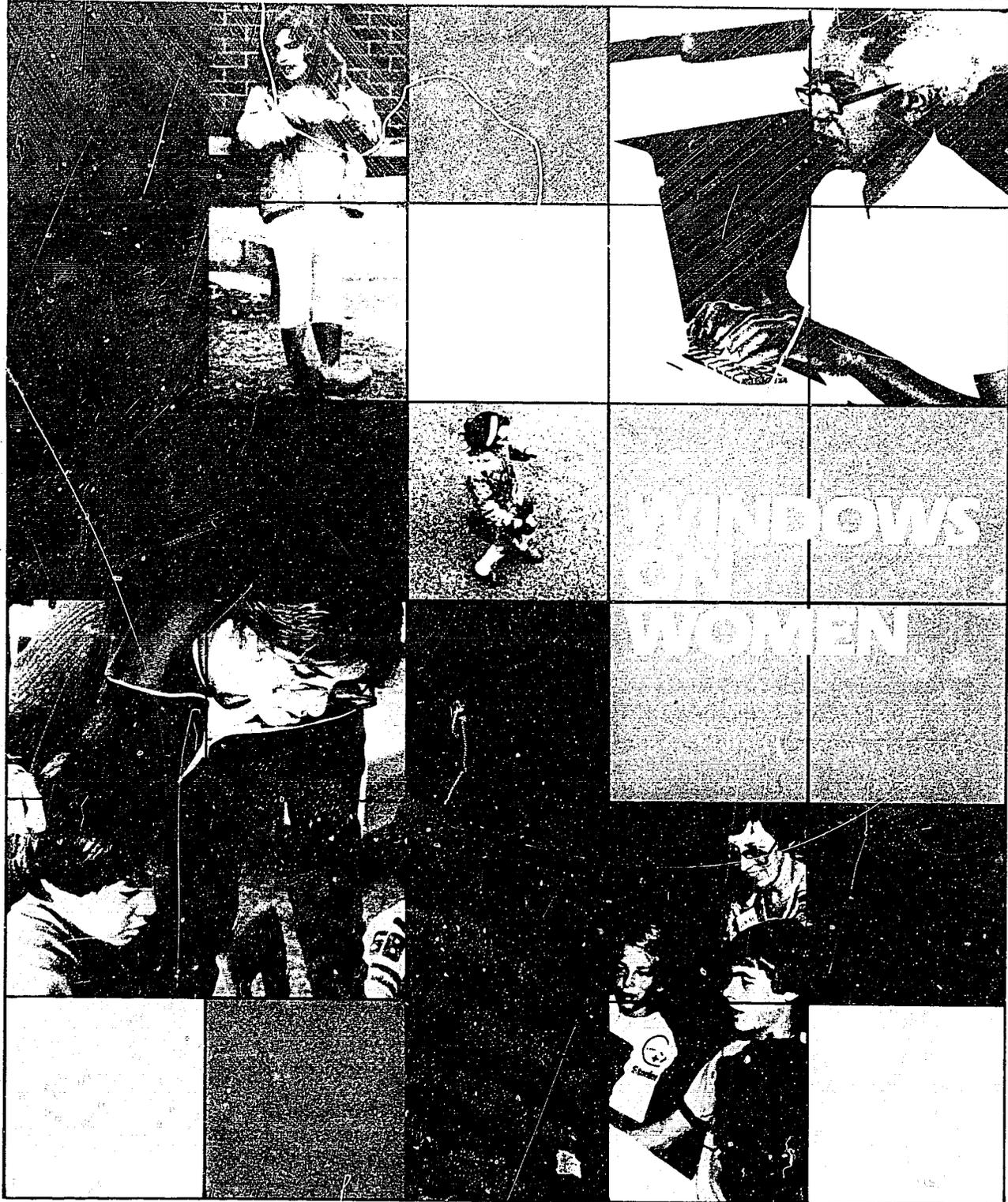


# the **B.C. Teacher**

October/November, 1984 Volume 64 Number 1



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# Inside Insights



Fifteen years have passed.

It was 1969, the tail-end of the '60s, that marked the small but powerful awakening of this province to the concerns of women in education.

In this issue of *The B.C. Teacher*, the five women who have been the BCTF Status of Women Co-ordinator during that period recall their stories on the issues tackled and the gains attained. Their mission has been reaffirmed so often it has almost become caramelized — "equality for women, fair treatment for women."

At superficial glance, progress is hard to measure. One has to dig deeper to view the social changes that have taken root in schools, classrooms, and meetings, to truly measure the influence of the women concerned with their place and the fate of female children in the school system.

Schools as the bastions of traditional values have thawed their sexual stereotypes slowly or not at all. When you look at Underwood's article on a contemporary Grade 10 computer studies class, you see girls electing not to attend beyond the first course. On the other hand, as Appleby states, co-educational PE is taking hold because female teachers have initiated a "different sort of PE curriculum" for all students.

Yet when you read Church's historical account of early BCTF leaders of the feminine gender and zoom in on the modern messages of Murphy, Brown, Sigurjonsson, and Morrison, you know that something indeed has changed.

The mood is different. Women have established a presence, not like some rare exotic creature that has been selected for its beauty, but rather as a contributing force in both the political and professional arenas. The statistics may refute this, as Jacobson outlines. There are fewer women in teaching, and still a low number in administration. But what meaning lies beneath the numbers?

Women today are visible and influential in joining with their male counterparts to fight the social issues of the day — the technological race, human rights and dignity, and nuclear disarmament.

The continual challenge facing women is to put aside the tiny trappings of the early days. It is in the realm of these BIG social and human concerns that the future impact, voice, and spirit of women will be measured.

*Nancy M. Flodin*

(Nancy Flodin is the new editor of THE B.C. TEACHER, and formerly a BCTF professional development staff person and Burnaby teacher.)

## PUBLICATION SCHEDULE CHANGED

*The B.C. Teacher* is published four times a year on a revised schedule, in the middle of October, January, March and May.

Advertising copy is received up to the 20th of August and October; and the 11th of January and March.

## SPECIAL THEME ISSUE — May 1985 — YOUNG WRITERS IN OUR SCHOOLS

The final issue of the year is to be devoted to writing. Student writing on issues vital to them will be published in the magazine.

Watch for further information on how to get your students involved. Interested teachers should contact Judith Turner, Chairperson of the Editorial Board (746-4435) or Nancy Flodin (editor).

Articles contained herein reflect the view of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation.

*The B.C. Teacher* is indexed in the Canadian Education Index.

Back issues of *The B.C. Teacher* are available in microfilm from Micromedia Limited, Box 34, Station S, Toronto, Canada M5M 4L6.

Manuscripts (no payment) are welcomed. Topics should interest a wide range of teacher readers. Manuscripts should be up to 2500 words long, preferably typed and double spaced. Writing style should be informal. Avoid footnotes and references.

Notice of change of address stating both old and new addresses should reach the editorial office at least one month before publication.

Annual Subscription \$6.00.

Printed in Canada by Mitchell Press Limited

## PHOTO CREDITS

BCTF Archives — pp. cover, 11, 13 (right), 15, 29; Carol Gordon — pp. 12, 13 (centre); Pearl Roberts — p. 14; Peggi Hall — p. 16; Marian Dodds — p. 17; Jim Appleby (Vancouver School Board) — pp. 18, 19; *The B.C. Teacher*, 1927-28 and 1933-34 — p. 23; Clive Cocking — pp. 6, 25 (left); Rosemary Brown — p. 24; Nancy Morrison — p. 25 (middle); Kay Sigurjonsson — p. 25 (right); Esmond Choueke — p. 26; Barry Underwood — pp. 30, 31; Josh Berson — p. 36, cover; Burnaby School Board — cover.

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# The Illusion of the Female Majority

ELAINE JACOBSON

Statistics on the percentage of female teachers relative to the total number of teachers in B.C. are misleading. Statistics show that 54% of B.C.'s teachers are female and that this figure has been relatively stable over the past decade. The *reality* is that women's participation in public school education is declining. Some of the factors responsible for the decline are as follows:

## **Increase in Part-Time Teaching**

- Between 1973 and 1983, the number of part-time teachers increased from 3.9% to 11.1% of the teaching force.
- Between 1973 and 1983, the number of women who teach part-time increased from 7% to 19% of women in teaching.
- Ninety-two per cent of all part-time teachers are women.

## **Non-Renewal of Temporary Contracts**

- With an estimated 1500 teaching positions lost in 1983-84, teachers on temporary appointment suffered the greatest job loss.
- Very few temporary-contract teachers have any seniority or recall rights.
- Approximately two-thirds of teachers on temporary contracts are women.

## **Low Seniority of Women---Layoffs from Continuing Appointments Affect Women More**

- Interrupting careers for childcare seriously affects women in districts that count continuous rather than total service in seniority agreements.
- In 1983, median years of tenure (all experience with present school board, not necessarily continuous) is seven years for women, nine years for men.
- Prorating part-time work moves part-time teachers down the seniority list.
- A low percentage of administrative positions, positions protected directly or indirectly from layoff, are held by women (13%).

## **Less Opportunity for Work as Substitute Teachers**

- The number of substitutes available has increased because of layoffs and non-renewal of contracts.
- Hiring substitutes is restricted in some districts.
- Most substitute teachers are women.

Elaine Jacobson is a staff person in the BCTF Bargaining Division and formerly a teacher in Smithers.



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# Readers Write

## GOBLE'S VISION

While on study leave here in California, I have thoroughly appreciated being able to stay in touch with events and thinking in B.C. education through the *BCTF Newsletter* and *The B.C. Teacher*. But I thought that Norman Goble's cover story for the last B.C. Teacher was so misguided that I had to respond ("Schools Should Be Preparing Students for Leisure, Not Employment," March-April 1984). It might have been appropriately entitled, "Let Them Eat Cake." While Goble eschewed the study of history as relevant to the solution of current problems, I imagined the breadlines of the '30s, and I wondered how Goble's ideas would wash with the unemployed.

I agree with Goble that a program of narrowly conceived vocational training fails to deal with the most basic social problems we face today. But vocational training and "leisure training" have much in common: they both aim to prepare the individual student to cope with society as a fixed entity. Neither, as a pedagogical approach, sees the student as a significant social actor, who will act collectively with other adults to help shape the society. They both accept society — even a society undergoing fundamental change — as a given, as an entity beyond the people who compose it.

The most basic problems our students will have to face stem from a crisis in social, political and economic organization. To solve those problems, students will have to co-operate, to take responsibility, to communicate clearly and to have sharp, disciplined critical thinking skills and a strong sense of values and to have a sense of their own society, its history, and the history of the world. They will need these skills, not for camping trips and dinner-party conversations, not for enriching an unemployed "lifestyle," but for taking active part in remaking a society in crisis.

In the end, of course, Goble's vision is obviously unrealistic. Where are all those sailboats going to come from? Who is going to be able to buy them? The few who have had them in the past, will continue to afford them (and they never

## SUPERVISION

Inclined upon the upright metal post leaning; immeasurably bored  
I perform my Golgotha . . . the grind of duty in the halls.  
Half dazed, half indolent, I ponder . . . the bitter gall of toil.  
In the labyrinthine ways of Kelly Road, I survey the notices and the walls:

"Visitors report to the office," I've read a dozen times already.

Oh God how frustrating amid the bleating screams of tape-decks-stars crying  
to the "beleaguered devil of their fancies" — for naught!  
No one listens, all are numbed by the torpid sound,  
The banging entrance doors; the thumping old gym  
Door, the tramp of feet . . .  
Grind out their cacophonous arias of defeat.

The multitude glides by in hoops and loops with  
Bright faces, black faces, dull faces and innocent  
Faces . . . glowing with life.

They parade; T-shirted their emblazoned  
Chests announce: "The Who," the Union Jack.  
"Labatts Blue," the Power of Yamaha, ski  
Resorts and sunshine haunts of far off Maui.

Places to dream of . . . before Toffler's reality  
Resounds and leaves them sputtering in their  
Swounds upon the strand.

The bells shriek out — more noise!  
Humanity mutely heeds their chilling call  
And amble off like cattle through the mire  
To their respective tracts.

Vince Rabbitte,  
Prince George

needed the public school to teach them how to sail). But it is doubtful that the government will be providing yachts to the others, when it is cutting back on basic social services.

If we accept the prospect of massive unemployment under our current system of social organization, the rewarding lives Goble hopes for our students rest on fundamental social, economic, and political reorganization in which they must take part. And such reorganization is not going to come about by enhancing the "lifestyle" of the unemployed through "leisure training" in the schools.

Peter Seixas,  
Los Angeles, California  
(and Vancouver)

## HONESTY PREFERRED

Crawford Kilian (What Does It Take To Be a Foreign Expert?) should be encouraged to submit more articles for *The B.C. Teacher*. I imagine you will receive many letters from outraged friends of the Peoples' Republic whose politics and memories of guided tours blind them to the reality of China, but I prefer first-hand experience and honesty any day.

T. W. Morley,  
Kitimat

### TEACHING FOR LEISURE

I'm a dreamer, a political activist, and religious. Please excuse my abruptness, but I believe I'm also a realist.

I'm commenting chiefly about the theme of your March-April 1984 issue, "Teach for leisure not employment."

I'm much concerned for my children if their educators are so lacking in historical perspective and vision.

We could have full employment for a hundred years and still have improvements to make in our stewardship of the planet.

Sure, computers can do wonderful things. What's a brain and hands and arms? We haven't even begun to scratch the surface of our true potential, and education is the key to releasing that potential.

What about space? Our grandchildren will be needing that frontier. Our work will certainly change, but can we honestly believe we'll have nothing to do in the foreseeable future? I doubt it. Please don't poison my children with such nonsense.

Robert Higgin,  
Powell River

### READERS WRITE

Letters to the editor must be signed and bear the address of the writer. Letters may be edited for brevity, clarity, legality, and taste.

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Campbell River	CSED 317	1.5	Microcomputer Programming II
Chilliwack	CNPS 427	1.5	Guidance: Planning and Decision-Making
Chilliwack	CSED 317	1.5	Microcomputer Programming II
Dawson Creek	CSED 317	1.5	Microcomputer Programming II
Nanaimo	EDPS 434	1.5	Precision Teaching and Behaviour Mgt.
Port Hardy	SPED 408	1.5	Programming for the Gifted and Creative
Prince George	EDPS 461	1.5	Educational Diagnosis and Remedial Instruction
Prince George	LIBE 381	1.5	The Library in the School
Prince Rupert	SPED 343	1.5	Materials in Special Education
Salmon Arm	SPED 313	1.5	Introduction to Teaching the Gifted and Creative
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# TAKING STOCK

of the quest  
for equality and  
fair treatment  
for women  
in education

Five women who have been Status of Women Coordinators take a reflective look at the BCTF's efforts on behalf of women in education.



*The second BCTF Task Force on the Status of Women was formed in the Spring, 1972 and reported to the 1973 AGM. Here the Task Force meets with the BCTF Executive Committee on proposed AGM recommendations. Clockwise: Gary Onstad (second vice-president), Bill Allester (staff), Task Force members—Linda Shuto, Gale Tyler (Neuberger), Julia Goulden, Dorothy Glass—and Adam Robertson (BCTF president).*

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## 1969-75

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If you're not  
getting enough  
flack you're  
not doing your  
job properly

LINDA SHUTO

The BCTF Status of Women Program sprang from the concerns raised in the 1969-1970 Royal Commission on the Status of Women and its implications for the B.C. school system. The persistence of proponents calling themselves Women in Teaching led to the formation

of the first BCTF Task Force on the Status of Women the next year.

Charged with exploring the many differences of opinion concerning sex discrimination in the school system, the two males and three females on the task force reported to the Executive Committee in June 1971. I presented a minority report. It was this lone report that was listened to, was acted upon, and became the genesis for a new, second task force in the spring of 1972.

The task force of four women (Dorothy Glass, Gale Neuberger (Tyler), Julia Goulden, and me) again addressed the issues of sex discrimination, and by January 1973, shaped 46 recommendations, five out of seven of which successfully passed at the 1973 Annual General Meeting. Perhaps the most consequential decision that AGM was to hire a full-time co-ordinator for the program. I was appointed to that position in September 1973.

