its laborers, the genius of its scientists, the hopes of its children." — Dwight D. Eisenhower

tion would save the consumption of an equal amount of petroleum.

Our death rate from cancer is getting close to the death rate in Europe during the bubonic plague of the Middle Ages. The World Health Organization has stated that at least 80 per cent of cancers result from chemicals we eat, breathe, or absorb, yet we have not even taken many of the highly suspicious chemicals out of our food. Notice that these two examples demonstrate the same principle, that we know how to go bigger — to open refineries, to research cures for cancer, but we don't know how to back up or prevent, because it threatens some vested interests.

Second: Along with this statement of some of the problems plaguing the future of the planet, would go a frank admission that the adults in the world are unable to do much with them (nor have they in the past, for many of the absurdities have existed for centuries as the result of power structures). The students are to be told that as the coming generation of power, the future "management," they will have to take action if things are to get better — perhaps if they are to survive at all. They would be told that time will be alloted in the school day, in small groups and plenary groups, perhaps organized through student council channels, for them to work on the problems. There would have to be strict rules about adults keeping hands off and not steering the process very much — and not steering the decisions at all. This would be one of the more difficult problems in making the exercise work. This would be the time when the students teach the teachers what the teachers have been unable to provide.

Third: Students would need help in organizing communication networks between schools, provinces, and with the U.S.

Allow me a fantasy at this point to illustrate how I would imagine the plan to work with one monster among the problems, the U.S.-Soviet Union arms race. Let me pretend that some students of Prince of Wales school recognize that we could not be kept on this "brink of disaster" condition for over a third of a century if military, political and industrial interests were not using it for power and profit. Let's suppose that they also recognize that wars are not fought against people, but against ideas. We don't design bombs with the thought of killing people we know, only vague and poorly understood categories of people. Let's assume these students think these ideas are important and publish a newsletter.

A group of students at College Heights school in Prince George formulate a plan. They reason that if we had lots of Canadian students in the Soviet Union, understanding would be greatly enhanced. They devise a plan to divert a fraction of the military budget to financing student exchanges, allowing a student to earn, by learning the language, an education in the Soviet Union.

The student voice from Campbell River Secondary then says it's no good to "do it Canadian"; we have to involve American students, and they set up a letter writing and publicity plan, with the help of a grant, for sharing ideas with American students.

Next a group from Delta points out that the plan would necessitate bringing Soviet students to the west also, so that the Soviets could not bomb the U.S. without also bombing thousands of their own youth.

Then a group from Handsworth faces a bit more realistically the fact that secondary school students don't really have the power to tell the government to divert a portion of its military budget to student exchanges, and starts a plan for carefully educating all B.C. students into the plan, so that they can bring influence on their parents and other adults as effectively as possible. Enough parents pulling in the same direction do have power; it's only because they are blinded to obvious solutions by their "vested interests" that they diversify and get nowhere with the biggest problems.

Leaving my fantasy, I'll point out the main problems I see. First is the problem of getting a lot of teachers to facilitate and still keep hands off. The second and third problems are the same as those for adults -- vested interests taken on from parents, and the inefficacy that results from growing up in large institutions like schools.[2] A fourth problem would be managing communications and getting at anything vaguely like consensus.

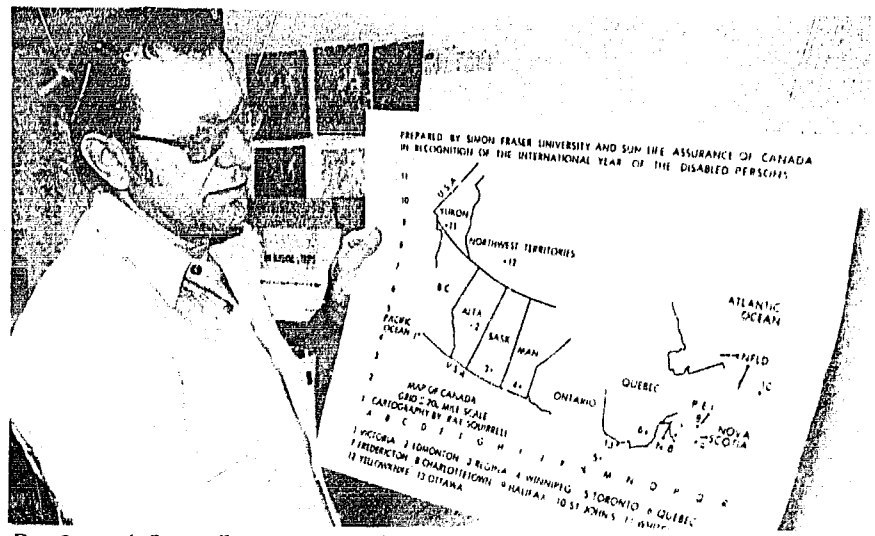
I blame nobody who says this whole thing is impossible. I only hope somebody can find a way to make it possible. Teachers are no strangers to impossibilities. How about teaching the doctor's son sitting next to the two immigrants who don't speak English -- or starting kids on the same work, some of whom work three times as fast as others, every year for 12 years?

I hope there is somebody with enough sense of efficacy to take this thesis another step. If you can only say "It won't work!", I can only retort "What will?"○

1. In a study directed by James Coleman, a most significant finding was that the feeling of personal efficacy was more important to achievement than any of the other factors of the study, including race, pupil-teacher ratios, the number of books in the school library and the educational background of the teachers.
2. I do see less inefficacy in students than adults. It is significant that at a recent peace rally attended by 30,000 people, it was a disarmament proposal from two secondary schools that got the attention and petitions going for signatures.

An Atlas for the Blind

A Simon Fraser University cartographer has developed an atlas that can be used by blind geography students.



Ray Squirrel, Simon Fraser University's chief cartographer, has developed maps that will benefit the 350 legally blind students in B.C.'s public schools. The maps use large print and color references in addition to braille and tactile information, to make them as useful as possible.

Can you imagine trying to study geography without being able to refer to a map?

Until recently, that was one of the difficulties facing the over 350 legally blind students in B.C.'s public schools. But thanks to a lucky accident, a persistent cartographer and a sympathetic librarian, what is believed to be the first tactile textbook ever printed is now available.

The story actually begins at Simon Fraser University when Ray Squirrell, a cartographer in the geography department, was experimenting with different methods of adding emphasis and interest to maps.

He accidentally dropped a map and noticed that the wet ink caused sand particles to cling to the paper: the pattern could be altered by changing the various inks and preparation.

When Squirrell dusted the map with tiny glass beads and heated them in an oven, the beads puffed up and left a hard, raised ridge on the paper.

Just about that time, Squirrell discovered there were several visually impaired students enrolled at SFU and decided to try using his new technique to make a map that would help them find their way around the sprawling campus.

"That first map was pretty simple," he admits, "but it did the job. Then I thought it would be interesting to try making an off-campus map."

At that point, Squirrell turned to Paul Thiele, of the Crane Library, for advice.

They finally settled on A. L. Farley's *Atlas of British Columbia*. It was a standard text used in B.C. schools and had good plates. From the atlas Squirrell and Thiele selected 11 of the maps and began work.

"I had been experimenting with varied kinds of textures," Squirrell remembers, "smooth, soft, sharp, sandy, lumpy, fuzzy, gritty — and in various kinds of patterns and combinations. I used sand, salt, linen sheets, mylar, acetate, oilcloth, flocking — I tried almost every combination I could think of to see what would give the best definition.

"Early on in the project I discovered that some of the conventions sighted people take for granted can complicate the work we were attempting to do for the visually handicapped. Take a simple thing like borders around a page.

"We always enclose pages with a border. It looks neater, finishes the project.

"But I found that when I enclosed a map within a border in a tactile version, the unsighted person read it as either a square land mass or some other boundary.

"So I had to be sure that the information translated to the tactile map was meaningful, not just decorative.

"Then there was the question of just how much information to put on the map. Most of our maps have an enormous amount of information. Aside from the obvious things like place locations and names, they use color blocks to indicate elevation, or rainfall or some other feature. We can superimpose different colors and typefaces to indicate yet other kinds of information.

"We had to choose which pieces of information needed to be included on the map and which would be better in some other form.

"Dr. Robert Horsfall, also of the geography department, had been interested in the project for some time and began working with me."

"At first," Horsfall remembers, "I searched for more and more patterns to use to enable us to include more and more information. Then I developed a grid reference system and suddenly discovered we didn't need all those patterns after all.

"Using the grid reference system to zero in on a specific area, we needed only a few simple, easy-to-read textures and patterns."

Horsfall's grid also served as a scale measure — the distance between the grid marks could be a city block, an hour drive by bus or kilometres, adding yet another dimension to the map.

The completed atlas uses only four textures — fuzzy, granular, smooth and abrasive — in a combination of vertical, horizontal or curved stripes, solid blocks and chevrons to provide information on historical, anthropological, demographic, economic and geographic features of British Columbia.

Farley's text was the next point of consideration.

"Initially," Horsfall says, "we had simply planned to braille the text as it stood. But Paul Thiele made us aware of the braille conventions — things that are something like abbreviations or contractions. By rewriting the text with the braille conventions in mind, we were able to reduce the volume of words."

Squirrell and Horsfall wanted to ensure that the atlas would have as wide use as possible, so instead of restricting it to braille and tactile information, they have included large print and color references and, for those unable to read or braille, a tape cassette to accompany the tactile and large print illustrations.○

This article was supplied by the Simon Fraser University News Service.

Classified

ACCOMMODATION AVAILABLE

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House for lease in N. By. Conven. to all amenities. 3 bdrm, LR, DR, Kitch., 1½ bthrm, bsmnt. Furn., w/a'l appl., view. Avail. June 15/84 to July 31/85. $750 mth. + util. For appt. call 294-2058.

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Contemporary 2 bedroom suite available for the summer, July/August 1984. All appl., furnished. Close to all amenities. 9 min. to SFU, w/w, cable, close to park, quiet neighborhood. Mature adults. No pets, no children $450/mon. 525-2735 or 522-8891.

For rent July and August (Langara Gardens). Three bedroom, three bathroom townhouse, 1500 sq. ft., all appliances. Indoor, outdoor swimming pools, rec. centre, shops. Close to Oakridge shopping centre, major bus routes, Langara golf course. $1,100 per month. Contact Arlen Rothstein, 7079 Cambie Street, Vancouver, BC V6P 3H2 (604) 324-4724.

For rent in Ship's Point (Fanny Bay) Sept. to June, cozy 3-bdrm. furn. cottage. Semi-waterfront. 15 mi. south of Courtenay. $400 month plus utilities. 277-0801 (July 1 to Aug. 31, 335-0574).

House in North Van, July-Dec., furn., 4-bdrms., carport, garden, etc. $800 plus utilities. 980-8165.

For rent. Large light housekeeping room fully furnished. Private bathroom, separate entrance. Available May 1st to Aug. 31st. Good bus service to U.Vic. $300 per month. 382-5664.

For rent in North Bby. 3 BR furnished house available June '84-July '85. $750/mo. 294-2058.

ACCOMMODATION FOR SALE

Retire on Okanagan Lake in Summerland. Boating, fishing, golfing, tennis and enjoy our aquatic centre in an urban/rural environment. Listing information will be forwarded by contacting former teacher, now realtor, Tom Williams, 494-7777, Young Co. Real Estate, Box 1440, Summerland, BC V0H 1Z0.

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Skippered Sail Tours: Washington's beautiful San Juan Islands on trim, private, Rhodes-design yacht *Amante*. Two- and four-day cruises include all meals and instruction if desired; $50 per person per day. Write for brochure: *Amante*, P.O. Box 51, Deer Harbor, WA 98243, or call (206) 376-4231.

Summer accom. for rent. 1 bdrm. cott., LR/DR, Okanagan Lake, beach, wharf fac. Avail. May to Aug. Contact Mr. Jordan, #135-3280 E. 58th Ave., Vancouver, V5S 3T2. Phone 434-7034.

Waikiki, Hawaii. Deluxe 1-bedroom condo for rent. Clean, well equipped, good location, reduced summer rates. Adults. Ph. 321-0075, Vancouver.

Free rent in 1 bed house approx. 5 wks starting July, in exchange for looking after two cats and cutting grass. Mature single or couple only. Abbotsford 859-3562.

A cozy chalet at the Snowline Community Club, in the Mt. Baker area of Washington, is available on a weekend or weekly basis. Fantastic get-away for families, hikers or other mountain lovers. Facilities include a swimming pool, tennis court, volleyball, children's play area, fish pond. Please contact Mary Prothro at 875-8464 or 217 W. 18th Ave. Vancouver, BC V5Y 2A8. Very reasonable rates.

Summer home, Beachcomber, Parksville, Vancouver Island. Waterfront. Fully furnished and equipped. Two bedrooms. 758-1032.

ACCOMMODATION—SUMMER SESSION

1 bedroom condo, fully furnished, for rent in N. Van. in July/August (some view), $500/mo., #314-175 E. 4th, N. Van. V7L 1H8. 980-4259.

For rent. Beaut. condo. 1 bdrm.-plus. 3 blks. to beach, Stanley Park. Walk to galleries, theatres, city centre. 15 min. to SFU, UBC. Slps. 4. $660. July and/or Aug. H: 688-6100.

Fully furnished 1 bedroom apartment conveniently located only 3 blocks from U. of Victoria (15 min. walk). Close to shopping centres. Sublet May 1 to Sept. 1 $375 per month plus utilities. 721-2697.

For rent. House in North Vancouver. 2nd July-19th August. Reasonable rent. 980-4418.

One-bedroom home, Q.E. Park, Vancouver. Centrally located. No pets. References required. $650 per mo. July-August. 4 East 37 Ave. Van. 327-9374.

Furnished townhouse in a quiet wooded area, 2 bedrooms and den, 2½ bathrooms, w/w carpets, f/place and patio. Five appliances. Close to bus, easy access to downtown and university. Pool and playground in the complex. No pets. Lynn Valley area, North Vancouver. Rent July and August. $750/month. (604) 988-6952 after 8 p.m.

Vancouver home for rent. July-August. UBC 10 min. 3 bdrm., private yard. 261-1994.

Roomy self-contained basement suite with separate entrance. Available for entire summer session for $600. 733-0289.

For rent in Richmond. 3 bedroom two level. Large private backyard. On bus route. Close to shopping and community facilities. 25 min. to UBC. Available July 1 to August 31. $650 month including utilities. 277-0801.

Two-bedroom apartment, 15 minutes from UBC for July and August. $500 per month. Phone or write A. Haycock, 206-8729 Fremlin St., Vancouver, V6P 3X5, 324-8946.

For rent—summer school. July 1-Aug. 10, near SFU. 4-5 bedroom house, swimming pool. $1200. Use of car negotiable. Write to J.B. Kent, 7140 Halifax St. Burnaby, BC V5A 1L8. References please.

Two bedroom home in North Vancouver. Available for July-August. $750 monthly. 985-4400.

For rent—2 bedroom family home. Near UBC. Excellent bus connections. For 8 weeks, July and August. $500. No preschool children. References required. Apply in writing to 2725 Balaclava St., Vancouver, V6K 4E5.

Summer rental. 3 bdrm. and den, fully furnished. Kitsilano, 5 min. to UBC and beach. July 10 to Aug. 20. $800. Suitable for family with school age children. Phone Lisa 736-4858.

Immaculate 3-bdrm. house, Kerrisdale, all July-Aug. Non-smokers, no pets. 263-9419.

Available for summer school term. ½ hr. from UBC, nearer to SFU, one bedroom house. Reasonable. 980-2754.

Furnished apartment, close to U.Vic. for May through August. $371 + utilities. 477-4024 or 567-9909 (after April 25th).