Mine was not a warm, comfortable initiation. With fresh memories of the taunting, jeering, and joking that greeted the AGM recommendations, the task force determined that the first objective was to raise the consciousness of teachers and to establish a high-profile program that would engender credibility and support. The membership as a whole was not behind the program.

We met with the minister of education, the deans of education at the three universities, the director of the Human Rights Act, the B.C. School Trustees Association, the BCTF Professional Development Committee, the PSA Council, and numerous community and women's groups. When we held a major conference on sex discrimination, open to teachers and the public, we had to limit registration to 500.

### THE FIRST YEAR

The times were with us. Preparations for "1975, International Year of Women," were under way. Women's programs and groups were blossoming everywhere. Media attention was high.

Among the teachers, acceptance of the program was slower. We met with 41 local associations in the first year and established S/W contact people in 72 locals.

A relatively small number of people were enthusiastic and determined to promote and support the program. In local association meetings, however, the atmosphere ranged from sceptical curiosity to outright hostility.

It was necessary to quell fears and myths about Women's Lib as man-haters and bra-burners. I used an historical

approach to demonstrate ridiculous, now humorous, attitudes toward women. Teachers were amused when reminded of the laws of Canada that prevented three classes of people from voting: "criminals, lunatics and women." As well, most teachers were unaware of the sober facts about women's present economic status and were unconscious of their own stereotyped treatment of girls in the education system.

Although a few locals were unmoved, the large majority of teachers began to see the need for the federation to have undertaken this program to challenge the societal conditions affecting the potential of females.

We were ecstatic about our successes. Minister of Education Eileen Dailly was so supportive, she established the Provincial Advisory Committee on Sex Discrimination and hired Reva Dexter as a full-time staff person. After one year, we felt satisfied that we had accomplished our goal of creating a high-profile, credible program.

### NETWORKING: YEAR TWO

Our first priority for year two was establishment of local contacts and committees. We knew the program could wither without a strong base at the local level.

We held the first local contacts' conference in the fall of 1974. All but eight locals were represented, and spirits were high. We developed and presented the contacts' kit, a fundamental tool for establishing a local committee and guiding its work. Priorities included in-service for members, briefs to school boards, and inclusion of S/W contacts on local executives.

The network grew. The contacts undertook a phenomenal amount of work under very difficult conditions. The more difficulties we encountered, the more tenacious we became. Our missionary zeal could not be dampened.

Our second priority for year two was integration of the program. We believed all divisions of the federation should address women's issues, for it was impossible for us to undertake learning conditions, agreements, and professional development matters relating to women without the support of colleagues working in those areas. Little did we know that this would be the forerunner of many umbrella motions attempting to eliminate or weaken the program by integrating it with existing BCTF programs.

My two years as a status of women co-ordinator were probably the most exciting of my working life. We were on



*In 1974, public attention was focussed on women's issues. A major BCTF conference on sex discrimination had to be limited to 500 participants. Many were turned away.*

the cutting edge of a new era, and nothing seemed impossible. We believed teachers' hearing about the plight of women would change the education system and ultimately society. Our naivete abounded, but so did our energy and commitment to a cause that was both personal and political.

A decade later, as I see the issues we struggled with unresolved, I am sometimes angry and sad, but I am proud of the strength of the program. It could have been a spark that quickly died, or it could have been an elitist stepping stone for women seeking administrative positions for themselves, but it has remained a grassroots network that has raised the consciousness of many teachers regarding the importance of social responsibility within the BCTF.

Linda Shuto is a teacher at Stride Avenue Community School in Burnaby having recently completed a three-year term as a BCTF staff person in the Professional Development and Bargaining divisions.



# 1975-76

## Challenge '76: Sexism in Education

### NORA GROVE

Initiated as a contact person for Vancouver Elementary School Teachers' Association, then as a member of the provincial task force, in July 1975 I found myself co-ordinator of the program. I recall a whirlwind of activities: racing to and from airports, doing workshops,

making speeches and presentations to all kinds of groups, appearing on hotline radio shows, organizing conferences, creating budgets, writing reports, corresponding, and meeting, meeting, meeting.

Within a context rich in monies and moral support for women's issues, the task force succeeded in:

- Acquiring \$15,000 from the Secretary of State to initiate a program to work directly with secondary students in Penitction and East Vancouver to increase their awareness of sex-role stereotyping in schools and society. Much of the non-sexist curriculum materials that we had developed were used successfully in those schools.

- Working with the Canada Studies Foundation on a \$92,000 program to develop non-sexist curriculum materials to be used in schools throughout Canada.

- Initiating the first national conference on status of women sponsored by the Canadian Teachers' Federation in Ottawa. It was entitled "Challenge '76: Sexism in Education." The outcome of this conference was to promote the establishment of status of women committees in almost every provincial teachers' organization of the country.

- Acquiring Department of Education funds to hire five students on a special project to develop curriculum and workshop materials. The excellent booklet "Sexism in Schools and Society" was the product of this endeavor.

- Getting the Department of Education to approve the Women's Studies course.

Despite the excitement and hoopla of International Women's Year, the task force continued to emphasize the importance of building and maintaining effective Status of Women Committees at the local level. To this end, we travelled throughout the province, providing whatever skills, knowledge, and support we could to the local contacts. The annual contacts' conferences increased our confidence and competence as we struggled to eliminate sexist practices from the public school system.

The task force's recommendations to the 1975 and 1976 AGMs were controversial. The B.C. Federation of Schools Athletic Association opposed our proposal that "all courses, programs, activities and clubs sponsored by schools be open to all students, regardless of sex."

Our recommendation "to promote and foster, through *integrated* physical activity programs, the acquisition by all students of life-time physical fitness skills," generated much debate in meetings throughout the province.

All the recommendations were approved by the membership. The task force had, however, withdrawn a motion that opposed any public school athletic program that restricted the participation of any student and a motion that opposed government funding of such a program.

Another issue that created a tempest at the '76 AGM was the task force's printing and distributing a questionnaire for contact people to use to determine candidates' positions on status-of-women issues. The political nature of this activity one member seriously questioned and, as a consequence, the BCTF Executive Committee spent several hours on the matter. Since that time, at the outset of every AGM, a meeting with the S/W Committee, S/W contacts, and other interested delegates is held to clarify relevant issues.



Nora Grove (sitting) and Linda Shuto lead one of the numerous meetings held in the early years of the Status of Women program.

Nora Grove is a counsellor in the Vancouver school system having recently completed a two-year term as a faculty associate in Simon Fraser University's Professional Development Program.

# 1976-79

## Pages from Her Story

PEARL ROBERTS



From a firm base, Pearl Roberts helped move the Status of Women program into new areas. A secondary school conference; a workshop on 'Stress and the Primary Teacher'; and women and bargaining became new paths to progress.

October 22, 1976

Spent the day at the Vancouver Teacher Centre—my first contacts' conference as status of women co-ordinator. Nora introduced me as the new staff person. She's so confident in front of a group! Linda delivered a brilliant speech on the oppressiveness of hierarchy—Can women resist the temptation to abuse power?

*How am I going to follow in the footsteps of these two women?*

November 17, 1976

The Women's Studies Guide is off the press! Now students can learn about *our* contributions to history, the arts, and the economy. Wish I'd had more role models as a girl. I might have been a scientist or a lawyer or a television producer . . .

January 30, 1977

Toronto—bitterly cold. Spoke about our program to a CTF conference. We are years ahead in British Columbia. Heated debate between Quebec feminists (beautifully groomed and politically radical) and their more conservative Ontario sisters. Same question: Do we fight our way *into* the power structure, or do we fight against it?

Never thought I'd go from a Grade 2 to a national audience in three months.

March 26, 1977

The Status of Women Task Force has become a BCTF committee! The Executive Committee passed our recommendation. Now we can concentrate on our long-term goals.

March 29, 1977

The AGM approved *all* our recommendations. Child care was accepted as a legitimate expense on BCTF business. We need to make it easier for women to participate in the organization. Fifty-four per cent of members are female, but only 17% of local presidents are women. Hardly representation by population.

May 13, 1977

Lynda Coplin and I spent 10 days giving a status of women workshop in the Kootenays. We had great success: 35 teachers came to our workshop in Trail; 23 in Invermere (There are only 87 teachers in the district!). Had borscht in Grand Forks, a barbecue in Creston; greeted a herd of elk on the road to Nelson. What beautiful country.

August 11, 1977

Spoke to the Agreements Summer Conference about the need for women to

become involved in bargaining. Pension reform, parenthood leave, and protection for part-time teachers are crucial.

I'm worried about declining enrolment. Seventy-two per cent of unemployed teachers are female.

October 4, 1977

Burns Lake. My 29th birthday. Spent the evening in a pub with two other feminists. Women in the North have a terrible struggle—*isolation*, rampant old-time chauvinism, and cultural deprivation. For those who love the land, the challenge and rewards are there—like Bobbie Ford, who built her own log house in Vanderhoof.

February 21, 1978

I was on the Vancouver Show today with Laurier La Pierre. The media love the story of Surrey and Langley's banning students from our secondary school conference. Between hostile phone calls and media interviews, I'm not sure I'll survive the next two days. We planned this conference for 200, and 450 students have registered! Teachers are bringing them by the bus load.

October 17, 1978

Lynda and I dreamed up a new workshop: "Stress and the Primary Teacher." We have to reach the thousands of women in primary classrooms. If *non-sexist teaching* doesn't draw them out, maybe *stress* will.

February 8, 1979

They're signing up for our workshop in droves! Teachers want to know if we'll do "Stress and the Intermediate Teacher" and "Stress and the Secondary Teacher." I think we're on to something.

February 17, 1979

Had a great turnout at our conference "Women and Agreements." Whether we change the system or elbow our way into it, we need to know about money, contracts, and negotiations. That's where the power lies.

March 17, 1979

Spent the day at the workshop "Creative Job Search." What am I going to do when my term is over? I worked hard to escape the primary classroom. People used to say, "You *look* like a primary teacher."

What does that mean, anyway?

August 24, 1979

My last day! It's a relief to leave the stresses and anxieties behind—the work was always political. Social change takes

enormous persistence and drive.

I'll miss the excitement of passing AGM policies, the intense committee meetings to plan a new approach to a stubborn problem, the songs and laughter at a contacts' conference.

I'll miss rising to the challenge. Guess I'll have to make my own from now on.

Pearl Roberts is now a consultant with ICBC's Traffic Safety Education Program and president of her own business, *Iris Communications*.

## 1979-83

### Be vocal in your local

#### PEGGI HALL

With excitement and trepidation, I began work in 1979 on the solid foundation my predecessors had established: a dynamic organization of local provincial contacts, sound policy, and good resource material.

Increased demand for services in 1979-80 resulted in the addition of two members to the provincial committee.

We fought for the re-establishment of the Provincial Advisory Committee to the Minister of Education and for the inclusion in provincial curriculum of women's studies courses for credit.

The Status of Women Program published a newsletter, developed and distributed resource materials, presented workshops to teachers, trained facilitators, and organized the Women's Studies Conference and the annual Status of Women Contacts' Conference. Students were hired to write a history of female teachers in British Columbia and to begin work on a kit "Women and Agreements."

"Be Vocal in Your Local," the theme of the contacts' conference that year, aptly describes one of the major activities of 1979-80: increasing political partici-

pation of females in the BCTF at all levels.

Having become aware of the effect on British Columbia students of increased rates of pregnancy among secondary females, we developed a women's health subcommittee to work with concerned community groups on the issue.

The result was BCTF policy statement 42.25, which supports the right of women to have freedom of choice regarding having children and to have full access to information, counselling, and medical help in respect to their health and well-being.

Policy 42.29 also asked that abortion be removed from the criminal code of Canada. These controversial items, strongly debated at the 1981 AGM, raised awareness for teachers generally. We became the only teachers' group in Canada, and one of the few in North America, to have a policy on abortion.

#### DARE TO BE ACTIVE

Another increasingly important issue in 1981 was improving the working conditions of female teachers by expanding the scope of bargaining. "Dare To Be Active" was the theme of our contacts' conference that year, and collective bargaining became our work for the next two years.

In our ongoing work of monitoring materials for sexism, we approached the minister of education regarding the administrators' handbook and the language arts novels list, both published that year.

The novels list was rewritten. We saw tangible results of increased participation of women in the federation's activities.

In 1982 we tackled another major issue: sexual harassment as it affected teachers and students. Many long hours went into arriving at a definition and developing clauses and a grievance procedure for protection against sexual harassment.

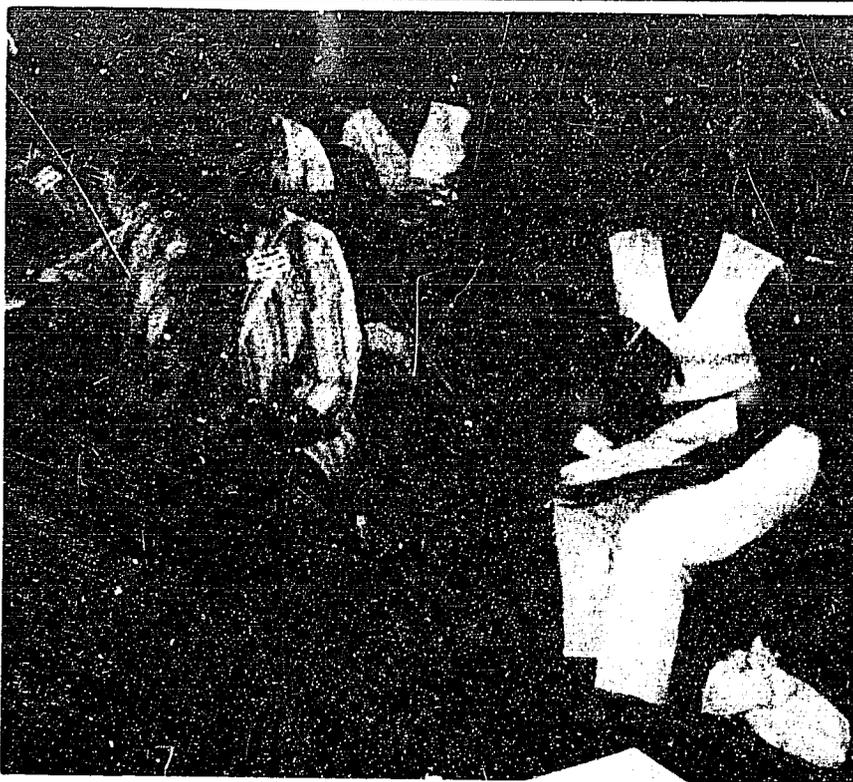
It was a concrete result of our efforts in bargaining that year, as well, that we had the first teacher's paid maternity leave negotiated west of Quebec, and we made progress in negotiating parental rights in many districts. Zones were reorganized, a bargaining package and workshop were developed, and the status of women annual conference, moved to the summer, focussed on bargaining issues. Again we linked with community women's groups who had been successful in collective bargaining.

If numbers impress you, status of women workshops and presentations increased from 75 in 1980 to 85 in 1982, and two new workshops were developed: time management and bargaining.

The minister's tour of the province in 1982 provided the incentive for local status of women groups to present numerous briefs and to lobby on the need for family-life/sex-education programs and women's studies in British Columbia schools. The minister responded with plans to develop, revise, and implement programs. Just at that time, however, the BCTF found it necessary to withdraw



Researching and debating current issues with teachers all over the province has formed the backbone of the successful Status of Women program.



*At the Status of Women first summer Contacts' Conference in '82, Margie Willers (front left), current co-chairperson of the provincial SIW committee, and Peggi Hall (right) focus on the theme "expanding the scope of bargaining."*

from ministry committees, and the Status of Women Committee unified its members, successfully, to follow suit. Consequently, the family-life/sex-education and women's studies programs were not established as provincial curriculum.

The provincial committee developed two new audio-visual productions, "So Much To Do" and "Speaking for Myself," and distributed them to status of women committees throughout the province.