For rent: 2-bdrm. home near U.B.C. 8 wks. (July & August) $500. No pre-school children. Refs. required. 2725 Balaclava St., Vancouver, BC V6K 4E5.

ACCOMMODATION SWAP

Wanted to exchange a house on Paul Lake near Kamloops for a house in the Vancouver area relatively close to UBC, West End, Kitsilano, etc. for July and first 2 weeks in August (summer school session). Non-smokers. Write to Norm Cleveland, RR 5, Kamloops, BC V2C 6C2 (573-5078).

Wish to swap house in Nelson (lake, glacier, hot spring) for home/apartment in Vancouver (prefer UBC area) during summer. Phone 352-2468 or write 910 Edgewood Ave., Nelson, V1L 4C9.

Will swap 3-bdrm. home on 2 acres above Nimpkish River, 7 minutes from Port McNeill on North Vancouver Island for similar accommodation close to UBC for the summer. Use of boat, motor, and garden negotiable. Best fishing and hiking on the coast. Reply to Box 1328, Pt. McNeill, BC V0N 2R0.

Vancouver-Winnipeg home exchange opportunity for summer 1984. Would you like to spend the summer in Winnipeg with your family? Winnipeg teacher wishes to exchange his home in Winnipeg for a home in Vancouver from July 3 till mid-August 1984, with another teacher or responsible party. Reason: currently registered to take summer courses UBC. Our home in Winnipeg is fully modern, 3 bdrm. bungalow with 1½ bath, fireplace, large patio, gas BBQ, lg. fenced yard and front driveway in lovely residential area of East Wpg. Phone collect (204) 667-0919 after 6 p.m.

July 1-21, family of three would love to trade our house, very near UBC, for cottage or house near water, preferably on B.C. coast or in the Okanagan. Reg Plummer, 4515 W. 11th Ave., Vancouver, V6R 2M4. Tel: 228-9697.

Accommodation wanted in the Gulf Islands for July or August. We have a spacious 4 bedroom, 2 bathroom house located on the 108 Ranch outside of 100 Mile House. A fantastic vacation for the outdoors man. 791-5278.

ACCOMMODATION WANTED

Accommodation needed for summer session, UBC, for two non-smoking, mature, female teachers. Willing to house-sit, rent or sublet. Please phone or write to Bonnie Chappell, 7386 Imperial Place, Prince George, B.C. 964-6924.

BOOKS

Short stories about Sask. 23 stories of rural life. Great gifts. Suitable for school. Good for hospitalized. 9,000 sold. Autographed. $3.50 pp. from Les Dybvig, 3405-25th Ave., Regina, Sask. S4S 1L7.

Baseball coaches: The ideal ballplayer and coaching manual. Over 100 quality photos, practice drills, sample practise plans, and sequential basic skill development is included. Send $9.95 for your copy of **"Play Ball"** Level One to Al Herback, 96 Marbank Way, NE, Calgary T2A 4A3. Phone 273-4656.

COMPUTERS/SOFTWARE

A complete set of 200 questions (40 pages) for programming courses in BASIC. Tested on Grade 10, 11 and 12 students. Ready to duplicate for the students. Saves untold hours of prep time. $20. Jim Oliver, 6335 Bowmont Cres., Calgary, T3B 2H3.

Continued on page 197

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 — came one book I wanted to review carefully, and a variety of quite unrelated items that would make no coherent grouping. There is, however, a larger number than usual of books listed for possible review. Perhaps not all of these books need reviewing but all are of some passing interest to educators.

The future direction of *The B.C. Teacher* (and its book reviews) is somewhat uncertain. If you enjoy reading this magazine or the New Books section, or Snap Shots, or the advertising, or any other part of it, write to let somebody know that.

Gremlins were at work in the last issue. A review on page 148 featured a book by Karen D. Brownhill. Unfortunately a word was omitted from the title. The title should have read *Reading is not for me.*

BOOKS RECEIVED

Davis, John. *Program organization in Western Australia's district high school.* Medlands, W. A., National Centre for research on rural education. The University of Western Australia, 1982. 162 pp. paper $21.00 0-909751-74-9 (Research Series No. 1). A study with proposals for multimode delivery of courses and alternative approaches to staffing in small rural secondary schools. Written by a Canadian on leave from the Ontario Institute for Studies in Education.

Haig. Bruce. *Ten years of trek*, Lethbridge, Historic Trails Society, 1983. 122 pp. paper no price 0-9691010-1-5. Historic Trails Society of Alberta, 1115-8th Ave. South, Lethbridge, Alta. T1J 1P7. Well-illustrated account of the Heritage Exploration Project of Hamilton Junior High, Lethbridge. Students on bus tours to sites in Alberta and Saskatchewan combined study of documents, archeology and photography to "experience history."

Learning a living in Canada: a report to the Minister of Employment and Immigration Canada by the Skill Development Leave Task Force. Ottawa, Minister of Supply and Services, Canada, 1983. 2 vols. paper no price. Vol I Background and perspectives 0-662-12767-6, Vol II Policy Options for the Nation 0-662-12768-4. Consideration of skill development leave as a mechanism for retraining, upgrading and updating workers. Contains many options in support of a life-long learning strategy for Canadians. Each left hand page contains quotations, *bons mots*, tables and bits of related information.

MacFarlane, Polly. *Studying effectively and efficiently:* an integrated system by Polly MacFarlane and Sandra Hodson Toronto, Guidance Centre, 1983. 46 pp. paper no price 0-7713-0137-5. Concise and well organized little handbook for secondary school and college students, giving sensible reasons as well as sensible advice.

Mills, Ivor J. *Forty years after and still there are tears.* Gravenhurst, Ontario, Northern Book House, 1983. 60 pp. paper $2.00 0-919898-14-9. Order from Northern Book House, Box 1000, Gravenhurst, Ont. P0C 1G0. Sympathetic account, with a plea for understanding and peace, of an enjoyable personal trip to USSR in 1982 by a recently retired B.C. teacher and author.

Paper wheat the book created by 25th Street Theatre, Saskatoon, Western Producer Prairie Books, 1982. 98 pp. paper no price 0-88833-079-0. Text, musical score, plus background material and the development of the most successful stage play in Saskatchewan's history, telling the story of forming the Saskatchewan Wheat Pool for co-operative grain marketing.

Rubin, David. *The rights of teachers* rev., by David Rubin with Steven Greenhouse. New York, Bantam, 1983. 350 pp. paper $4.95 0-553-23655-5. Rights of teachers in U.S. under present law and suggestions on how they can be protected. One of a series of American Civil Liberties Union handbooks that includes *Rights of Authors and Artists* and *Rights of Employees.*

School and the workplace: the need for stronger links. Toronto, Canadian Education Association, 1983. 128 pp. paper $6.00 0-919078 88-5. Canadian Education Association, 252 Bloor Street West, Suite 8-200, Toronto, Ontario M5S 1V5. Describes ways in which the education system has made the articulation between school and workplace easier. Illustrative reports from all provinces plus a plea for a community-based response.

Webster's ninth new collegiate dictionary. Springfield, Mass., Merrian-Webster, 1983. 1568 pp. hard $16.95 0-87779-509-6. Order Thomas Allan and Son. A well known desk dictionary of 160,000 entries with two added features: dating the first use of a word, and noting good usage of many words. (Last edition was 1973.)

A workshop on artificial intelligence. Ottawa, Science Council of Canada, 1983. 75 pp. free 0-662-12716-1. Science Council of Canada, Publications Office, 100 Metcalfe Street, Ottawa, Ontario K1P 5M1. Proceedings covering history of AI, research topics into knowledge and the computer; natural language and machine translation; vision and speech; applications and effects. A general summary and eight pages of policy issues and recommendations.