In 1983, the committee took a stand on pornography, a subject heatedly discussed in the community. A status of women subcommittee put in countless hours researching, and developing materials, on the topic. The BCTF was one of the few teacher groups in Canada to establish policy on pornography. The BCTF condemns material that exploits or degrades those it portrays.

A great deal of effort that year went into looking at the effect of increased technology on females in the education system. We recommended policy to increase computer literacy for female students to encourage their participation in microtechnology and computer science. We also participated in a federation committee dealing with computers in education.

Our other big push in '83 was to continue negotiating contract clauses to protect female teachers. Several locals negotiated sexual-harassment clauses, increments for maternity leave, and improved benefits for people on leaves and working part-time.

When the government cut education resources, we researched and developed materials to show teachers the effects of cutbacks on females in education.

Looking back over these years 1979 to 1983, I see we took many steps toward equality for females in education. We tackled many controversial issues: abortion, sexual harassment, and pornography. The struggle was worth while, for we were continuing the work of many who struggled before us and preparing the ground for those who would struggle after us. Four tough years in the battle for equality. Four great years!

*Peggi Hall is currently free lance consulting and teaching part-time in Langley.*

## 1983-84

### Bread, Roses, and Restraint

MARIAN DODDS

If you liken my year as co-ordinator to a spin on a roller coaster, my job began at a low point created by the Sacred Budget of July 7, 1983. The old joke, "Cheer up, things could be worse, so I cheered up, and sure enough things did get worse," isn't so funny anymore. For women and children in British Columbia, the current reality is devastating. In education, it is the women who are the most severely affected by cutbacks: substitutes, temporaries, part-timers, and those with lowest seniority.

Our "Bread and Roses" theme for the August Status of Women Contacts' Conference became more sharply focussed as the committee began to realize the long-term implications of cutbacks. We were back on the battleground fighting for women and children. The conference was a high point on the roller coaster ride.

Throughout the fall, the program focussed on researching the situation for women, putting the losses in perspective, and relating them to our goals and to the gains we had already made. To get the message out, we designed the workshop "Survival—A Woman's Perspective on Fighting Back." As well, the committee had a representative on Women Against the Budget, part of the Solidarity Coalition. Contacts throughout the province networked with women in their communities. In the November strike, almost every status of women contact in the province provided leadership, coordinating the strike locally, setting up support systems, or organizing pickets.

It was a high point to watch reserved, quiet women find their voices; to see women whose arms had been crossed, unfold them, reach out, and link them up with other women's.

After the strike, the battle for contractual seniority provisions dragged on, and energy was spent assisting contacts to get

the best for women. As the need for part-time-teacher protection was recognized, Status of Women Committee representatives joined with representatives from the Bargaining Committee to develop BCTF policy. We continued to speak up for temporary and substitute teachers. Several more locals obtained sexual-harassment clauses, and many more locals will negotiate them this year. As well, clauses were developed for 1984-85 negotiations on non-sexist environment, non-discrimination, technological change, and increased maternity, birth, and adoption leaves with pay.

Throughout the year, the committee worked on the issue of violence against females. Using the BCTF policy on pornography as a base, a subcommittee developed a brief and a slide show, which it presented to the federal Fraser Committee on Pornography in April 1984. The widely acclaimed presentation has since been shown to dozens of teacher and community groups.

By training new facilitators, we now have 19 workshops—seven new ones this year. In all, we have more than 50 workshop facilitators throughout the province. New workshops include "Choosing Your Battles and Planning To Win," "Let's Not Get Zapped," "Women and Microtechnology," "Equality = Freedom," and "How To Liberate Your Classroom."

Throughout the year, community outreach and networking were supported and encouraged. *The Status of Women Newsletter* is a major source of informa-



A highlight of '84 came when Marian Dodds presented a brief and slide show to the federal Fraser Committee on Pornography. The widely acclaimed presentation has been shown to dozens of groups since.

tion on the Status of Women Program, on women's issues, and on resource materials. It has been extremely well received, and the mailing list has increased dramatically. Articles have been reprinted in teachers' newsletters across Canada. Each issue had several focus articles in addition to general information: "Cutbacks and Women," "Violence Against Women," "International Women's Day," and "Non-Sexist Curriculum."

The White Paper, Grad '87, represented another low point for women. Already exhausted from months of battling cutbacks, we realized that the proposed curriculum changes would hurt female teachers and students disproportionately. An analysis was prepared and distributed to contacts, and we urged them to speak out.

Women have been speaking out, loudly, clearly, and in great numbers. Despite the cutback setback, I find myself back at the top of the roller coaster. The summer of 1984 contacts' conference, with its theme of grassroots networking, was another high point. Theme days on bargaining for equality, organizing for effectiveness, and networking for strength provide the necessary skills and support for our contacts to go back to their locals and build ever more powerful women's networks.

The year ahead will see more community outreach, more women speaking out, possibly to a public inquiry on education, and providing leadership in locals. Knowing that ever-increasing numbers of women are there in those roller-coaster seats, sharing the excitement of the high points and supporting each other at the low points, means that eventually the ride can become smoother, more balanced, and equal for all.

Marian Dodds is the current BCTF Status of Women co-ordinator, and formerly a teacher in Nelson, B.C.



## Lesson Aids on Women's Studies

### Primary

**LA 8205 Women in the Community**, by Pearl Roberts, 7 pages. Questions and activities correlated to 16 black-and-white (20 cm x 24 cm) pictures from Feminist Resources for Equal Education, which accompany the unit, and pictures from *Prescribed Primary Social Studies Picture Set (Year 2)*. This unit can be used as a supplement to the Grade 2 community program, or it can be used as a self-contained unit for other grades. \$4.40.

### Intermediate

**LA 9219 Famous Canadian Women**, by Barbara Manlove, 20 pages. Includes biographical information and activities related to the following famous women: Maude Abbott, Susan Allison, Anahareo, Marilyn Bell, Martha Black, Marie Dressler, Nellie McClung, Susanna Moddle, Emily Murphy, and Catherine Schubert. \$4.40.

### Secondary

**LA 1050 Early Canadian Women**, by Marjorie MacFarlane, 8 pages. The unit acquaints students with the roles women have fulfilled in various stages and aspects of Canada's history. The subject matter is divided into actual history (accounts of settlers and other early women and fiction written at the time) and contemporary works that have an historical basis. Includes student activities. \$65.

**LA 1054 From Captivity to Choice: Native Women in Canadian Literature**, by Florise Johnson, 17 pages. A six-week curriculum package of Canadian literature that examines inequality and discrimination against native women in terms of their traditional as well as contemporary roles. \$1.45.

**M115 Women on the Frontier: The Role of Women in British Columbia's History, 1562-1914**. Twenty-eight black-and-white slides of archive photos. Slides are identified, and an 11-page history is included. \$16.80.

**LA 9910 Beyond the Stereotype: Exploring Sex Roles**, by Diana Pederson and Robert Ross, 35 pages. A kit to help teachers combat sex stereotyping. Includes circular materials for use in the classroom and suggestions for identifying and altering sexist attitudes and behavior. \$2.95.

When ordering the above-listed lesson aids, please include a cheque or money order payable to BCTF Lesson Aids Service, 3235 Burrard Street, Vancouver, BC V6J 3H9.

# the last hurdle



*Primary physical education classes have always been co-educational. The concept of daily PE has recently encouraged integration at the intermediate level as well.*

**JIM APPLEBY**

How much longer will we continue to hear the terms *boys' PE teacher* and *girls' gym*? Traditionally at the secondary level, school facilities, classes, equipment and teachers have been designated by sex. Is physical education one of the last bastions of stereotyping?

In the Vancouver School District, we have overcome some of the traditional roles of physical education teachers. Fifteen years ago, in most elementary schools, male physical education teachers taught boys' classes and female teachers taught girls'. Secondary programs for boys were quite different from programs for girls, and they were segregated by sex in the 1961 curriculum guide. The most recent curriculum guides for both elementary and secondary physical education encourage co-educational classes, with common goals and learning outcomes.

Primary classes have always been co-ed. The concept of daily physical education has recently encouraged integration at the intermediate level as well. In the past 10 years, most elementary school programs have evolved from segregated boys' and girls' classes to co-educational classes. Together, boys and girls are taught the full physical education curriculum, ranging from dance and gymnastics to contact sports. A new understanding of teaching method, allowing for physical differences, interest and modifications, enabled an easy transition for all students. The cultural expectations of boys' and girls' pro-

# for women

grams, and their separate teachers, were quickly overcome as parents and colleagues accepted the benefits of more frequent lessons and improved understanding between the sexes. *Boys' fields* and *girls' fields* disappeared. Even extracurricular programs reflect this approach. Now only when students enter a secondary school are the sexes separated.

## THE CHALLENGE OF SECONDARY SCHOOLS

The secondary program continues to be predominantly a boys' program taught by males and a girls' program taught by females, but the change to integration is occurring slowly. Female physical educators have shown the leadership in this direction.

One secondary school in Vancouver enjoys a completely co-educational PE program. Other schools teach many aspects of their PE programs co-educationally, in many cases to ease timetabling or to gain access to facilities.

Female physical educators at the secondary level now confidently teach a broader range of activities. They have had the determination and professional commitment to upgrade their skills and knowledge. Their classes now pursue the traditional female activities and those not usually associated with girls' programs. The respect engendered by this change has encouraged development of more complete programs for both sexes.

In the '70s a fitness explosion was touched off by females. Aerobic, dance-based fitness classes emerged. Flexibility, strength and cardio-vascular endurance

became the watchwords of those classes, and males also became aware of the benefits of such exercise. Entrepreneurs quickly capitalized, developing the "fitness look." Fitness classes expanded, increasing male participation.

Soon we will see male and female students participating together in areas other than badminton, square dance, swimming and fitness. Teaching competitive and contact sports, modified or partially separate, will challenge many teachers.

Of the 18 physical education department heads in Vancouver, only four are female. Two of 21 athletic directors are female, four of 17 league convenors are female, and three of 11 executive members are female. The Vancouver School District has encouraged equality, yet the traditional male roles and dominance have continued. The permanent position of physical education and athletics coordinator has always been filled by a male, but over a period of 17 years an equal number of males and females held the two-year position of physical education and athletics consultant. For the past four years, and for the upcoming two, the consultant position has been filled by a female.

If our teaching programs reflect the influence of women and if our understanding of new curricula such as active health is spearheaded by women then we look forward to the challenge of leadership being undertaken by women.

Male dominance in many school districts is being eroded, and increased positions of greater responsibility are being offered. The perspective of fe-



*In the Vancouver School District it is possible that this girl will receive all of her Physical Education—from dance to competitive sports—in a co-educational class in secondary school.*

males, their understanding and counselling, and their general appreciation of the needs of children should be used more effectively.

Our female physical educators should make their abilities known, apply for the positions they now have the confidence to fill and provide the leadership they once were reluctant to show.

Jim Appleby is co-ordinator of physical education and athletics for the Vancouver School Board.

# Teachers : Retired

*Most of the teachers listed below retired in 1984. A few had left teaching earlier but were granted deferred allowances. The federation extends to them all best wishes for the future.*

Newell Adams, Surrey  
 Kenneth Aitchison, West Vancouver  
 Marion I. Allan, Vancouver  
 Alice M. Argyle, Nanaimo  
 Jack D. Armour, Vancouver  
 Robert E. Bartley, Burnaby  
 John W. Baumbrough, Vernon  
 Gweneth Bawden, Peachland  
 Joseph Beausoleil, Nechako  
 Waiter Bergmann, Mount Arrowsmith  
 Charles Biddle, Vancouver  
 Shirley Biehl, Coquitlam  
 Jacob Block, Coquitlam  
 Rudolph Bodner, Burnaby  
 Dale C. Bonnycastle, Burnaby  
 Richard L. Bowden, North Vancouver  
 George A. Bowes, Vancouver  
 Joyce A. Brake, Victoria  
 Dick Braun, Kamloops  
 Joseph Brockenborough, Vancouver  
 Island West  
 Sonia Brook, Delta  
 Frances Brown, Vancouver  
 James Brown, Vancouver  
 Margaret I. Brown, Burnaby  
 William Brown, Powell River  
 Ronald W. Brunton, Vancouver  
 Jerry E. Bryant, Victoria  
 Cornelia Buczynski, Coquitlam  
 Jacqueline Butters, Victoria  
 Grace Caddell, Victoria  
 Violet Cameron, Burnaby  
 Mary J. Campbell, Delta  
 Robert Campbell, Victoria  
 Nancy Carless, Burnaby  
 Mary Carson, Vancouver  
 Donald Case, Terrace  
 E. Colin Casey, Vancouver  
 Alan Chalmers, West Vancouver  
 Audrey Charles, Vancouver  
 Jean M. Chivers, Pitt Meadows  
 Diana Christensen, Coquitlam  
 Elmer Lee Chumley, Howe Sound  
 Robert D. Cleghorn, Kamloops  
 John D. Cline, Coquitlam  
 Harry Morton Clive, Campbell River  
 Neil C. Coen, Vancouver  
 David C. Connor, Coquitlam  
 Donald Copan, Burnaby  
 Norman Cornish, New Westminster  
 James Corbett, Castlegar  
 Catherine Cornwell, Vancouver  
 Harriet L. Cowan, Coquitlam  
 Vitaline Craig, Trail  
 James S. Crawford, Coquitlam

Albert Crittenden, West Vancouver  
 Peter Cumberbirch, Vancouver  
 Jean Cummings, Vancouver  
 Gilbert Currie-Johnson, Abbotsford  
 Arild Dalsvaag, Burnaby  
 Patrick Daniel, Port Hope, Ontario  
 Helmut M. Daniels, Burnaby  
 Donald P. Darvill, Vancouver  
 Donna M. Dawson, Burnaby  
 Ernest T. Dawson, Coquitlam  
 Mary Dean, Vancouver  
 Harry E. Dewar, Kelowna  
 Patricia M. Dillon, Coquitlam  
 George T. Dodd, Oliver  
 Frederick Doupe, Powell River  
 Wilfred L. Durrant, Victoria  
 Ida S. T. Ebbert, Campbell River  
 Ronald W. Edmonds, Victoria  
 John M. Elford, Kamloops  
 Margaret Elliott, Victoria  
 Arthur M. Evans, Vancouver  
 Henry Evans, Lake Cowichan  
 Wilfred Evans, Burnaby  
 Margarete Ewert, Vancouver  
 Kathleen Foster, Fort St. John  
 Alan Fyfe, West Vancouver  
 Robert R. Gardner, Burnaby  
 T. M. Ita Gardner, Barriere-Kamloops  
 Wanda George, Cardross, Sask.  
 Glenn M. Gillcash, Chilliwack  
 Alexander Glover, Nelson  
 Thomas Goldring, Sooke  
 Eric S. Goode, North Vancouver  
 Hugh Gordon, Victoria  
 June Grant, Burnaby  
 Doris E. Guthrie, Surrey  
 Erna F. Hamm, Chilliwack  
 Patricia Hansen, Delta  
 John Hanson, North Vancouver  
 Wilfred Hardcastle, Coquitlam  
 Ilene Hart, Coquitlam  
 Isobel M. Hart, Burnaby  
 Jane Haugen, Charlie Lake  
 William Hawker, Central Okanagan  
 Earle Heisler, Vancouver  
 Ronald B. Henderson, Burnaby  
 John S. Higman, Coquitlam  
 Phyllis A. E. Hill, Chilliwack  
 John E. Hobbs, Maple Ridge  
 Margaret Hodgins, Prince Rupert  
 John Henry Hodge, Chilliwack  
 Walter Hovind, Campbell River  
 Herbert Hyslop, Kamloops  
 Jean M. M. Jackson, Cowichan  
 Beverly Jarvis, Victoria