CANADIAN EDUCATION

***Education in Canada — an interpretation*, edited by E. Brian Titley and Peter J. Miller. Calgary, Detselig, 1982. 228 pp. paper $16.95 0-920490-25-5.**

EDUCATION IN CANADA

AN INTERPRETATION

E. Brian Titley and Peter J. Miller

Too frequently the remark is heard, "Canadian history is so dull." What rot! Everyone knows that the dullness or the excitement of any history depends on how the subject is introduced and presented. Candian history covers so many millions of acres, such a variety of peoples, so great a development of vast wilderness into today's complex giant, that coverage of it all must of necessity be fragmented for general reading or study.

This book gives us one of the fragments. A fascinating fragment it is. Out of "lengthy meetings and discussions of a number of members of the Department of Educational Foundations, University of Alberta," the editors have brought together the writings of several Canadian historians.

Contrary to general belief, these specialists are concerned not only with a look back at Canada's school and its functions as they were, but also with a look forward to what they might be in the future. This book gives us a new perspective on "the West... as the focal point of education in Canada." It really is. Saskatchewan and Alberta have been a treasure chest of ideas and action in educational developments to the present day.

New France and Ontario are presented as extremely interesting developmental areas in themselves. Also as "essential precursors" to what happened in education in the western provinces. If you don't know all about education in New France, a quiet perusal of the essays on this topic just might give you a new understanding of "why that society differs so fundamentally from the rest of the country."

Every region in Canada had its outstanding leaders, its multitude of government bills, and the unique developments that took place within its school systems. These often included bitter conflicts and long term struggles, the results of which can be seen today.

New France was the scene of the almost overwhelming influence of the Roman Catholic Church and the Jesuits. Ontario felt and still shows the influence of Egerton Ryerson. David James Goggin, Frederick Haultain and Hubert C. Newland are featured as extremely influential leaders in the development of the school systems of Manitoba, Saskatchewan and Alberta.

During the nineteenth century there was a determined effort to foster the creation of a distinct Canadian identity through the school. Within that effort, the removal of French as an official language, the removal of a separate school system, the use of standard, government-approved textbooks, the establishment of standard teacher education in government-approved normal schools, were all struggles toward the goal of Canadianization of the populace through the experience of school. The heavy influx of immigrants from east-central Europe, speaking a variety of languages neither French nor English, made the task more difficult for educators and politicians. It also made them more determined to create a national education system.

In Alberta Hubert Newland was so far ahead of his time that his influence put that province in the forefront of modern education in Canada. He was enthusiastic enough and knowledgeable enough about the potential for superior teaching and learning in Progressive Education that he worked to establish its principles in Alberta. Newland, one of the most outstanding educators in Canada's history, "believed that people in a democratic society were in a position to shape and to determine their future." He asked if Canadians have the courage.

Today, Canada's young teachers could find a worthy hero in Hubert Newland. He championed the cause of teachers. He worked zealously for the upgrading of teacher qualifications and their resultant improved professional standing in the eyes of the public. As early as 1920 he countered the old (and new) red herring of criticism that teachers' organizations were interested only in raising salaries, by supporting the establishment of the Bureau of Research and the Bureau of Education in Alberta, whereby teachers show "that they are competent and efficient in every line of educational endeavor."

Education leaders of earlier times would be dismayed to learn that today there is no "coherent national educational policy" in this country. Neither is there a "distinctive Canadian identity." Outside influences and local conditions have been very different in every region of Canada. No wonder they differ in their "contemporary character." A new idea out of Alberta is that Canadian bilingualism not be exclusively fluency in English and French, the "official" languages of Canada. Rather let Canadians

THESE TEACHERS HAVE RETIRED

Most of the teachers listed below retired in 1983 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.

William E. Bergen, Nicola Valley
Patricia E. Cambrey, Nanaimo
John L. Canty, Ministry of Education
Jean E. Dallyn, Nanaimo
George Davies, Vancouver
Vivian M. Dobbin, Richmond
William Evans, Powell River
William Howarth, Lake Cowichan
Anne Krause, Chilliwack
Helvi K. Laamanen, Langley
Robert J. Mazerolle, Victoria
Phyllis D. Ohs, Kamloops
Rayman O. Palmer, Campbell River
Margery P. Powell, Cowichan
Alta M. Schneider, Nechako
Clark Stovel, Revelstoke
Jack B. Tait, Vancouver
Jean A. Townsend, Victoria
Bill Vellutini
William J. Zoellner, Grand Forks

CORRECTION — The listing for Elizabeth Jean Proven in our January-February issue was inaccurate. Ms. Proven retired from the faculty of Douglas College in New Westminster. She last taught in the public school system of the province in Vancouver.

develop fluency in other bilingual combinations in "a serious program of bilingual education with fluency as the ultimate goal. For other bilingual combinations will have profound implications for Canada's identity as a multicultural and bilingual nation."
— Vera MacKay, Passage Island

Holt, John. *Teach your own.* New York, Dell, 1981. 369 pp. paper $11.75 0-440-58539-2.

Over the years, John Holt has caused educators to pause and reconsider methods and objectives. In this book he goes several steps farther and advocates removing children from the public schools entirely, with parental control of content, method, and rate of their children's learning. He claims children and families would be much happier if the learning were channelled through the home, and further suggests that the education voucher system now being considered in some states will make it likely that within a decade, parents will have a wider choice of schooling. The voucher plans, instead of giving money to schools, will issue a form of credit directly to parents who could apply this to the cost of public or private schooling as they choose.

To the question, "Can schools be reformed?" Holt keeps answering, "No." "Schools," he says, "leave tired grumps who eat, do homework and flop into bed" at the end of each school day. Although he claims that he does not denounce public schools, Holt cites case after case of abusive behavior by teachers and peers. Public opinion of education by government monopoly, he claims, has swung to a lack of trust and confidence in schools. When public schools were first founded, almost everyone agreed they were a great thing! But now, schools are "education cut off from life and done under pressure of bribe, threat, greed or fear." Holt claims all education should be self-directed, purposeful, meaningful life and work.

However, alternative schools run by parents have the hassle of fund-raising, local fire, health, safety regulations, and obtaining government approval so their students will not be called truants. On the other hand, Holt claims that teaching at home is easier and more fun. To aid parents, Holt published a bi-monthly magazine, *Growing Without Schooling*, which is by and for parents teaching at home. Many letters to *GWS* are quoted in this book and would give anyone considering home-schooling much encouragement and perhaps an impetus to begin. These letters are fascinating, for they show the agonizing done by parents over the decision to teach their own children. In home methodology, some parents have depended on common sense, "the teachable moment," while others have used the tried and true Calvert Home Instruction Courses — often, to be sure, so that local education authorities stayed off their backs!

No information about Canadian home-schoolers is included, although John Holt has spoken to and corresponded with Canadian home-schoolers.

In *How children learn*, Holt tried to introduce the natural effective ways of learning in a happy home, into the schools. Now he fears that the unschoolers may bring the strained, self-conscious, painful and ineffective ways of the schools into the homes. He warns home-schoolers "not to let home become some terrible miniature copy" of a school. He says, "live — enjoy and ask questions to find out about the world — not to find out whether or not someone knows something!"

One of the more interesting chapters is on learning disabilities, which he calls "Learning Difficulties." He claims that everyone has learning difficulties. Some of us experience this when learning algebra, some when learning Russian. No one can tell whether these difficulties lie within the nervous system or with things external to the learner — tensions, methods, the material, teacher's explanations or even with the learner. Who decides whether or not it is curable? Who has the right to use the words "Learning Disabled," the popular new label? Holt maintains that learning disabilities are not "real" and suspects that the true causes may be the labelling, the anxiety of the child not to be "wrong," confusions with right and left, east and west, and perceptions altered by stress. Holt claims the LD theory does not help anyone to learn to read; it keeps a lot of people busy, has made a lot of people richer and makes almost everyone concerned feel better. Theories that do all that are not easy to get rid of! This chapter alone is perhaps worth the price of the book.

Teach your own should be read by any adult interested in an alternative to public schooling other than expensive private schools. Fascinating!
— C. LaFortune, Summerland

Martin, Wilfred, B. W. and Macdonnell, Alan J., *Canadian education, a sociological analysis*, second edition Scarborough, Ont., Prentice-Hall, 1982. 429 pp. paper $12.95 0-13-113068-4.

The regions of Canada are different in environment and culture, and have developed systems of education that reflect this diversity. In this book Martin, of Memorial University of Newfoundland, and Macdonnell, of the University of New Brunswick, have analysed successfully the commonalities and diversities that characterize elementary and secondary education in the provinces and regions of Canada.

The authors state that they have written the book to serve as a core text for courses in the sociology of education and as a supplementary text in courses on Canadian society and on the social foundations of education. This expressed intent should not deter anyone interested in our school systems from examining this scholarly work. Though it is intended to be of value primarily to those interested in comparison of provincial systems and trends in governmental policies and controls, it is the sort of book from which a reader might pick and choose items of particular interest, such as determining what the authors' research has found to be the probable effect on learning of integrating courses, or some rather surprising conclusions on the effects of school size and class size. Of interest also might be the references to the administrator in the school, interprovincial comparisons of expenditures per pupil, teacher qualification, the urban factor, student retention, trends in government support for education, or the changing approach to special education. Of general interest to school personnel is Chapter 5, "The Teacher in the School," with the discussion of role theory, teaching-learning situations, traditional classrooms vs. open-plan spaces, co-operative teaching, etc.

This book is organized so the reader can find material readily. Appendix "A" outlines the development of the sociology of education in U.S.A., Britain and Canada. Appendix "B" explains the theory of different sociological approaches. Appendix "C" reproduces section 93 of the BNA Act, upon which governmental powers in Canadian education were based. The book has an index by subject, and another by the names of authors of research papers referred to. A general index of 58 pages in small print lists alphabetically by author the reference material used to substantiate findings of educational research. Notes following the chapters elaborate on the relationships between the authors' conclusions and the work of other researchers. A summary following each chapter helps the reader to review the essential ideas formulated in detail in that chapter.

This second edition of *Canadian education, a sociological analysis* is intended to replace a first edition that was evidently published in the 1970s. In the preface to this second edition the authors explain that the revision was produced in response to an increasingly widespread interest in the ethnomethodology in the sociology of education. The three sociological perspectives used in the first edition are used to direct the presentation in this second edition.

I have one concern with regard to this revised edition. Methodology and educational organization have changed or at least been modified in a number of areas during the last decade. Is there not a possibility that this has affected the validity of conclusions reached through research in the early 1970s? Despite this slight doubt, *Canadian education, a sociological study* is a well-organized, thoroughly researched text well-suited to its purpose, and should be of interest to most Canadian educators.
— Roger Winter, Langley

SOFT DRINKS. THE HARD FACTS.

It's a fact that soft drinks are a part of the lifestyle of students. They should know what's in them. And so should you.

To give you and your students the opportunity to learn the hard facts about soft drinks, the Canadian Soft Drink Association has put together a booklet called, "The Facts About Soft Drinks". We are also producing an educational film about soft drinks (available in the Fall).

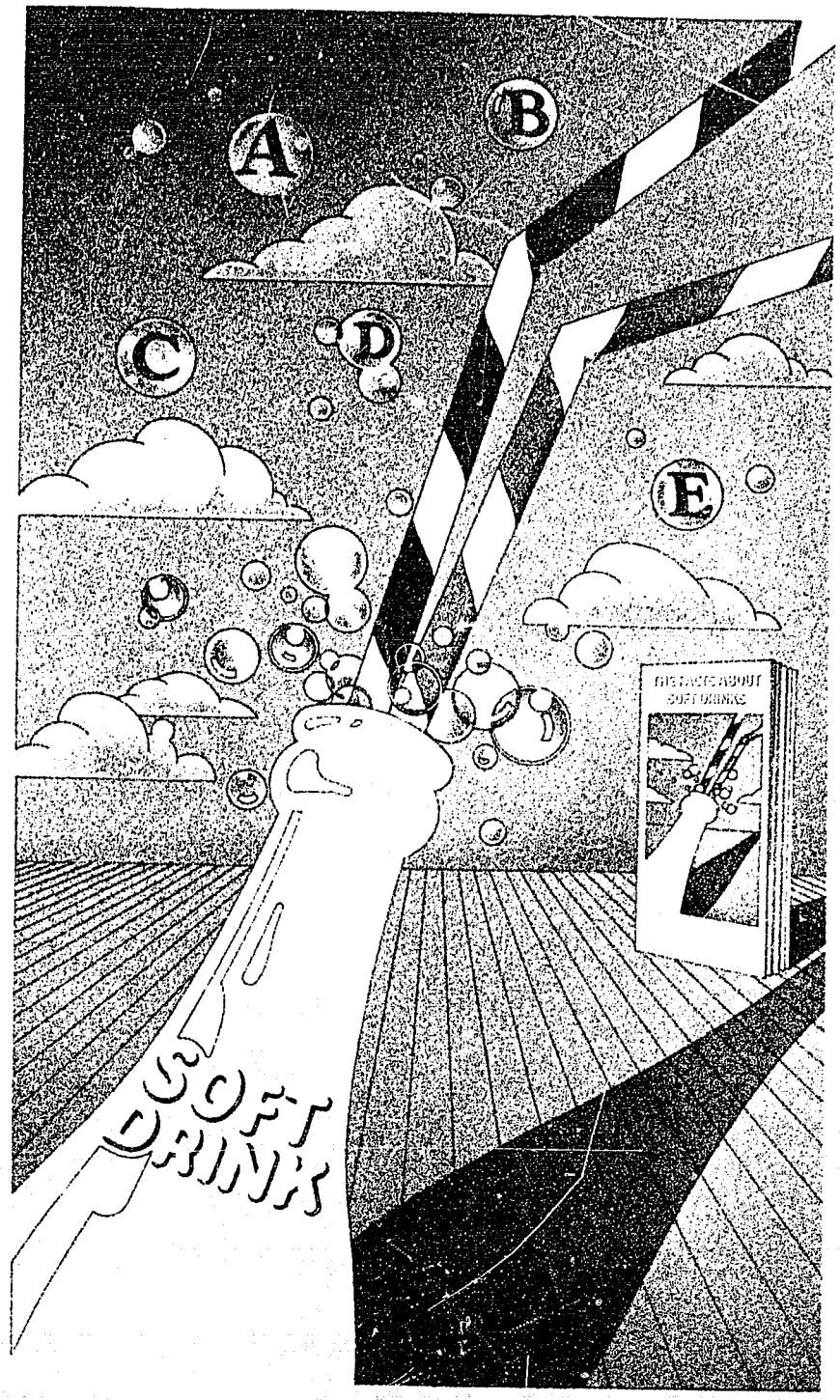
These materials do not suggest that soft drinks are a substitute for proper nutrition, they simply illustrate what your students should know about soft drinks: what they're made of, how they're produced, their history, their diet implications and other important facts ...and remind them that this refreshing taste treat--like any good thing--should be taken in moderation within the context of a well-balanced diet.

We also have available a poster and brochure on the proper care and handling of glass bottles.

The booklet, poster and brochure are free for the asking and if you are interested in the film, just drop us a line.

We'd like to give you the hard facts about soft drinks.

Canadian Soft Drink Association,
5th Floor,
443 University Avenue, Toronto,
Ontario M5G 1T8



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Ragsdale, Ronald G. *Evaluation of microcomputer courseware*, Toronto, OISE Press, 1983. 119 pp. paper $10.95 0-7744-5065-7.

Ragsdale presents an ambitious summation of the work of 88 researchers/educators in two areas, kinds of evaluation and courseware evaluation. It encompasses material published from 1963 to 1982, most of which is American in origin. It is basically a reference manual.

A wide range of divergent views and complex issues emerges, inherent in the evaluation process for courseware and instructional software.

Ragsdale's role is mainly one of coordinator, cataloguing into 12 chapters a comprehensive range of topics: present evaluation practices, design models, evaluation methodologies, summative versus formative evaluation, the future of courseware evaluation, an aspect that has received little attention, and the evaluation of side effects.