Lorne A. Johnson, Burnaby  
 Norah E. Johnson, Lake Cowichan  
 Robert Johnson, Shuswap-Enderby  
 Howard E. Johnston, Shuswap  
 Earl Jorgensen, Nelson  
 Terrance S. Julian, Burnaby  
 Veronica Kavanagh, Gabriola  
 Norma J. Keating, Chilliwack  
 Marie V. Kenny, Vancouver  
 Alfred Kent, Maple Ridge  
 Barbara R. King, Mount Arrowsmith  
 David J. King, Coquitlam  
 Wilhelm Van De Leur Kraijenhoff,  
 Vancouver  
 Armin Kutzner, Delta  
 Averilia K. Ladd, Maple Ridge  
 William George Lamb, Comox  
 Helen Lane, Sooke  
 Heinz Lange, Merritt  
 Jes M. Laustrup, Coquitlam  
 Mary Laws, Ladysmith  
 M. Doris Lemire, Victoria  
 Harold Leonard, Central Okanagan  
 Catherine M. Lougheed, South  
 Okanagan  
 Fred William MacDonald, Coquitlam  
 Donald E. Machan, Mount Arrowsmith  
 Grace J. Mackay, Vancouver  
 Eian D. MacLean, New Westminster  
 Ronald Maitland, Burnaby  
 Maurice Marks, Cowichan  
 Geoffrey P. Mason, Victoria  
 John McArthur, Vancouver  
 Roderick McBride, Sooke  
 Doris McFee, Coquitlam  
 Thomas G. McHale, Sooke  
 George McKelvey, Vancouver  
 Mary Elizabeth McKinnon, Vancouver  
 Margaret McManus, Vancouver  
 Morris McMillan, Erickson  
 Marjorie E. McNab, Prince George  
 James McNamara, Vancouver  
 Lillian S. Melan, Central Okanagan  
 Adelheit Meyer, Cowichan  
 William G. Millar, Victoria  
 Emily R. Milne, Victoria  
 Emily Moore, Nanaimo  
 Allan Mosher, Coquitlam  
 Charles Moss, Comox  
 Orest Moysiuk, Vancouver  
 Kathleen A. Munro, Coquitlam  
 Dorothea Muzzillo, Penticton  
 Greta Nelson, Richmond  
 John H. Neumann, Chilliwack  
 Helen L. Newhouse, Kimberley

Audrey Nordstrom, Kamloops  
 Patricia M. O'Brien, Coquitlam  
 Marjorie P. Olds, Vancouver  
 Jean E. O'Neill, Chilliwack  
 Hilda Oscieny, Victoria  
 Roy Owens, Burnaby  
 Deidre Pantages, Castlegar  
 Armando Paone, Victoria  
 Mary E. Pastor, Vanderhoof  
 John Ivan Pavelich, Vancouver  
 Edward Peever, Burnaby  
 Rudi B. Peichert, Burnaby  
 Margaret Pender, Windermere  
 Edwin B. Perry, Port Alberni  
 Milton Peters, Vancouver  
 Florence M. Petersen, Burnaby  
 Doris R. Phare, Windermere  
 John Piazza, Osoyoos  
 Helena K. Poole-Scott, Vancouver  
 Jacqueline Pope, Burnaby  
 Cyril Portman, Kitimat  
 Mildred E. Prescott, Nanaimo  
 Frances E. Preston, Kamloops  
 Eifion Pritchard, Nanaimo  
 Paulus Pulle, Vancouver  
 Edith Ralston, Vancouver  
 Alexander I. Reid, Vancouver  
 Margaret A. Reid, South Okanagan  
 Jacob Reimer, Burnaby  
 Alison U. Ring, Nanaimo  
 Donald W. Robertson, Central Okanagan  
 Frank Robinson, Kimberley  
 Joyce L. Robinson, Burnaby  
 Kenneth Robinson, Dawson Creek  
 Marjorie Robson, Vancouver  
 Lois C. Ross, Trail  
 Alice E. Runacres, Campbell River  
 Mulfrid Ruten, Surrey  
 Robert Rutherford, New Westminster  
 Amy C. Sanderson, Cowichan  
 David P. Scanlan, Abbotsford  
 Ellen S. Scarff, Agassiz  
 Betty D. Scott, Vancouver  
 John Crawford Scott, Burnaby  
 Peter H. Seale, Victoria  
 Alexander Shaw, Burnaby  
 Francis R. Shepherd, Coquitlam  
 Winifred Shoemaker, Vancouver  
 Olive Shuttleworth, Burnaby  
 Laurie J. Simpson, Sooke  
 Harold M. Sinclair, Surrey  
 Gordon Slark, Burnaby  
 Douglas Slater, Comox  
 Kelvin H. Slater, Central Okanagan  
 Alexander Snowden, New Westminster  
 Ivy Muriel Snowden, Kamloops  
 Berenice Soper, Greater Victoria  
 Dorothy A. Stapleton, Ucluelet  
 Pauline St. Clair, Greater Victoria  
 Phyllis M. Stevens, Burnaby  
 Bryan Stigant, West Vancouver  
 Mary C. Stringer, Ladysmith

Mary A. Sturn, Vancouver  
 Melvin Sudeith, Greater Victoria  
 Philip E. Swanson, New Westminster  
 Donald Symons, Vancouver  
 Robin Taylor, Coquitlam  
 George E. Terry, Maple Ridge  
 Mabel Thomson, Vancouver  
 Robert M. Thorburn, Duncan  
 Arthur Tinney, Burns Lake  
 Rose Toner, North Vancouver  
 Thomas Tongue, Surrey  
 William Unger, Chilliwack  
 Anton E. Von Hombracht, North Vancouver  
 Benjamin Wall, South Okanagan

George Wardrop, Vancouver  
 Sheila Webster, Quesnel  
 Andrew White, Vancouver  
 Margaret Willis, Vancouver  
 Adeline Wilson, Vancouver  
 Robert J. Wilson, Coquitlam  
 Donald G. Wood, Victoria  
 Michael A. Wood, Victoria  
 Dorothy A. Woodruff, Sooke  
 Bernice D. Woodside, Burnaby  
 Marion Worrall, Vancouver  
 Jacob S. Woykin, Vancouver  
 Eunice D. Young, Burnaby  
 Sheila Young, Coquitlam  
 William Young, Coquitlam

**CORRECTION** — The listing for William J. Zoellner in our March-April issue was inaccurate. Mr. Zoellner retired from the Ministry of Education, Victoria. He last taught in Grand Forks, B.C. in 1966.



**PROFESSIONAL DEVELOPMENT  
WORKSHOPS FOR TEACHERS**

## TEACHING CREATIVE LEARNING

Whistler is again presenting workshops in the field of creative approaches to classroom learning Western Canada.

**SERIES II "CREATIVE LEARNING AND GIFTED EDUCATION"**

DAY 1	DAY 2
<p><b>BLENDED GIFTED EDUCATION WITH THE TOTAL SCHOOL PROGRAM</b></p> <p>This workshop will address practical, field-tested ideas for improving the effectiveness of gifted education through synthesis with other parts of the total school program.</p> <p>Participants will receive practical, useful materials for recognizing student characteristics, identifying the needs of gifted and talented students and instructional programming to meet those needs. Each participant will receive a notebook of resources for identification, programming, needs assessment, and in service. Evaluation of programs will also be discussed.</p>	<p><b>FOSTERING INDEPENDENT, CREATIVE LEARNING</b></p> <p>This workshop will deal with practical methods and techniques for promoting independent, self-directed learning and for nurturing creative learning and problem solving. Specific resources for use with all levels of students will be demonstrated, including resources for managing independent learning effectively, record keeping and evaluation of student products.</p> <p>Participants will receive a variety of handouts that will be useful in working with gifted and talented students in many subject areas and across grade levels.</p>
<p><b>WORKSHOP LEADER:</b>  <b>DR. DON TREFFINGER</b>            PROFESSOR OF CREATIVE STUDIES,            BUFFALO STATE COLLEGE, UNIVERSITY            OF NEW YORK, BUFFALO, NEW YORK            DIRECTOR, CENTRE FOR CREATIVE LEARNING</p>	<p><b>WORKSHOP SCHEDULE AND FEE: \$145.00</b></p> <p>Vancouver — November 23 - 24, 1984            Calgary — January 25 - 26, 1985            Edmonton — March 22 - 23, 1985</p>
<p><b>THE FINE PRINT</b></p> <p>Registration fees will be refunded in full with written notice received 10 days prior to commencement of workshop. Written notice of late cancellations received 5 days prior to workshop commencement will be subject to a \$25.00 administration fee. We are unable to provide any further refunds. Substitutions may be made at any time.            WHISTLER CONFERENCE CENTRE, 1470 - 1500 WEST GEORGIA STREET, VANCOUVER, B.C. V6G 2Z6 TELEPHONE: (604) 684-1022</p>	

# UNSUNG HEROINES OF THE BCTF

JOHN S. CHURCH

When the BCTF was incorporated in 1919, it was, and remained for a long time, a voluntary organization, both principal- and male-dominated. Automatic membership, for example, only came in 1947. For the first two decades of the BCTF's existence, the presidents were predominantly principals. For decades men dominated the membership of the Executive Committee. In 1983-84, for the first time, women constituted a majority on the Executive Committee even though for some time the membership split has been roughly 54 per cent female and 46 per cent male.

Well known is the work of the Status of Women Committee and the various co-ordinators during the last decade in creating among the membership an awareness of female discrimination and in designing and implementing programs to overcome that discrimination.

Less well known is the fact that the BCTF has had only three female presidents: Hilda Cryderman, 1954-55; Mollie Cottingham, 1957-58; and Isobel Cull, 1964-65. Until the confirmation by the 1984 AGM of Elsie McMurphy as first vice-president, the BCTF has had only one female first vice-president: Frances Worledge, 1969-70. She was the last person to serve in that post without a full-time leave of absence.

At the time of the Langley "situation" in 1939-40, when the Langley School Board refused to implement the results of an arbitration, of the 38 teachers in the district who protested the actions of the board, 35 were women. A vindictive school board attempted to punish the 38 teachers by transferring them from school to school, particularly to isolated schools. After the board, on June 20,

1940, issued dismissal notices to 14 of the teachers, the BCTF prevailed on a then sympathetic Department of Education to have the school board stop this. The October 1940 issue of *The B.C. Teacher* describes what happened.

*"In the circumstances, the Council of Public Instruction did what appears to have been the only thing possible. It ousted the Langley Board and appointed in its place an Official Trustee . . ."*

*"Wild charges have been leveled against the government for enforcing the law and against the teachers' federation . . ."*

Compulsory arbitration was established. All of us are indebted to the strong and courageous stand of the 38 teachers, including the 35 female teachers. Many were young and had secured jobs only with great difficulty in the late '30s. The Great Depression had made it extremely hard for inexperienced and young, particularly female, teachers to obtain positions. Subsequently, many had distinguished teaching careers in Langley and other districts. Many are still alive.

## PIONEER WOMEN

Little known too is the unique contribution of four pioneer women who served to advance the cause of teachers and education in the 1920s and 1930s. At the December 30, 1919 AGM at Aberdeen School, Vancouver, with "about 100 delegates present," N. Margaret McKillican, North Ward elementary teacher, Victoria, was elected to an 11-member, nine of which were male, Executive Committee. At the subsequent AGM, July 2, 1920, 10 men representing

the various districts were elected to the Executive Committee. Immediately after, the Executive Committee "appointed Miss H. R. Anderson and Miss N. M. McKillican to represent the lady teachers and the grade teachers."

Then for almost seven years, September 18, 1920 to April 21, 1927, McKillican served as both secretary-treasurer and recording secretary. Though the office of the BCTF was located in Victoria to 1926, the majority of executive meetings were held in Dawson or Aberdeen schools in downtown Vancouver on a Saturday, and that meant travelling on a midnight-to-07:00 boat Friday night after teaching all week. The Executive Committee, apart from Anderson, was inevitably male.

In 1926, the BCTF office was relocated in Vancouver, and so at the 1927 AGM — held, incidentally, in Victoria — it was logical to elect W. F. Houston, a Vancouver male teacher, as the secretary-treasurer. Immediately following the 1927 AGM, the newly elected Executive Committee "co-opted" four male teachers and McKillican to complete its roster for 1927-28.

Between 1928 and 1931, McKillican served on the otherwise Vancouver-teacher-based editorial board of *The B.C. Teacher*. In 1930, she was re-elected as the South Vancouver Island delegate to the Executive Committee. In recognition of her varied services, the 1931 AGM conferred honorary life membership on McKillican. She was the first woman to be so honored. Life membership had been granted for the first time in 1926 to three male teachers. In addition, in 1931, five other men were similarly honored. McKillican presumably retired in June 1934.



Henrietta R. Anderson was the first winner of the G.A. Fergusson Memorial Award in 1933 and the first woman to receive the Ph.D. degree from the University of Washington.



Ada Josephine Dauphinee, both a teacher and a nurse during the 20's and 30's, is remembered for "her vision, enthusiasm, and magnetic personality."

The December 1919 AGM that had elected McKillican also elected Henrietta R. Anderson, South Vancouver, as the recording secretary. Six months later, perhaps because of McKillican's Victoria residence, the position of recording secretary switched to her. Anderson, however, remained as the other female member of the Executive Committee.

In 1922, Anderson moved from South Vancouver to become principal of Lonsdale School in North Vancouver. The first winner of the G. A. Fergusson Memorial Award in 1933, she was also the first woman to receive the Ph.D. degree from the University of Washington for her thesis "The Improvement of Rural Schools," a thesis for which, according to the citation, she had "already received wide and most favorable commendation." The citation also acknowledges her contribution to the Executive Committee, to her "holding office almost continuously in the local associations with which she has been connected," and to her "great contribution to the success of the parent-teacher movement." She had been the provincial president of that organization.

After 1934, Anderson was to serve a highly visible role as a staff member of the Victoria Normal School, training elementary teachers. The September 1934 issue of *The B.C. Teacher* commented that "we shall miss her active association and especially with the magazine," but "her promotion is a well deserved and merited one . . ."

#### DEVOTED SERVICE

Ada Josephine Dauphinee, for many years supervisor of special education in

Vancouver, was an unsuccessful candidate for the presidency in 1939. A member of the Executive Committee during the late 1930s, Dauphinee had in 1928 been elected for a three-year term to the presidency of the Vancouver Business and Professional Women's Club. As such, she was the first person outside of various commercial activities to be so honored. She was both a teacher and a nurse, and the June 1928 edition of *The B.C. Teacher*, in commenting on her election, referred to her "vision, enthusiasm, and magnetic personality." It added that "she can dream dreams or build houses equally well."

In 1941, the BCTF conferred the G. A. Fergusson Memorial Award on Dauphinee. The citation, in part, reads, "as vice-president of the federation, president of the Provincial Elementary Teachers' Association, and president of the Vancouver Elementary Teachers' Association, Miss Dauphinee has given her colleagues reason to be grateful that her judgment and discretion have been placed so generously at the disposal of the federation." The next year, Dauphinee, along with Ruth Stewart, was elected to life membership in the BCTF.

The citation, reported in the June 1942 issue of *The B.C. Teacher*, commends Stewart of Courtenay and, later, Parksville for "faithful services to education, mainly in the rural schools of the province and for full and loyal support to the federation . . ." The citation concludes, "in honoring Miss Stewart, the federation honored the rural teacher and in honoring the rural teacher, the federation honored itself." The Rural Teachers' Association had been a progressive and powerful force in BCTF affairs in the late '30s and the early '40s.

#### FORTY YEARS LATER

It is a long time — over 40 years — and a very long way from the hard spade-turning efforts and contributions of McKillican, Anderson, Dauphinee, Stewart, and the 35 Langley female teachers to 1984 and a seven-woman, four-man Executive Committee with two of the four table officers female, Elsie McMurphy and Margaret Woodlands, first and second vice-president respectively.

That this has been realized raises the distinct possibility in two or three years' time that both of the two in-house table officers will be female teachers. While the BCTF has made gigantic steps forward to remove many sexist discriminatory practices, the school, our central workplace, still remains largely sexist in both organization and curriculum. Few women become administrators or supervisors. Only a slightly larger percentage are appointed as head teachers or department heads.

We dare not relax or reduce the pressures for genuine sexual equality in education as long as present assumptions, expectations, and practices prevail in school organization and approved curriculum, and in the way that the BCTF itself still from time to time operates.

We would not be as far along the road as we are, were it not for the largely unsung efforts of those who pioneered — the McKillicans, the Andersons, the Dauphinees, the Stewarts, the courageous 35 of Langley — even though they basically seem to have accepted to operate within the confines of existing societal and school practices. I single out the foregoing, and I applaud others whose pioneer work includes participation in major developments such as the Victoria and New Westminster strikes, 1919 and 1921.

John S. Church is a retired teacher and BCTF staff member currently writing a history of the B.C. Teachers' Federation.

# SPEAKING OUT ON



**ROSEMARY BROWN:**  
MLA, Burnaby-Edmonds

"I believe that women in a leadership role have to be committed to doing everything that we can in a personal and public way to ensure that our success acts as a catalyst rather than a hindrance to the goals and struggles of other women and, in a broader sense, that our lives and our efforts bring us nearer to the goal of equality for all women."

"Women  
and  
Leadership"



**ELSIE McMURPHY:**  
BCTF first vice-president

"I agree with Charlotte Whitton: 'To succeed, a woman has to be twice as good as a man,' but disagree with the second part of Whitton's famous comment: 'Fortunately, that isn't difficult.' It is especially difficult for women in education; they carry so many loads and fulfill so many roles. Our society hasn't completely changed in its attitudes; through conditioning, many women still feel ultimately responsible for home and family. Another difficulty for women in education is that the majority of them teach in elementary schools without preparation time, and give much of their 'free' time and energy to their classrooms.

In our society and institutions, women have not come to the point where they are on an equal basis with men. I feel a need to assert that kind of consciousness: to emphasize what women are doing and can do. 'Women who achieve leadership positions have a responsibility to establish a network of support and to enhance the situation for other women and, in education, for female students.'"



**NANCY MORRISON:**  
Lawyer and former Provincial Court Judge

"A woman can show leadership in training her children. Neighbors can value her wisdom and her ability to listen. It is wrong to regard only high-profile women as leaders. Many women within their own homes and neighborhoods show leadership, but get no press.

To attain qualities of leadership, it helps if you live long enough, or if you are born white Anglo-Saxon. But there are many instances of people's attaining leadership through anger at some needless accident or death.

Ralph Nader became angry at a small child's needless death, which resulted from protruding objects on a car; because of this he changed the automobile industry. A mother who lost her child to a drunk driver focused her anger and grief into productive means to help others in her neighborhood. There is that kind of energy in all of us.

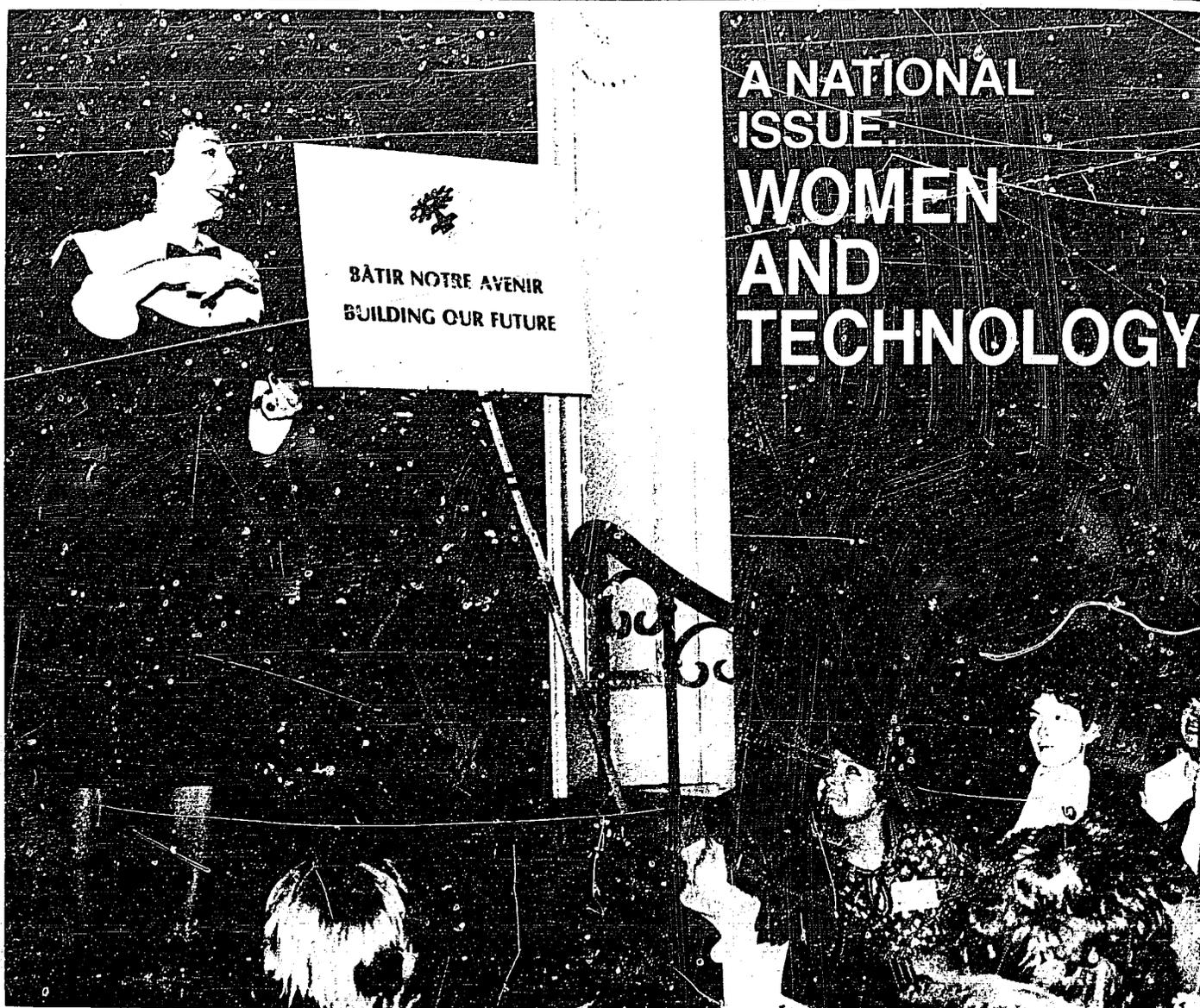
Some have more time than others. For example, if a woman is not married or does not have children, she has free time. Some women have it easier than others if, for example, they come from a comfortable, middle-class family, and time and money are available for them to attend university."



**KAY SIGURJONSSON:**  
Deputy executive secretary,  
Federation of Women Teachers'  
Association of Ontario

"The time has never been better than it is now for women to claim their rights to leadership positions. Politicians in Canada and the United States are falling over each other to proclaim their devotion to the cause of women. Let's ask for a few specifics before they change their minds, before women become less fashionable. We must act now to enshrine in legislation equal pay for work of equal value, adequate child care, and affirmative action, so that this round of the women's movement produces not just a few high-profile women leaders but real equality of opportunity for all qualified women who wish to be leaders."

Thelma Weinreich, of the BCTF professional development division, contacted each woman for her opinion on 'women and leadership.'



*Eileen Hendry addressing a group of female engineers.*

## A NATIONAL ISSUE: WOMEN AND TECHNOLOGY

**Eileen Hendry, Acting President of the Canadian Advisory Council on the Status of Women: "No matter where I am speaking in this country, I find that the microtechnology revolution's impact on women is an issue . . . A co-ordinated effort could allay some of the fears of Canadians that technology will reduce jobs."**

### **EILEEN HENDRY**

No matter where I am speaking in this country, I find that the microtechnology revolution's impact on women is an issue. The statement that is trotted out after the speech or panel is consistent: *We must train our girls in math and science, or else this revolution will pass them by.* The audience usually clap vigorously, nod heads in agreement, and after the problem identification, move on, mysteriously leaving the solution to whom? The school? The government? The trustees? I'm not sure. Having heard this wail for over two years now, I am still waiting for the answer. I am still waiting for the detailed thinking and planning that must go into solving any problem.

## MATH AND SCIENCE: MYTH OR FACT?

It may be news to you, but even the problem *girls are not trained in math and science* is not entirely correct. True, girls may be avoiding math and science courses in the school system, but computers don't need a math whiz sitting at the keyboard. Computers need a logical, patient, and consistent worker who will work through sets of instructions carefully. So, the skill that needs to be developed to handle the workplace revolution is *reasoning*, the ability to think logically. Logic is a skill that can be taught. We all have it in greater or lesser degrees; it is a talent that can be nourished and developed. And mercifully it is not gender linked.

## THE PROVINCIAL PICTURE

In British Columbia, women face serious obstacles if they want to train or retrain. Currently, we have a dismal Student Aid Program. Both sexes accumulate approximately the same debt each year. Yet upon graduation, women earn less, therefore facing greater economic hardship in repaying their loans. Statistics from our Canadian Advisory Council on the Status of Women show that a woman makes 60% of what a man makes for the same job. Furthermore, the loan system for part-time students discourages single parents from retraining.

A compounding factor includes reduced educational transfer payments to the provinces (\$118 million for B.C. in 1983-84) — funds that do not necessarily end up at the post-secondary institutions.

## NATIONAL EDUCATIONAL PLANNING

Because the education community has been so rocked by the cutbacks and changes in the system, the idea of national educational planning might take root in these times. The women of the country would make sure this national plan reflects their needs and learning cycles.

Men, too, are affected by the technology race, and without national educational planning, employment and under-employment are dealt with haphazardly and inefficiently. A co-ordinated effort could allay some of the fears of Canadians that technology will reduce jobs, and it could bring to the forefront the idea of lifelong learning — one that I believe may save us all from redundancy.

No matter how many commissions or agencies are struck to deal with our

unemployment problems, the rate of change in our 1980s world makes uncertainty and confusion part of our daily diet. The lack of a labor force trained to use the new technologies and able to adapt to change is a major weakness of our educational/industrial system. Therefore, *continuous learning, adult education, skill-development leave, and learning for life* best describe the mechanism for retraining, upgrading and updating workers. *Learning a Living in Canada*, a report to the Minister of Employment and Immigration Canada,

would set us on the road to solving many of the problems women have with access to education and labor markets.

Not linking jobs and education as closely as possible means continued inequality for women. It would feel like Christmas if two of life's major forces, education and work, would conspire to reduce the barriers so that women could seize the opportunities and prepare themselves for a better tomorrow.

Eilcen Hendry is acting president of the Canadian Advisory Council on the Status of Women.

# FEMALE STUDENTS THE FUTURE UNEMPLOYABLE WORK FORCE?

MARGIE WILLERS

Predicting the future always comes with risks, but the employment issues looming for today's female students must not be ignored.

During 1981, 51.9% of all women aged 15 years and over were active in the B.C. labor market, up from 45.8% in 1976. Although male participation remained relatively constant, participation rates for women increased significantly across all age categories. Two-thirds were employed in clerical, sales, and service occupations, while only 4% worked in managerial and administrative occupations. Labor market forecasts to 1990 suggest that 7 out of every 10 entrants to the labor force will be women.

Women continue to be concentrated in clerical, sales, service, teaching, medicine, and health occupations. This "ghettoization" of the female workforce is a well-documented fact.

With the dawning of new technology, jobs that have provided the bulk of female employment in the past are disappearing.

Technological innovations drastically affect our female students' choice in the job market. Heather Menzies, author of *Women and the Chip and Computers on the Job*, predicts that applications of

electronic technology will lead to large-scale reductions in employment, maybe as much as 50% of the clerical force by 1990. Workers displaced by electronic innovation are rarely in a position to gain employment in the jobs that are created. Old skills are obsolete; new skills are demanded. These rapid changes mean a drastic reduction in the traditional occupational areas for females as growing numbers of them enter the labor market.

## SCIENCE AND MATH: THE SALVATION?

Technology will create the need for a highly skilled workforce, but many females lack the skills necessary to enter this job market. Many of our female students are dropping science and math as soon as these subjects become optional. They do not acquire the prerequisites for technology-training programs. In 1982, the Science Council of Canada identified some of the reasons female students drop math and science:

- Most parents encourage boys' mechanical inclinations and girls' domestic ones.

- In school, girls often receive less encouragement than boys to take science and math.
- Role models for girls are rarely scientists.
- Girls are seldom guided toward technical apprentice programs.
- Girls are frequently unaware of scientific and technical job opportunities.
- The mass media do little to change the pattern.

### SOCIALIZATION IS A FACTOR

Many of us do not encourage girls to plan careers outside the home. We do not encourage them to plan their futures seriously or realistically. Indeed, parents and educators perpetuate the Prince Charming myth. Most girls in secondary schools today, when asked where they will be in five years, see themselves as working for a while, marrying, raising their family, and not having to worry about going out to work thereafter.

They do not realize that, in B.C., just

under half of all wives have a paid job outside their homes, as well as the job of homemaker. Nor do they realize most women will work for wages at least 30 years and that these wages are necessary to maintain economic independence for themselves and their families. Perhaps more startling is the fact that more than 40% of all women in the labor force support themselves or support families by themselves.

Will our students continue to discover these facts when it is much too late? Sex-stereotyping and job segregation in the workforce will also affect young women's future plans. Our students have been introduced to mostly male role models in the areas of science, engineering and technology. They see many of the jobs of the present and the future as men's jobs. Socialization becomes a major barrier to women becoming active participants in the future job market.

Canada's occupational outlook indicates high growth in business service, trade, finance, and insurance. Management and administrative specialists will be necessary in these fields, and computer occupations such as systems analysts, systems designers, hardware specialists, software specialists, engineers, computer science technologists, systems maintenance persons, computer operators, data encoders, and marketing and distribution specialists, will be an integral part of the future job market.

### THE CHALLENGES

Parents, teachers, and school trustees now face how to best prepare our female students for the future.

Young women must be encouraged to pursue math and science courses in secondary and post-secondary school. For these students to understand the importance of studying these subjects, they need to understand their importance for their future lives. They need to be made aware of scientific and technical job opportunities, and they need to be encouraged into apprenticeship training programs that match their interests and abilities. They also need to be computer literate.

Students need exposure to more female math and science teachers in secondary school as well as to female role models in non-traditional jobs and trades in order to change their stereotype of most occupations.

Obviously, all of this has far-reaching consequences for the school system. Teachers must play an integral role.