He does present some of his own recommendations: caution in selecting computer applications in education, need for multiple courseware development and evaluation by teams, greater emphasis on the awareness of side effects (unexpected consequences, positive or negative) and evaluation of same, evaluation based on student experience plus teacher judgment, and caution in accepting written evaluations, because the reviewer's context may differ greatly from your own.

A major drawback is small print, very difficult to read, due no doubt to the formative process described in the preface. Although the principles of evaluation he describes remain sound, the technology he quotes has already been superseded by superior programs and hardware in 1984.

— M. Unterberger, Lumby

COUNSELLING

Butler, Lenora F., *Releasing children from depression*, by Lenora Butler and Solveiga Miezitis. Toronto, OISE Press, 1980, 56 pp. paper $6.95 0-7744-0216-4 (Profiles in Practical Education 12).

Most teachers will recognize the need for a booklet such as this: a down-to-earth approach to the problem of "depressive" children in regular elementary classrooms. Not only does the booklet help to identify these unhappy children ("withdrawn, introverted, underachieving academically, unkempt, self-deprecating, poor in social skills, and with few friends"), it also presents practical suggestions for modifying their maladaptive behaviors.

I find it most refreshing that Butler and Miezitis respect the teacher's individuality. Rather than prescribing a "fool-proof recipe," they stress that each teacher should select strategies for "communicating positive regard" that suit his or her own experience, teaching style and personality. The easy cross-references from 24 typical maladaptive behaviors to 90 possible strategies make this a very useful guide for teachers, with or without the support of a colleague or consultant.

Although this book is intended specifically for elementary teachers and consultants, it would interest secondary teachers as well. Unfortunately, "depression" and "maladaptive behaviors" don't usually disappear magically as a student enters junior secondary school. Even if applied by only a few of the subject teachers, the suggested strategies would probably help many unhappy adolescents develop some much-needed self-esteem and social skills.

A quotation indicates how well theory and practice are integrated by the authors, making this thought-provoking reading for all who are interested in education.

"Constructs, then, are the ways we label and think about children's characteristics. For example, if a child's academic performance is poor, we can view the child according to any number of constructs: low ability or retardation, lack of prerequisite skills or experience, laziness, lack of interest, emotional block, etc. Depending on which constructs we employ, we would feel differently about the child and would perceive a different set of actions on our part as being relevant to bring about change. With growing experience, teachers develop a broad repertoire of constructs and are able to think more flexibly about a given child's potential for change. Learning to understand and respond to the needs of the depressive child is again to expand that repertoire."

— Brita Mündel, Summerland

HISTORY

Glickman, Yaakov. *The treatment of the Holocaust in Canadian history and social science textbooks*, by Yaakov Glickman and Alan Bardikoff. Downsview, League for Human Rights of B'nai Brith, 1982. 101 pp. paper no price 0-9691094-0-7. Order from League for Human Rights, 15 Howe St., Downsview, Ont. M3H 4Y8.

Filming at Dachau for the forthcoming television series "Heritage," Abba Eban said, "The Holocaust has often been described, but not explained." In *The treatment of the Holocaust*..., two researchers, associated respectively with the University of Toronto and the Ontario Institute for Studies in Education — neighbors across that city's Bloor Street — analyze the accounts given of this aspect of the Nazi regime and of World War II in texts in use across Canada. The findings of Yaakov Glickman and Alan Bardikoff are that the topic is resoundingly underrepresented in our schoolbooks: "Seventy-two history and social science textbooks authorized for use in Canada's secondary schools were found, on balance, to have offered inadequate treatment of the subject matter."

This verdict is supported by apparently irreproachable and unassailable methods of investigation; the resultant 100-page compilation is an eloquent understatement of the number of people it kept busy and of the significance of its topic. Every aspect of the report inspires confidence in its conclusion and assures us that Glickman and Bardikoff brought to their task two minds highly trained in statistical methods. They weigh their historians and find them wanting with remorseless precision. Applying a searching scientific method to their material, they show beyond a shadow of doubt that social studies that are not scientific can have no claim on our attention.

While applauding the research design, however, I find myself annoyed by occasional flaws in the text — obvious errors of spelling, grammar or syntax occur six times or more.

To pursue Abba Eban's distinction, this also is description, not explanation: *Treatment* describes the extant quantity and quality of Holocaust teaching from Ralph Allen *(Ordeal by fire: Canada 1910-1945)* to Gerald Willows *(Canada: colony to centennial)*. No one else seems to have done any better: "About fifty per cent of the American or Canadian texts either did not have a single line on the Holocaust or dismissed the subject with roughly a single paragraph" — a rough dismissal indeed, given that justice would require a coverage of at least three pages.

The researchers' method was essentially to compare all accounts with a model account — their four-and-a-half-page Appendix A: "The Holocaust: the murder of six million Jews in Europe during World War II." The asterisk by this title that should guide us to its author apparently lacks the promised footnote, but the article certainly seems to justify the description, "an optimal statement against which the texts under consideration were evaluated."

The five critical criteria that were presumably satisfied by the four-and-a-half-page model were validity, concreteness, unity, balance, and comprehensiveness. A statement such as "During the war Jews were incarcerated in concentration camps and later exterminated by Hitler and the Gestapo" would have satisfied, more or less, only the requirements for validity and concreteness. The eight-member panel, whose rulings on the seventy-two texts afforded Glickman and Bardikoff their data for the study, gave more weight to considerations

of unity, comprehensiveness, and especially balance. These three requirements could be satisfied only by detailed and judicious discussion recognizing the private war against the Jews as an essential and integral part of World War II. Taken together, the five criteria pointed toward the greatest weakness in current accounts of what has come to be called, dramatically, "The Holocaust": a lack of historicity that substitutes the "Hitler and his henchmen" view for evaluation of a complex social context, and settles for inexplicable aberration when it should explore causality.

Appendix A, then, with its forthright title, was evidently a key part of the proceedings and is the book's best hope of achieving its objectives: to effect changes in curricula and to stress to the general public that this particularly vital lesson of history is apt to be repeated until it is learned. The authors concede that in actual classrooms the limitations of inadequate texts may be corrected by well-informed and conscientious teachers. If the book levels blame for the present inadequacies, it is not directed at teachers, at students, or even at historians, but at the small group who select and approve and purchase school texts, and at the more in the middle distance, the structure of domination and power relations that our schools embody — an elusive antagonist indeed.

As Canadians and as teachers, we contend more than most people with the subtle strengths of racial prejudice and should feel more than most the plight of all minority groups. On their title page, Glickman and Bardikoff join hands across the centuries with Edmund Burke: "The only thing necessary for the triumph of evil is for good men to do nothing." As students of history, we are uncertain that justice is ever fully done or that truth ever finally triumphs. History is normally written from a national perspective, and Israel, emerging triumphant from the flames of persecution and the shibboleth of race, is now herself a nation actuated by nationalistic fervor. The generation that brought the Holocaust to the light of day may hope to transcend it.
— A. Allingham, Vancouver

SCIENCE

Kitcher, Philip. *Abusing science: the case against creationism*. Cambridge, Mass. MIT Press, 1983. 213 pp. paper $6.95 0-262-61037-X.

Philip Kitcher is a philosopher of science at the University of Vermont who has undertaken to examine seriously the claims of creationist "science," against which the book is intended as a defence. Therefore it is also an exposition of the nature and methods of science, true science, concerning which any of us cannot be too clear. He begins by outlining the creationist crusade, which he fears will wreak havoc upon science education and ultimately upon science. "Bowdlerized biology would not be the end of the matter ... the geological timescale would have to go ... parts of astromony... (chemical) formation of biological molecules ... radioactive decay rates."

The first chapter introduces us to evolutionary theory, so that we can be quite clear what it is, or is not. Although the writing is clear, often humorous, easily informative, the book requires careful reading. Lamarkian and Darwinian evolution, Mendelian inheritance, meiosis, pleiotropic genes, mutant alleles, recombinant chromosomes, molecular biology and mathematical population genetics are all in Chapter 1. One feels the need to read some biology, to learn, for example, a theory that "mutations in regulatory genes might produce large effects by altering the timing of developmental events... (to) produce organisms with a different form from that of the parents."

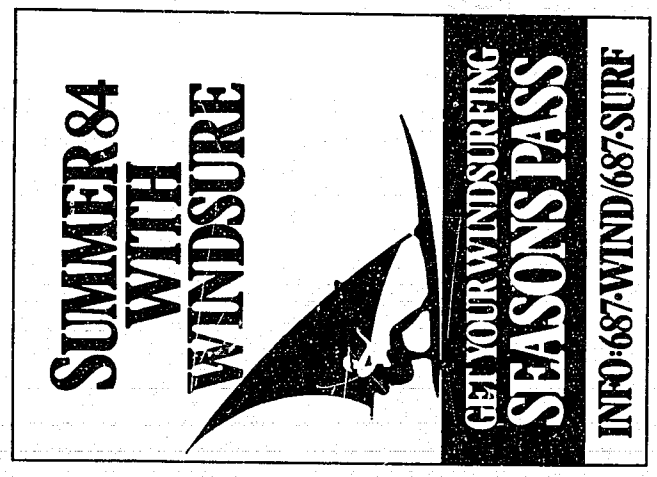
Chapters 2 to 5 contain the body of the argument. Chapters 2 and 3 show how creationists misunderstand and mistake scientific criteria, and how evolutionary theory meets the criteria for a scientific theory in general and in many specifics.

Chapter 2 makes it clear that science is not a body of demonstrated truths; indeed, its chief hallmark is fallibility. Nevertheless good theories are supported by, or can be destroyed by, observed data. Good theories, thus, are "falsifiable" as well as predictive. The characteristics of successful science are independent testability for auxiliary hypotheses, unification, or applying a few problem-solving strategies to many classes of cases, and fecundity, or opening up new lines of investigation. Kitcher shows how evolutionary theory meets these criteria. Creationism does not. Nor do creationists understand that these criteria make good science. A brief course in deductive logic ends with the startling statement that "naive falsification" can be used to show that *any* science is not a science. Hence for creationists to single out evolutionary theory for this charge is irrelevant.

Chapter 3 continues with more specific arguments. For example, evolutionary theory is not a "principle of natural selection"; again, evolutionary theory is not a game of fantasizing without rules; every specific instance can be subjected to independent checks — mathematical, geological, geographical, meteorological, anatomical, biochemical. Kitcher demolishes the charge of pan-evolutionism, and the charge of discontinuity of living forms, and the charge of progressivism, by showing that these are no part of evolutionary theory. To sum up, then — although it is extraordinarily difficult to summarize arguments that take whole chapters to present — by careful logic, analogy and example, Kitcher shows the arguments of the creationists to be either arguments against *all* science and/or simply bad arguments.

Creationists, though, continually appeal to bits of other sciences to condemn evolutionary theory. In Chapter 4, Kitcher takes up the "scientific" points made by creationists and refutes them carefully in detail: the appeal to the (admittedly) incomplete fossil record; the appeal to the (only apparent) random occurrence of mutations; the allegedly too brief age of the earth; the misapplication of the law of thermodynamics.

In Chapter 6 Kitcher tries to find some value or positive use in creationism as a "scientific" theory. He takes the statements



of the chief creationists by name, points out the flaws and carefully demolishes each. Kitcher thus deals with the plea for "equal time for equally good theories" by showing that creationism is not at all a good theory. One interesting fallacy in this chapter is the assumption that evolution rests on the "proof" of a fossil record from simple to complex. Evolutionary theory rests on its ability to account for a vast diversity of organisms and relationships, *not* on a straightforward progression. Similar arguments about animal distribution, about "basic kinds" of animals, about the dating of rocks, each show very fuzzy, almost meaningless statements full of loopholes by the leading creationists. The chapter ends in a flat statement that "Creationist 'science' is spurious. To treat it as a science we would have to overlook its intolerable vagueness ... abandon large parts of well-established sciences ... trade careful technical procedures for blind guesses." The difficulty, as Kitcher points out, is that in high school science classes, "large parts of well-established sciences" and "careful technical procedures" are not well understood by students, and thus the creationist fallacies are difficult to disentangle.

Chapters 6 and 7 examine the educational, moralistic, religious and particularly political implications of the creationist crusade. Chapter 6 shows the various techniques by which creationists exploit tolerance without showing any. For instance, there are arguments among biologists concerning the mechanisms of evolution. Creationists take these as arguments against evolutionary theory itself. "For the creationists, misleading quotation has become a way of life." Creationism is seldom presented as a scientific theory on its own merits, but as an attempt to discredit evolutionary theory. Creationists are not at all sincere in asking for "equal time" or "balanced treatment"; what they want is evolution *out*, creationism *in*. Why? It might be a simple power struggle. (It is certainly that!) Also it is a real attempt to introduce religious dogma, a particular religious dogma, into America's "separated" schools. Chiefly it is a struggle for political power: "...removing evolutionary theory from the textbooks and the classroom would be an act of political censorship. Educators would be withholding an important scientific theory, with all the evidence on its side, simply because of political pressure exerted by opponents of that theory."

So far Kitcher has dealt with creationism as the science it claims to be. He has shown how far creationists are from understanding (or admitting that they understand) either evolutionary theory or science itself. Chapter 7, called "The Bully Pulpit," gets to the nub of the matter, concentrating on the claim that "evolution is the root of atheism, of communism, nazism, behaviorism, racism, economic imperialism, militarism, libertinism, anarchism, and all manner of anti-Christian systems of belief and practice (a Creationist quotation)." Indeed, evolution was devised by Satan himself (at the Tower of Babel). Finally, Kitcher refutes the old muddled claim that the scientific theory of biological evolution somehow *commends* human self-seeking, rapacity, and sexual promiscuity.

Underneath all the absurd arguments and special pleadings of the creationists I sense wishful thinking for "answers," the child's eternal "tell me" — not for learning nor understanding as the scientist seeks, just for answers, *definite* answers. Science, true science, takes much headwork, and is frequently inconclusive. A real problem of our world is the repeated attempt to make difficult things simple, to want simple answers to difficult, complicated questions. The creationists provide simple answers, or say they do, and are therefore very dangerous. Kitcher's book provides part of a defence. It is attractive because of its careful argument and clear thinking, and it will be useful where creationism is a challenge. The chapter bibliographies may also help. The only real defence is in the willingness of enough of us to think enough, to think clearly enough, about the nature of scientific understanding and the very different nature of ethical decisions.

— Grace E. Funk, Vernon ○

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Software for Apple II+ or IIe—The Teacher's Marksheet recommended by the B.C. Provincial Educational Media Centre at $39.95. Touchtype word processor with exam creation features is $100. Prices include backup disk. Lower case adapter chips $20. From the author, Harvey Brown, Box 825, Spirit River, Alberta T0H 3G0.

French software. A Sarnia, Ontario teacher has produced a large quantity of computer software for the PET and Commodore 64 for French as a first language, immersion and French as a second language. For a free brochure, write to Mr. Leonce Chiasson, 1226 Amsterdam Court, Sarnia, Ontario N7S 3X5.

EXCHANGE WANTED
New Zealand school guidance counsellor seeks an exchange of job and housing for 1985 (preferably Jan-Dec.). Vancouver Island or nearby. Write to M. Herrick, Te Aroha College, P.O. Box 218, Te Aroha, N.Z.

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If there are any school groups or teams interested in travelling to Japan that would like further information and assistance, please contact Doug Woodward, New Westminster Secondary School, 835 Eighth Street, New Westminster, BC V3M 3S9.