We must provide adequate support and information to upgrade our knowledge of

## DROPPING MATH?

### Say Good-bye to 82 Jobs

Grade 12 math required	Grade 12 math required	Grade 12 math required	Grade 11 math required	Grade 11 math recommended
Pure Mathematician	Chartered Accountant	Cartographer	Dental Assistant	Commercial Diver
Applied Mathematician	Business Administrator	Survey Technologist	Ophthalmic Assistant	General Accountant
Computer Scientist	Economist	Engineering Technologist	Animal Care Technician	Marketing Research Analyst
Statistician	Engineer	Registered Nurse	Agricultural Technician	Pilot
Actuary	Chemist	Health Record Administrator	Landscape Technician	Horticulturist
	Physicist	Audiologist	Metallurgical Technician	Forestry Technician
	Geologist	Speech Therapist	Air Traffic Controller	Cartographer Technician
	Astronomer	Occupational and Physical Therapist	Farm Equipment Mechanic	Draftsman/woman
	Meteorologist	Nuclear Medical Technologist	Electronic Technician	Survey Technician
	Physician	Property Appraiser	Tool and Die Maker	Medical Equipment Maintenance Technician
	Pharmacist	Elementary Teacher	Welder	X-Ray Technician
	Dentist	Lawyer	Industrial Designer	Respiratory Technologist
	Optometrist	Psychologist	Industrial Administrator	Public Health Inspector
	Medical Lab Technologist	Sociologist	Data Processor	Public Health Nurse
	Landscape Architect	Geographer	Bookkeeper	Pharmacy Assistant
	Forester		Bank Teller	Dental Technician
	Veterinarian		Office Clerk	Stationary Engineer
	Biologist		Insurance Underwriter	Computer Technologist
	Agrologist		Sports Administrator	Meteorological Technician
	Surveyor			
	Architect			
	Graphic Artist			
	Interior Designer			
	Urban Planner			

Source: Department of Education, Ontario Government (reprinted with permission from LINK, February/March, 1984)

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	Meteorologist	Occupational and Physical Therapist	Farm Equipment Mechanic	Draftsman/woman
	Physician	Nuclear Medical Technologist	Electronic Technician	Survey Technician
	Pharmacist	Property Appraiser	Tool and Die Maker	Medical Equipment Maintenance Technician
	Dentist	Elementary Teacher	Welder	X-Ray Technician
	Optometrist	Lawyer	Industrial Designer	Respiratory Technologist
	Medical Lab Technologist	Psychologist	Industrial Administrator	Public Health Inspector
	Landscape Architect	Sociologist	Data Processor	Public Health Nurse
	Forester	Geographer	Bookkeeper	Pharmacy Assistant
	Veterinarian		Bank Teller	Dental Technician
	Biologist		Office Clerk	Stationary Engineer
	Agrologist		Insurance Underwriter	Computer Technologist
	Surveyor		Sports Administrator	Meteorological Technician
	Architect			
	Graphic Artist			
	Interior Designer			
	Urban Planner			

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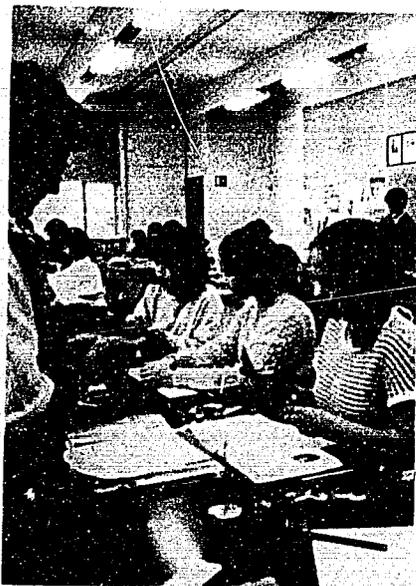
existing educational programs, external resources, and the future job market. We must develop more programs to promote non-traditional and science-related career days. More important, we must eliminate sex-stereotyped material from our curriculum.

Finally, we must examine our own attitudes and values. Much of our current teaching reinforces sex-stereotypes and job segregation in the workplace. Until we break this cycle, young women will continue to follow traditional training patterns. If females are to find employment in the future, they must acquire a broader range of skills than they acquired in the past. Instead of looking at the 20 occupational categories in which the majority of women are currently employed, we must expand the options to include the more than 500 that are currently defined.

The world of the future with its basis in technology will be subject to rapid changes as new technology replaces old at an accelerating rate. While no one can predict with certainty just what skills will be required, we must provide the necessary educational and philosophical basis to help female students become full and active participants in their working lives.

Bibliography available on request.

Margie Willers is the co-chairperson of the BCTF Status of Women Committee.



*Are science and math courses the salvation for girls seeking careers in a technological society? Or is the ability to reason and think logically more important?*

# Classified

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## TEACHER EXCHANGES WANTED

**Taupo, New Zealand** secondary school teacher of maths and science seeks exchange of job and house for Jan.-Dec. 1985 (prefer within 300 km of Vancouver). Telephone (604) 594-8867 or write John Willen, 11240-64A Ave., Delta, BC V4E 1E8.

**Welsh Primary** school teacher seeks an exchange of job for 1985-86 in Vancouver. For information, contact D. Campbell at 734-9317.

**Australian Music Teacher,** secondary level, seeks an exchange of position and housing for 1986 (Jan.-Dec.) Victoria or Vancouver, or nearby. Write to Mrs. Suzanne Owen, 3 Lorraine Avenue, Clarence Park, Adelaide, 5034, SA.

**Exchange in Southampton area:** couple. Sail boat and home. August 1985 or teaching positions, secondary English and intermediate elementary. For further information, phone 535-0918.

**Ontario Junior Secondary** math teacher wishes to exchange similar job and accommodation with teacher in Lower Mainland, B.C. for 1985-86 school year. Phone (519) 836-2460 or write Margie Whyte, 406-444 Victoria Road, Guelph, ON N1E 5J8 before October 31, 1984.

## MISCELLANEOUS

On **Saturday, October 20, 1984**, Hillcrest Elementary School will be celebrating its 25th anniversary. The celebration will take the form of a reunion between 4:00 and 8:00 p.m. A "Memory Lane" is planned. Former students and staff are encouraged to assist with this by sending, at their earliest convenience, any Hillcrest pictures or mementos they may have to Evelyn Johnson, 220 Duncan Road, Estevan, SK S4A 0A2. Anyone that was a teacher, student, parent or a friend of Hillcrest school are cordially invited to attend this reunion.

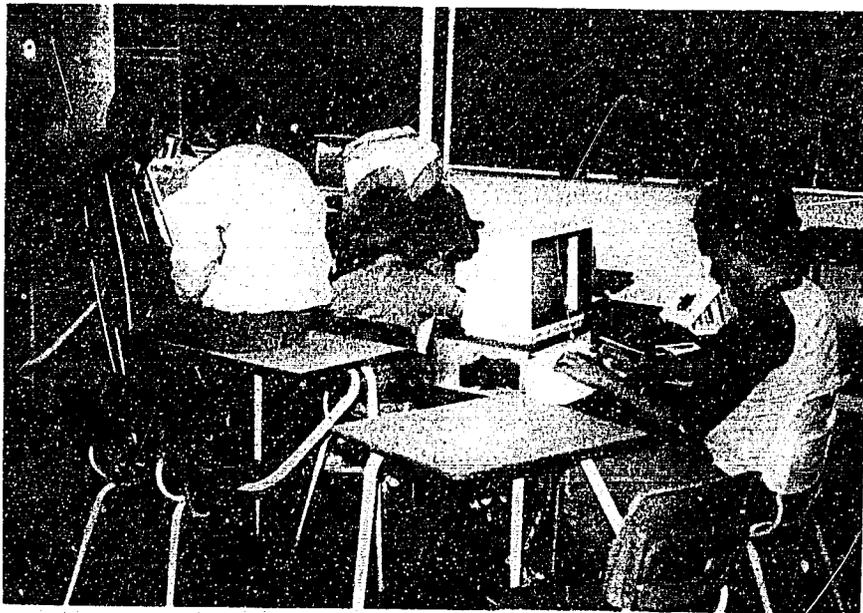
**Looking for a way to enhance the presentation of subject material this year?** Try booking a faculty member from Simon Fraser University. SFU has operated a speakers bureau as a free public service since 1965 and according to bureau co-ordinator, Steve Boreham, the university would like to expand contact between faculty, professional educators and public school students.

Boreham says many of the topics mesh well with junior and senior secondary school curriculums. Faculty are prepared to speak, for example, on: the political scenes in Canada, the U.S., the Soviet Union, Latin America, the Middle East, Mexico and the Pacific Rim; computers and computing; economics and business; fitness and the human body; literature and the arts; biological sciences, chemistry, physics and numerous social science issues.

A brochure listing more than 100 speakers and 300 topics is available by calling the speakers bureau (291-4323).

# Striking out with the girls

Computer literacy and computer use are being heralded as the keys to a successful future. One computer studies teacher overviews an alarming pattern in his classes over the past years.



A typical scene in the secondary computer labs. Where are the girls?

**BARRY UNDERWOOD**

## THE PROBLEM

I have always been able to console myself about being unable to attract the girls (had my first date at 18); I didn't really try; I was too busy with my major

league baseball career. But after five years of failing to have girls register in my Computer Studies 9/10 course, I'm beginning to wonder if it is me after all.

In the table below are the enrolment figures in a Computer Studies 9/10 option.

COMPUTER STUDIES 9/10 ENROLMENT				
Year	Male	Female	Total	% Female
1979-80	31	11	42	26
1980-81	20	12	32	38
1981-82	29	13	42	31
1982-83	36	4	40	10
1983-84	37	4	41	10

At first glance, it appears that in the years 1979-1982, I was doing all right; 30 per cent range isn't the greatest, but I wasn't doing too badly. But in those years, Computer Studies 9/10 was the first computer course available to Grade 9 and 10 students. Only in 1981-1982 were students choosing a second computer course, because Computer Studies 8 was introduced in 1980 and taken by all students from 1980 to 1984. So, for the last two years when the computer option was the second computer course available, only 10 per cent of the students choosing it were female.

### POSSIBLE CAUSES

To try to avoid reckoning with the possibility that I no longer had what it takes—or never had what it takes—I began to examine the downward trend in female participation. I asked was there:

1. Too much programming? The Computer Studies 8 course involved programming with mark-sense cards because there were only four computers for 25 students, and the Grade 9/10 course involved programming as an instructional package.
2. Too much time involved? A computer and a good amount of time were needed to complete assignments, so students were required to spend time before and after school.
3. A male atmosphere in the room? The computer room always had a large number of boys — between 20 and 30 on most days — in it before school, at noon, and after school.
4. Any truth to the idea that girls do not possess an aptitude for computers?

### SOLUTIONS

I shifted away from programming to word-processing, spreadsheets, and data bases — to using the computer as a tool. Students seem to be more interested in putting an LP collection on a data base than in learning about Pokes and Peeks.

By our adding computers, students are able to complete assignments during class time.

To offset the large number of boys in the computer room, "girls' days" were decreed on Tuesday and Thursday at noon. In addition, non-violent arcade games like Gumball or Olympic Decathlon were purchased.

To examine whether or not there is a difference between boys' and girls' aptitudes for computers, we analyzed data obtained from a computer literacy test.

### MINNESOTA COMPUTER LITERACY AND AWARENESS ASSESSMENT

The instrument was developed by the Special Projects Division of the Minnesota Educational Computing Consortium (MECC). One section—affective—has six scales: enjoyment, anxiety, efficacy, sex-typing, policy concern, and educational computer support. The other section—cognitive—has five dimensions: hardware, software and data processing, applications, impact and programming and algorithms.

### COMPUTER LITERACY SURVEY

In the years 1980-1984, the Minnesota Computer literacy test was given both pre and post to all Grade 8 students in Computer Studies 8, a 10-week computer literacy course (40 hours).

Each scale of the affective section and each dimension of the cognitive part were analyzed using VISICALC, as shown in the sex-typing example below.

### MECC'S SEX-TYPING QUESTIONS

16. In general, females can do just as well as males in computer careers.
17. More females than males have the ability to become computer specialists.
18. Using computers is more for males than for females.
19. Studying about computers is just as important for females as for males.
20. Males make better scientists and engineers than females do.

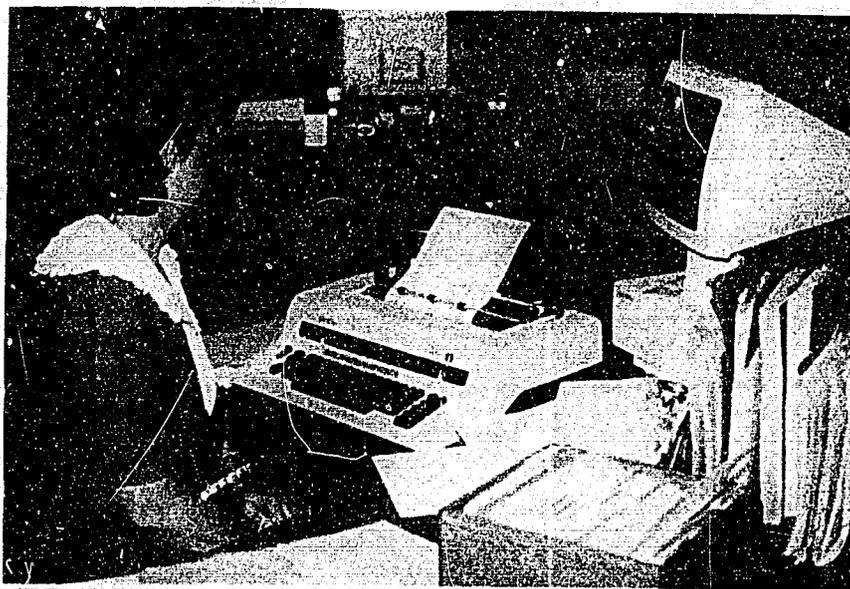
### SUMMARY

The sample of the students' responses to ATTITUDE VIS-A-VIS COMPUTERS (SEX-TYPING) is similar to those obtained from the other scales. There are no significant differences between pre and post results, male and female comparisons, and the four years that were tested, and the students have a satisfactory attitude toward computers.

On the cognitive scales, these students possess a wide range of knowledge, but they are not more computer literate than their predecessors. There does appear to be an inequality between boys and girls. Girls generally score lower on the pre test—are less computer literate—but score higher than the boys on the post test.

I have been unable to pinpoint what might be keeping the girls out of computer courses. Even though I continue to strike out, I am determined to keep swinging. Computers for boys only is an absurd and dangerous trend.

Barry Underwood is a computer studies teacher at Campbell River Junior Secondary School.



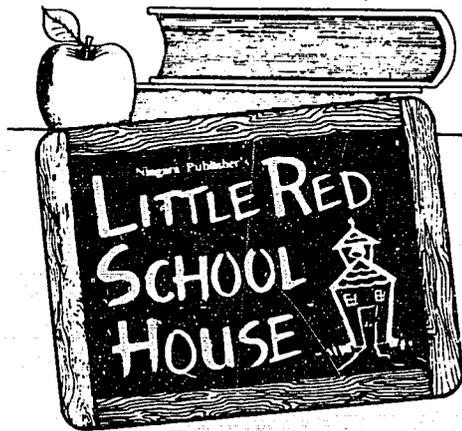
*Traditional work for women is disappearing as computers move to automate the office.*

# Teachers : Remembered

In-Service	Last Taught In	Died
Glen Hewlett Cropsey	Vancouver	April 24, 1984
Cordell Deshield	Richmond	March 1, 1984
Graham Edwards	Peace River South	May 21, 1984
Terry L. Erickson	Vernon	April 25, 1984
Sylvia Kotsomitis (Tillard)	West Vancouver	February 13, 1984
Laura V. Marston (Ashworth)	Kamloops	March 21, 1984
Ellen L. Podwin (Malakoff)	Coquitlam	April 22, 1984
Cecil M. Sinclair	Delta	February 18, 1984
Madge E. Taylor (Price)	Vancouver	May 9, 1984
Christina Todd	Prince George	May 28, 1984
Retired	Last Taught In	Died
Janet Aitken	New Westminster	June 5, 1984
Pauline Antenbring (Prescott)	Vancouver	April 15, 1984
Vernon Ardiel	Surrey	April 6, 1984
Rosemary Ault (Moret)	Quesnel	April 26, 1984
Olga Bossi	Victoria	February 29, 1984
Douglas Campbell	Vernon	June 7, 1984
Leila Carroll	Courtenay	June 12, 1984
Lorne Curtis		July 23, 1984
Ronald Dickie	West Vancouver	February 15, 1984
Gurdev Dosanjh	Langley	May 30, 1984
Doreen Duncan	Vancouver	March 15, 1984
George Durose	Vancouver	July 11, 1984
Claude Galibois	Peace River South	May 5, 1984
Hillegonde Gidney (Breurkens)	Vancouver	April 18, 1984
James Halcrow	Chilliwack	July 18, 1984
William Hardie	Victoria	July 21, 1984
Margaret Hardwick	Vancouver	May 14, 1984
Harvy Hobbs	Burnaby	May 9, 1984
May F. Hogben	Castlegar	January 8, 1984
Doris Howard	Vancouver	February 28, 1984
John Howard	Kamloops	February 23, 1984
Edward Hunt	Vancouver	March 14, 1984
Everett Hurt	Vancouver	May 25, 1984
Rudyard Kipling	Victoria	March 24, 1984
Maude Knappet	Victoria	March 23, 1984
John Leask	Port Alberni	May 14, 1984
Mabel Lott	Burnaby	February 1, 1984
Charles Lucas	Burnaby	April 17, 1984
Jessie MacDonald	Burnaby	March 6, 1984
Helen Macken (MacArthur)	Vancouver	April 15, 1984
Louise Manson	Qualicum	April 30, 1984
Ella Martin	Castlegar	June 7, 1984
Agnes Mathers	Queen Charlotte	April 10, 1984
Evelene Meade	Arrow Lakes	July 28, 1984
Marion McDonnell (Dobson)	Victoria	February 18, 1984
Dorothy McLean	Vancouver	March 31, 1984
Elianne McNamee (Dubord)	Coquitlam	March 7, 1984
Isobel Midmore (Frost)	Vancouver	July 30, 1984
Charles Moyls	Kitimat	July 30, 1984
Hilda Olson	Maple Ridge	April 10, 1984
Muriel Porter (Steen)	Vancouver	March 6, 1984

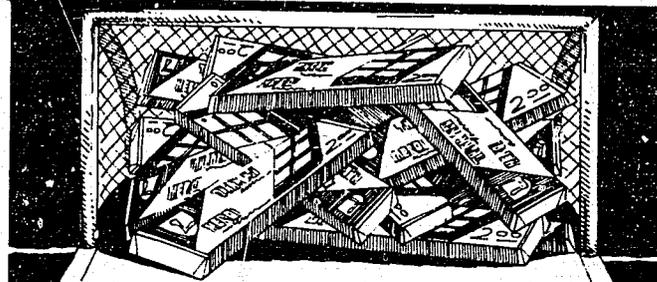
Retired	Last Taught In	Died
Beth Ramsay	Victoria	June 3, 1984
Eleanor Robertson	Vancouver	May 10, 1984
Eva Jean Rollston	Vancouver	May 28, 1984
Charlotte Russell (Brightwell Wilson)	Coquitlam	April 20, 1984
Eva Santurbana (Cavalier)	Castlegar	June 5, 1984
Dave Smith	Alberni	June 21, 1984
Ivadell Stokes	Delta	June 15, 1984
Helen Vernon (Johnson)	Victoria	August 8, 1984
Gus Vesterback	Courtenay	June 19, 1980
Mary Wagner (Mumford)	Howe Sound	April 10, 1984
John Wallace	Victoria	March 8, 1984
John B. Weir	Shuswap	January 18, 1984
Thomas Woodcock	Vancouver	April 3, 1984
Ralph Yarwood	Kimberley	June 19, 1984

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# THE FORG TEACH

*The visible minority female teachers  
in our schools share common percep-  
tions and experiences on their teach-  
ing lives.*

# OFTEN ERS

EDWIN MAY

The 1975 green paper on immigration sanctioned yet another Canadian euphemism *visible minority*. The term referred to someone from a "non-traditional area of immigration" who shows the limitations of the "absorptive capacity" of Canada.

By tacitly approving the creation of a new subclass of Canadian in the ethnic *mélange* that lies outside the bounds of the "two founding races," the green paper entrenched Canada's own brand of apartheid. In Canada, we pretend the "non-assimilable" do not exist. Visible minorities are invisible members of Canadian society. Non-persons.

Our public school system does a fine job of reflecting the moods and practices of the larger society. Thus, as with every other institution in Canada, the public school system is controlled by white males. The relatively few non-white

educators who are tolerated in our schools are, with desperately few exceptions, excluded from the decision-making process. In the hierarchy of our school system, non-white female teachers are the most invisible segment of all. Indeed, not even the apostles of apartheid can claim the degree of exclusion achieved by the folk who control our schools.

The visible minorities have not accepted the status quo, however. The degree of frustration at being kept outside the mainstream of the public education system was emphasized by many of the non-white educators who testified before the 1984 House of Commons Special Committee on the Participation of Visible Minorities in Canadian Society. Said the speaker for the National Capital Alliance on Race Relations, "If there are students who are losing something by not having role models of their own group in positions of authority, then

it is a matter of weighing one value against another."

The Commons Committee recommended that "school boards should introduce affirmative action programs to increase the number of visible minorities in teaching and administrative positions." The committee also noted the lack of briefs and information dealing with the special needs and concerns of visible minority women and their specific problems of social integration.

We can appreciate the problems the committee faced. In preparing this article, we contacted officials in the five largest school districts in British Columbia. Only one of these districts, all of which have multi-racial school populations, admitted to having promoted a non-white woman to an administrative position. (One of these districts, employing over 1,200 teachers, did not employ a single non-white administrator, and boasted a school board office and district resource centre staffed exclusively by white persons. How's that for apartheid!)

What about the well-qualified, ambitious visible-minority female teacher? According to Bharati Mukherjee, Canadian novelist and university professor, such a person encounters "double vision when self-perception is so utterly at odds with social standing." She adds, "We are split from our most confident self-assumptions. We must be blind, stupid, or egomaniacal to maintain self-respect

or dignity when society consistently undervalues our contribution." For Mukherjee, the solution was fleeing Canada, where she was regarded as an exotic butterfly, and facing the confrontation that is so much a part of the American scene.

Not every teacher has the mobility of Dr. Mukherjee. What about those non-white female teachers who work in our public school system in British Columbia? What is their experience? We attempted to find out by making direct contact with as many visible-minority teachers as possible. Our informal and incomplete survey revealed a wide range of perceptions and experiences, and it showed that there is no "typical" visible-minority female teacher in our schools. Yet, there are areas of agreement:

- Love for teaching as a fulfilling and exciting career;
- In general, positive relations with students, especially at the elementary level;
- Dedication to professionalism;
- Lack of opportunities for advancement.

Once our probing penetrated the polite responses, we were able to discuss the visible-minority female teacher's role in her community, relationship with colleagues, social life, and so on.

The responses that follow must not be regarded as representative: our survey was too limited for the range of ethno-cultural backgrounds it covered. However, we hope that the responses used provide a basis for thought and lead to greater awareness of the visible-minority women in our teaching ranks.

Of the 92 persons who participated in our survey, 70 indicated that they do not feel a part of the community in which they work. Those in larger urban areas prefer "to hide behind the anonymity of a big city." One respondent, who teaches in a bedroom suburb in the Lower Mainland, remarked, "I'm merely tolerated here. One mother even questioned whether I would give her child the right cultural training and doubted my teaching ability. The principal, a gutless wonder, let her get away with the slur."

In general, teachers who settled in

**"I'm black, and I'm a woman. I can't go any lower in Canadian Society."**

**Rosemary Brown, MLA**



*Our schools serve a growing number of children from diverse ethnic backgrounds. This is one of the many reasons for increasing the number of visible minority teaching and administrative positions.*



*The 'visible minority' teachers surveyed agreed on their dedication to the profession and to their students. 'Love for teaching' was seen as a fulfilling and exciting career.*

small towns feel accepted. "I like it here," said one. "We have a small community. Both my husband and I enjoy being part of the scene. Sure, there are some rednecks, but they're not a problem. It's been years since I felt homesick for the Caribbean."

For 63 respondents, social life remains a problem. Since many of these teachers come from cultures where strictures on social intercourse are less apparent than those in North America, their lives can be lonely. A teacher in a large elementary school explained, "Look, I'm a single woman, a non-white, and an immigrant. What chance do I stand for a social life? I'm an exotic creature, as long as I'm jolly and amusing. Whenever we have staff get-togethers, mostly potluck meals, I'm expected to provide the *pièce de résistance*. After all, I'm supposed to be a great cook. So I oblige. But no one cares a \_\_\_\_\_ about the person behind the façade."

When questioned about their relations with colleagues, many visible-minority women in our school system expressed disappointment over the superficiality of the contact they have with fellow teachers: "Sometimes I need to talk to someone, just to vent my feelings. I can't, because I'm the only visible-minority teacher here and, of course, must represent my race, you know!"

Others feel that their skills and cultural resources are ignored by colleagues. "For instance," said a teacher from India, "when they teach about my country of origin, they never seek my assistance."

By far the greatest obstacle visible-minority women face in the school system is the lack of career opportunities. Responses ranged from resignation: "I've got a job, so I guess I must be thankful," to frustration: "I attended universities on three continents and have a truly international education. I obtained my teaching certificate in Canada. Yet I must watch as males with only basic qualifications, like a quickie summer-school master's, get promoted. There seems to be a mental block somewhere: How could a black woman be anything but a very junior teacher!"

We also asked participants in our survey what changes would make our public school system more egalitarian. Replies were predictable: implementation of equal-opportunities programs that would give non-white women a more meaningful role in our education system;

a complete overhaul of textbooks and teaching materials to reflect the many cultures of our population; more innovative and positive use of the rich ethnic mix in our schools.

#### B.C. TASK FORCE ON IMMIGRANT WOMEN

Four years ago, the British Columbia Task Force on Immigrant Women began a series of studies designed to focus attention on this largely overlooked segment of our population. The task force found that problems usually associated with immigrants also concern female professionals, many of whom are teachers.

Many of these women must reconcile the dichotomy between their traditional family life and modern Canadian life. Usually cut off from the support systems they knew in the old country, they face

stress and mental anguish of a degree not experienced by women in mainstream Canadian society. The task force will continue its work. In 1985 studies will relate to stress, mental health, physical abuse, and social problems immigrant women face.

Until the results of these studies are available, we could do well to heed the words of Edith Nee, speaker for the Task Force on Immigrant Women: "Next time you pause to observe that hard-working, smiling visible-minority colleague, think of her as a miracle of fortitude and a tribute to the instinct for survival. She is a resource we need to appreciate."

Edwin May is the co-ordinator of the BCTF's race relations program.

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# Hargreaves' Musings

## TOP MARKS

GEOFF HARGREAVES

Warren and Betty Chismus package themselves nicely. Last Easter, they showed us slides of their Christmas visit to Costa Rica, where Warren had made some pretty shrewd investments in real estate in the late '70s and they'd gone to collect and reinvest. Many of the slides presented colorful scenes of native markets, crammed with baskets and blankets, pots and leather goods, flowers, feathers and fruits. But it was evident that the most carefully packaged of all the goods on display were Warren and Betty themselves, face on to the camera, cool, groomed, tidy, smiling, totally at ease and with every appearance of health.

The Chismus residence is imposing, at least from the front. But we hadn't found it easy to get into. To improve the facade, Warren had taken up the pathway across the lawn and planted a row of low shrubs around the lawn's edges. Rising above the shrubs, set beyond a smooth and weedless lawn, the tall house imperiously commands attention. But, as a result, those who want to enter it, not merely admire it and pass by, have to tramp round to the back door and up through the always active laundry room to reach the living quarters on the second floor. There, in a long living room lavishly supplied with mirror tiles on three of its four walls, Warren and Betty constantly revolve, displaying their best features, reflected in triplicate. The dining room walls are thick with the souvenirs of their travels. "When I look at these walls," Warren says somewhat coyly to his visitors, "I can know that I'm a man with a past."

Warren is a counsellor at the school

but is well known throughout the district for his energy, his shrewdness, his gentle voice, and his false geniality. Many of Warren's colleagues feel that the business of Expo '86 seems like painting a clown's face on a desperately sick man and irresponsibly dispatching him to a carnival. But Warren is keenly excited about Expo. He and his cousin in Burnaby are planning to set up a hamburger stand there that Betty will run with the aid of unemployed students Warren will have selected for their diligence, docility and gratitude for small mercies. Warren's not too concerned about the quality of the beef, but is adamant that he get the classiest of napkins and paper bags going.

We don't see much of Betty in school, but Warren brings her in once a year, when the students are honing their interview skills, so that they can see what a well-packaged woman looks like — clean, unchallenging, fashionable, passive, predictable, available for possession, with an erotic charm neatly hidden behind a facade of false modesty. "Never let your mind appear in your face," is Warren's constant advice, and the success rate of the girls who take it is beginning to confirm its wisdom in these hardened times.

Naturally, Warren is very pleased with recent developments in education, especially the new curriculum. "At last we know what we're dealing with," he often says. He said it again only yesterday, as we were discussing Lisa Weishart.

"What are we dealing with?" asked Marian, another counsellor.

"Marks!" said Warren.

"Marx?" asked Marian.

"Yes, marks," answered Warren. "Objective grades."

"Oh, marks," said Marian. "I thought you said Marx."

Warren, who boasts that he is an apolitical teacher, looked baffled. "I'm saying that we teachers now have a product we can produce, something tangible we can measure our performance against. We can increase our productivity. We no longer have to deal with intangibles like student satisfaction. There's a commodity to turn out, and good teachers will demonstrate their quality by turning it out."

"Are you sure you didn't say Marx?" asked Marian.

"I did say 'marks,'" asserted Warren, irritated.

"How's that going to help Lisa Weishart?" I wanted to know.

Lisa is a strange, uncompromising girl who does not package herself nicely. Because of difficulties with her stepfather, she left home early, and once or twice recently, when her name has been the subject of a sentence, the word abortion has appeared in the predicate. She's scruffy, lost and outrageous. Now she's living with her grandmother, a 66-year-old woman whose severe physical and mental afflictions only the irrational love between blood-relatives could make tolerable. Yet there's a special quality to Lisa. One of my colleagues said of her, "You know when a good singer sings a bad song? The music is trite and the lyrics are trashy, but something valuable comes through all the same. That's the way I see Lisa Weishart, a bad song sung by a good singer."

When Warren pointed out that her marks in English were low, I countered by saying that in the things I could test and had tested on paper, she had not scored well, but on the other hand . . .

Warren smiled sympathetically. "I'm not holding it against you," he said in the special, unwavering half-whisper that only a masters in counselling can produce from a human throat.

"I wasn't aware that I was being accused of anything," I said.

"Let's be frank," he replied. "This student has done badly throughout the year. She will certainly do badly on the government exam. She will fail. Like it or not, to some degree, you are accountable for that."

"She has not failed me," I said, "and I hope I have not failed her. Our relationship has been one of kindness, encouragement, humor and understanding."

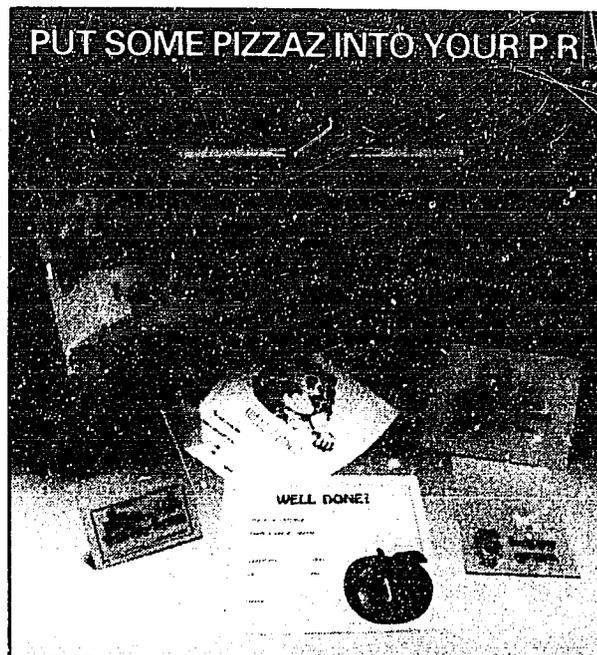
"So what?" Warren said. "That doesn't matter. Not here. Not now. She is a failure. I will have to reprogram her for next year."

"She is not a failure," I insisted, "as a person."

Warren gave me a judicial glare, and drawing himself up to his full height, delivered his final judgment. "As a person? Of course she's a failure as a person!" he snorted. "I can tell you one thing for sure. Neither Betty nor I would ever consider employing her at our hamburger stand at Expo '86!"

Geoff Hargreaves, a teacher at Cowichan Senior Secondary School in Duncan, writes this regular column for *The B.C. Teacher*.