TEACHERS WANTED
Teaching opportunities in Northern Saskatchewan. The Northern Lights School Division #113 is accepting applications for the 1984-85 school year. Openings are anticipated at all grade levels K-12, and in the specialized areas of home economics, industrial arts and special education. Background in T.E.S.L. and cross-cultural education would be an asset. Schools range in size from isolated one room, multi-grade schools to modern Division IV High Schools. For more information and application forms contact: Kathie Tenold, Administrative Assistant, Northern Lights School Division #113, 3300-2nd Avenue, West, Prince Albert, Sask. S6V 5E9. Ph. (306) 922-1100.

TEACHING
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THE EDITOR COMMENTS

KEN AITCHISON

A Final Look Back

I hope Geoff Hargreaves and our readers will forgive me for usurping his page in this issue (Geoff's column is on page 158).

The reason is that this issue is my final one. With it I complete 22 years as editor of this magazine, and retire from BCTF service. Consequently, I'd like to have the last word this time, and hope you will bear with me for a few retrospective comments.

The BCTF's first publication was *The Educator of Canada*, which appeared in March 1919, just two years after the BCTF was formed. The publication was endorsed by a number of other civic and professional groups.

In the fall of 1921 the federation published the first issue of *The B.C. Teachers' Magazine*, "the official organ of the B.C. Teachers' Federation," and had its very own publication for the first time. In November 1921 the name was changed to *The B.C. Teacher*.

Interestingly, the name was suggested by an "outsider," Hugh Savage, at that time the owner and publisher of the *Cowichan Leader*. His suggestion was obviously a good one; the name has not changed for 63 years.

For many years the magazine tried to cover all matters of interest to teachers. In particular, it tried to cover both the professional aspects of teachers' work — that is, things that were happening in education — and BCTF matters. When I became editor of the magazine in 1962, I also inherited a small (6" x 9") *BCTF Newsletter*, which had been instituted in 1961 to supplement the magazine in providing information to teachers, particularly about BCTF matters.

Editing both publications, I soon became convinced that the magazine could not do an adequate job of covering all matters of interest to teachers, despite the fact that we published eight issues a year in those days. I felt that we should confine the magazine to professional matters and change the format of the *BCTF Newsletter* to a tabloid newspaper, and let that publication cover the union matters.

I was able to "sell" that idea, and produced two experimental issues of the newsletter in the tabloid format in the 1965-66 year. They were an instant success, and the newsletter became a tabloid in September 1966.

During the 1966-67 year I continued to edit both publications, but as a result of the newsletter's growing in importance and frequency of publication, I passed the tabloid to other hands in the fall of 1967. Editing the magazine continued to be one of my responsibilities.

Since that time we have tried to maintain the different emphases of the two publications. The *BCTF Newsletter* has concentrated on the union aspects of BCTF work; the magazine, on the professional aspects. The lines were never hard and fast, and from time to time the content of the two publications has overlapped somewhat. Editorial boards over the years agreed with the basic dichotomy, however, so the newsletter has been the union voice of the federation and the magazine the professional voice.

As I look back over 22 years of magazines, I take pride in the improvements over that time. Some of those were the result, of course, of changes in printing technology, but I'm immodest enough to think that I had much to do with many of the improvements too. Producing the magazine has been a constant challenge, one I've enjoyed. I can only hope that my efforts have been, in the opinion of our readers, worth while.

I leave the editor's desk as firmly convinced as ever that the BCTF needs a publication to serve as its professional voice. Looking to the future, I can see that some day that voice may become some kind of an electronic one. However, despite the mind-boggling advances that have been made already in electronic communication, I confess that I still love the world of print, and its ability to let a reader savor at length the beauties of our infinitely wonderful English language.

My hope is that, in whatever form, the magazine will continue to play an important role in the development of education in our province. A look through the issues of the last 22 years reveals that, time after time, the magazine has been in the forefront of change in education, and I trust it will continue to be.

To all our readers I express sincere gratitude for your support in the past, and extend the very best of good wishes for the future. Despite the bleak outlook for education in the immediate future, I hope that teachers, the BCTF, the public school system and this magazine will all prosper in the years ahead.○

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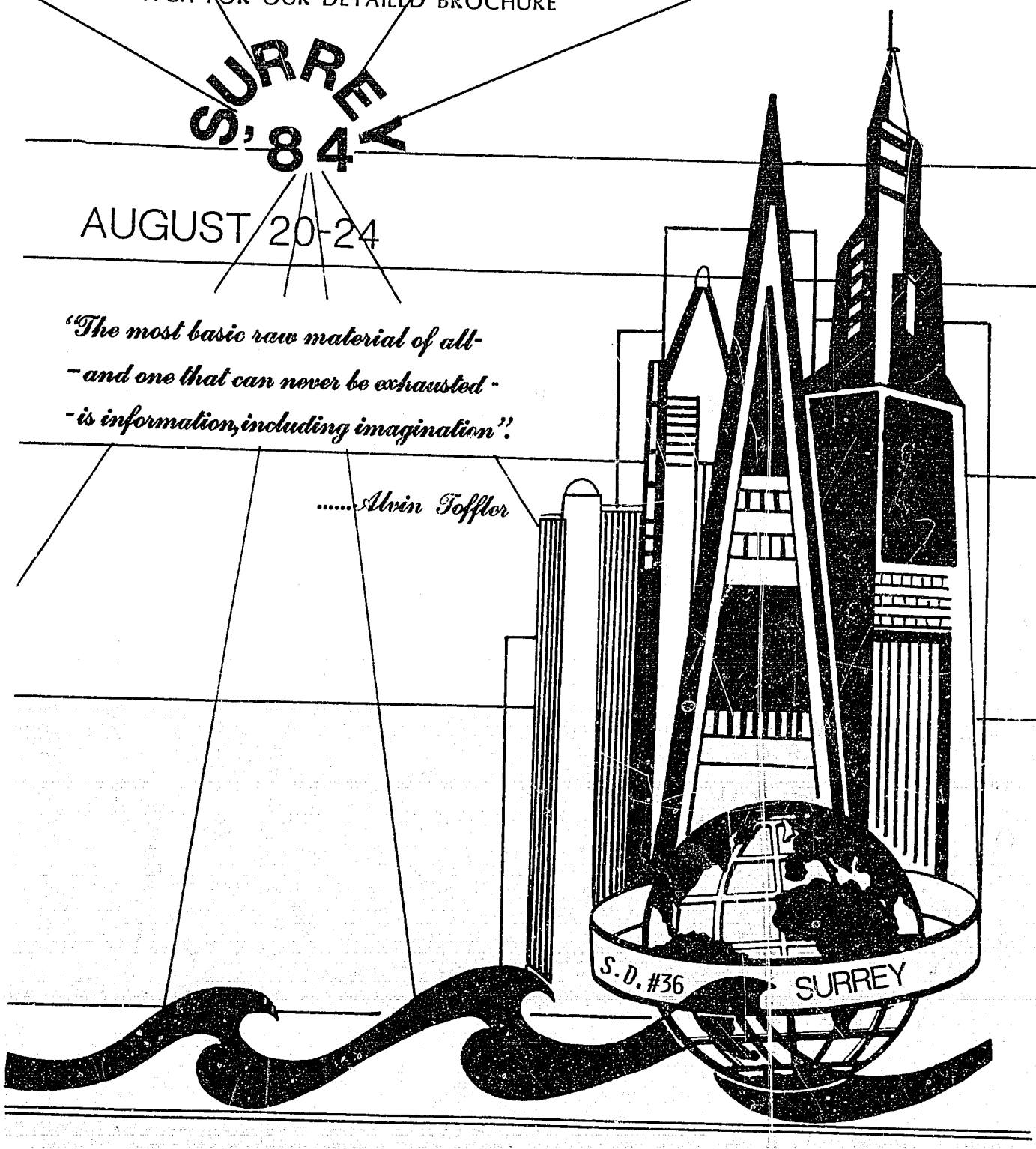
WATCH FOR OUR DETAILED BROCHURE

SURREY '84

AUGUST 20-24

"The most basic raw material of all-
-and one that can never be exhausted -
-is information, including imagination".

.....Alvin Toffler



SUMMER ENSEMBLE