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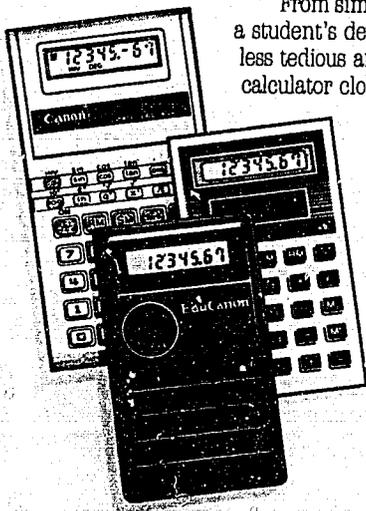
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# Books Books

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

GRACE FUNK

## Across the Desk

- has come nothing at all relating to the theme of this issue. Perhaps that in itself is significant—but of what? of the necessity to focus on the theme? or of the non-necessity?
- has come only paperback books — there is not a hard cover book on my shelves, to be reviewed or listed or otherwise. I haven't had a hard cover book in months, except for a large dictionary. Is this another publishing shift that has crept on us unawares?
- has come a group of computer-related books, listed separately below. No one has offered specifically to review computer books. (When I set up a file of willing volunteer reviewers, there weren't any computer books.) Computer-using editors, please help the rest of us to know which books are useful, which are not needed. Please write me expressing a burning desire to review some of these books, soon! More are sure to come.
- has come a fine survey of philosophy *From Socrates to Sartre: The Philosophic Quest* (Laviine, Bantam), surely of use in a society seeking new values.
- has come *Shulamis: Stories from a Montreal Childhood*, by Shulamis Yelin (Véhicule Press, PO Box 125, Station "La Cité," Montreal, PQ H2W 2M9), the charming autobiography of a Russian-Jewish girl on the way to a lifetime of teaching.
- has come a little item that resembles a book about as much as a video rock performance resembles an opera. Almost pure hype, it is called (really) *Roseanne Roseannadanna's "Hey, Get Back To Work!" Book* (Loag Shadow Books). Also a neat poster (without a book) of Barry C. Anderson's *Life Line to the Yukon: A History of Yukon River Navigation* (Superior Publishing, Seattle).
- has come a brisk, readable, but saddening little report from the North-South Institute on *Drug Trafficking*, a fascinating, illustrated account from Talon Books on the life and culture of the Shiammon people of the Powell River area; the remarkable adventures of Tom Lamb, *The Last Great Frontiersman*, by Leland Stowe (Paperbacks), and two beautiful woodworking books from Taunton Press. (Is a woodworking teacher interested in these?)
- and, of course, came a brochure advertising the new *Canadian Encyclopedia* coming from Hurtig next year. Reserve your copy, you'll want it!

Grace Funk, a teacher in Vernon, B.C., co-ordinates the book reviews for *The B.C. Teacher*.

## Books Received

Disbrowe, Harold B., *A Schoolman's Odyssey*, London, The University of Western Ontario, Faculty of Education, 1984, 184 pages, paper, 0-920354-07-6. Autobiography of an Ontario educator, which includes an account of four years' teaching agriculture in Turkey, comments on Frederick Philip Grove, and two essays on directions in education.

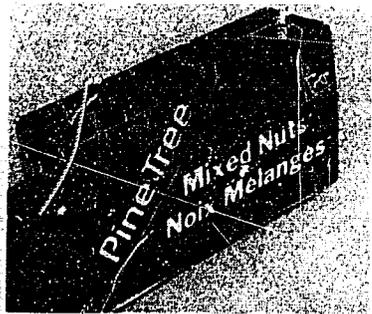
Gordon, Christine, J., *Improving Reading Comprehension and Writing: The Story Grammar Approach*, Calgary, Braun and Braun Educational Enterprises, 1983, 80 pages, paper, \$8.95, 9690605-3-x. Order from Braun and Braun Educational Enterprises, 1245 Varsity Estates Road N.W., Calgary, AB T3B 2W3. Twenty-five lessons for teaching story structures to intermediate pupils, including the texts and structural analyses of eight stories.

Gutteridge, Don, *Brave Season: Reading and the Language Arts in Grades 7 to 10*, London, The University of Western Ontario, Faculty of Education, 1983, 212 pages, paper, \$12.95, 0-920354-03-3. Textbook for students and practising teachers, emphasizing comprehension and the cultural context and learning needs of the students. Includes a developmental reading grid K-13, as a basis for lesson planning.

Hammill, Donald D., *Teaching Children with Learning and Behavior Problems*, Canadian edition, Toronto, Allyn and Bacon, 1984, 527 pages, paper, 0-205-08153-3. Professional reading for teachers of special education. A fourth revision with a chapter on special education in Canada.

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Hornsby, Beve, *Overcoming Dyslexia*, Scarborough, Prentice-Hall, 1984, 140 pages, paper, \$7.95, 0-13-646555-2. Guide and handbook for families and teachers, giving diagnostic, teaching, and counselling help.

Joudry, Patricia, *And the Children Played*, Montreal, Tundra, 1983, 174 pages, paper, \$8.95, 0-88776-160-7. Reprint of a 1975 copyright telling how a Canadian playwright and her photographer husband decided to keep their daughters at home and let them play, learning when and as they wished.

Kehoe, John W., *A Handbook for Enhancing the Multicultural Climate of the School*, Vancouver, Western Education Development Group, 1984, 93 pages, paper, 0-88865-025-6. A checklist and a quick review of many native and immigrant cultures, to help teachers adjust the hidden curriculum and provide true equality of opportunity.

Kohl, Herbert, *Basic Skills*, New York, Bantam, 1984, 242 pages, paper, \$3.95, 0-553-23726-8. Examines the failure of public education in America to deliver the American dream and suggests way to improve the teaching of six basic skills: language, problem solving, scientific ideas, imagination, group functions, and knowing how to learn.

Lower, J. Arthur, *Western Canada: An Outline History*, Vancouver, Douglas and McIntyre, 1983, 346 pages, paper, \$12.95, 0-88894-346-6. Good reading, vividly presented, from a well-known historian.

*Recent Developments in Native Education*, Toronto, Canadian Education Association, 1984, 91 pages, paper, \$6.00, 0-919078-84-2. Programs involving native bands, teachers, and curricula, described federally, provincially, and locally.

Schlesinger, Benjamin and Shirley Tenhouse Gibbon, *Lasting Marriages*, Toronto, Guidance Centre, 1984, 40 pages, paper, \$3.30, 0-7713-0140-5. Intended to spark class discussion and be useful in family-life-education classes. Studies of long-lasting marriages in Canada, with many quotations, some statistics, a checklist of 50 points, and a bibliography.

*Science for Every Student: Educating Canadians for Tomorrow's World*, report 36, Ottawa, Science Council of Canada, 1984, 85 pages, paper, \$5.25, 0-662-11576-x. Order from Canadian Govern-

ment Publishing Centre, Supply and Services Canada, Hull, PQ K1A 0S9, catalog number SS22-1984/35E. Four years of investigation into science education. Eight major conclusions and 47 recommendations for immediate action, e.g., Canadian content, greater participation of girls, courses in technology. Accompanied by an 11-page summary.

Simpson, Douglas J. and Michael J. B. Jackson, *The Teacher as Philosopher: A Primer in Philosophy of Education*, Toronto, Methun, 1984, 220 pages, paper, \$14.95, 0-458-97350-5. Textbook for student teachers, based on the premise that the questions are inevitable and the process is lifelong.

## NEW COMPUTER-RELATED BOOKS

Bitter, Gary G. and Ruth A. Camuse, *Using a Microcomputer in the Classroom*, Reston, VA, Reston Publishing, 1984, 339 pages, paper, \$22.95, 0-8359-8144-4. Order from Prentice-Hall Canada. A much more practical and sophisticated overview than the Kleinman book (below), excellent for anyone wishing to move into using computers. Meant to be used in sections; e.g., choosing appropriate software, a computer literacy program. Twelve very useful appendices.

Chambers, Jack A. and Jenny W. Sprecher, *Computer-Assisted Instruction: Its Use in the Classroom*, Englewood Cliffs, Prentice-Hall, 1983, 232 pages, paper, \$16.95, 0-13-164376-2. A textbook for learning about and introducing computer-assisted instruction, including a section on courseware design.

*Computer Literacy: Programming, Problem-Solving, Projects on the Apple*, Reston, VA, Reston Publishing, 1983, 286 pages, paper, \$20.95, 0-8359-0860-7. Order from Prentice-Hall Canada. Textbook for a laboratory setting, teacher beginning programming. Uses Apple and BASIC.

Haskell, Richard, *Apple Basic*, Englewood Cliffs, Prentice-Hall, 1982, 183 pages, paper, \$16.95, 0-13-039099-2. Text for a computer science class learning to program in BASIC.

*Intelligent Schoolhouse: Readings on Computers and Learning Education*, Dale Peterson, Reston, VA, Reston Publishing, 1984, 321 pages, paper, \$16.95, 0-8359-3107-2. Compendium of 40 short, readable, and thought-provoking articles by American educators, psychologists, and students, grouped under

seven headings: perspectives, what and why, how, personal experience, special places, special people, the big picture.

Kleinman, Glen M., *Brave New Schools: How Computers Can Change Education*, Reston, VA, Reston Publishing, 1984, 207 pages, paper, \$19.95, 0-8359-0527-6. Order from Prentice-Hall Canada. A somewhat rosy overview of all the computer learning possibilities currently on the market, set in a fictionalized school with (apparently) unlimited computer time and programs.

## Book Reviews

Anisef, Paul and Norman Okihiro, in collaboration with Carl James, *Losers and Winners*. Toronto, Butterworth, 1982, 240 pages, paper, \$9.95, 0-409-81111-4.

More than 25 years ago, Michael Young, in his percipient best-seller, *The Rise of The Meritocracy*, predicted a future in which personal worth would determine individual advancement. The authors of *Losers and Winners* support the belief that such a future has not yet been attained, and that social obstacles continue to keep many groups in our society from realizing their potential.

The focus of this book is the accessibility to higher education for women, the poor, and ethnic minorities. The research concentrates on higher education in Ontario, but the reader finds it easy to apply the research findings generally. *Losers and Winners* is a scholarly study aimed at readers interested in the sociology of education. The extensive bibliography, the index, and a number of appendices, comprise over one-third of the book. A survey of several studies on accessibility of higher education provides the basic ammunition for the authors' thesis that much inequity remains.

Certain recommendations put forward to remedy the situation attack inequalities at the earliest stages of education, before they have permanently affected the child. One recommendation removes sexist and other harmful images from educational materials. The recommendations aimed at the financially disadvantaged are the least satisfactory. The suggestion of accumulating family allowance benefits is unlikely to find support from poor people in our society, who include such benefits in their budgets. Perhaps the idea that higher education should be provided free of charge was considered too extreme.

This book is not light reading; it

requires diligent study. Students of the sociology of education will find it most helpful in their studies, for it is designed for such a readership. A welcome addition to the subject, it presents in an erudite fashion many features of a problem most of us are aware of but disregard.

— John Crawford, Victoria

Babin, Patrick, *Canadian Curriculum Issues in Perspective (1970-1980)*, Ottawa, University of Ottawa Press, 1981, 101 pages, paper, \$5.25, 2-7603-1156-2.

Often a new book is greeted with the question "Why another book on this subject?" implying that the subject has already been thoroughly covered. About Babin's book, I'm inclined to ask Why this book?

The subject, heaven knows, is important enough. Babin offers a definition of *curriculum* from a 1975 Ontario Ministry of Education document that sees curriculum as not only *what* is to be taught, but also "*why, when, where, and how* particular kinds of learning should take place, and . . . the *atmosphere* in which the learning occurs." In a province in which a former minister of education saw fit to attack the school system for which he himself was responsible, that definition should ring bells.

So what about Babin's book? The jacket blurb says that it "hopefully, (sic) will generate a provocative Canadian dialogue" on curriculum issues. I'm afraid the hope is more than the substance. It's not that Babin doesn't have excellent intentions—he seems to have been both motivated and buoyed by the "Hall-Dennis euphoria" that accompanied publication of *Living and Learning* in 1968, and I can't find fault with that. It's not that he hasn't made some important points about his subject. I have no quarrel with his ideas about curriculum issues—he even uses my favorite metaphor for the education system: the fable of *The Emperor's New Clothes*.

No, the problem is that the book as a whole just doesn't come off. It contains 14 chapters, of which only the first is written specifically for this publication. The other chapters are reprints of articles and papers published between 1970 and 1980. All the chapters are indeed about *Canadian Curriculum Issues in Perspective (1970-1980)*, but that seems to be the only unity and coherence the book has.

The writing in the different chapters ranges from colloquial conversation

through professional jargon to turgid opacity. The organization of the chapters (arranged in chronological reverse) poses some problems; for example, chapter six, originally published in 1979, is a second look at half a dozen specific issues dealt with in an article published in 1974 and reprinted as chapter 10. The sentence "The teacher would have the *necessary* support *needed* for such involvement" (*italics mine*) is symptomatic of some lack of rigor.

The issues this book raises are vital to anyone concerned with education. If enough of us believe that *education* and *schooling* are not synonymous ("Let us not consider schools as the only source of education."); if we are concerned about relevance (" . . . schools still try to push facts, formulas, and ideas down the throats of children, whether this information interests them or not, even if it scares them or nauseates them."); if we wonder about the role of the school in the modern world (" . . . to (children) the pacing and atmosphere of most schools seems like a kindergarten existence; a far cry from the Hollywood mentality promoted by the mass media."); if we have doubts about the reimposition of external exams ("Evaluation is much broader than test scores . . ."); if we question the assumptions of some of the proponents of *back to basics* ("Is there a rising tide of illiteracy?); if we resent the public criticism of the schools and the impossible demands on us ("Teachers are only human; they are not miracle workers."); if enough of us share these concerns and many others, perhaps we can and should start work on that "provocative Canadian dialogue."

— Don Levy, Armstrong

Goodlad, John I., *A Place Called School: Prospects for the Future*, New York, McGraw-Hill, 1984, 396 pp., \$25.95, ISBN-07-023626-7.

This massive volume, dedicated to the "more than 27,000 individuals who provided the data," is a fitting tribute, an appropriate climax to the educational career of John Goodlad. Those in British Columbia who are engaged in the current political campaign to discredit, disparage, and destroy public education will find no comfort, no consolation, no contentment here.

This is the largest single study of what goes on in schools. In-depth investigations were made of 1,016 classrooms scattered among 13 elementary schools, 12 junior secondary schools, and 13

secondary schools. The schools cluster into 13 families of representative institutions across the United States to provide education K to 12. In those schools, 1,350 teachers were questioned and observed, as were 17,163 students. In addition, 8,624 parents were questioned.

Predominantly, the teacher lectured, occasionally asking the class group a question; the class read the textbook; and the kids did teacher-designed and -imposed assignments. The classrooms were mainly joyless, bland, unexciting places, though students did not complain. In over 80 per cent of secondary classrooms, kids had no role in any kind of decision-making; in junior secondary, the figure was 90 per cent; in elementary schools, even higher. Predominantly, students had the opportunity to develop participative and collaborative skills only in extra-curricular activities. In the academic areas, competition reigned supreme.

Goodlad abstains from blaming teachers. He blames the public and the legislators who design lofty statements of goals and then contradict themselves by expecting teachers to concentrate on lower level skills to improve student performance on tests.

Goodlad argues that the school is a fantastically complex system and essential; the school is the unit for improvement. The approach having most promise, in my judgment, is one that will seek to cultivate the capacity of schools to deal with their own problems. to become largely self-renewing.

If schools are to become self-renewing, they must be supported and encouraged by the school community, the local school district, and the state, i.e., the province. Moreover, these groups must *care* about the schools. Isn't this comment ironic when you think of the present administration of British Columbia's public schools? What does our

provincial ministry think of professional days? "Why, let's abolish them." And what does our provincial ministry think of fewer hours of instruction per week per teacher? "Let's increase the pupil-teacher ratio."

But Goodlad is serious. He advocates 180 instructional days and 20 days for school staffs to vision, plan, design, confer, implement, and evaluate each year. To increase the time available and the teacher energy commitment to this latter component of teaching, he suggests no more than 20 hours of instruction per teacher per week.

Goodlad recommends not "a little tinkering" but "a radical restructuring." Children should start four years of primary school in the month that they reach their fourth birthday. Units should not contain more than 100 family-grouped youngsters with four teachers. Peer-teaching should complement the teacher's presentations. No school should contain more than 400 students, 300 would be better. Four years of elementary schooling should follow, and then there should be four years of secondary school, with students graduating at age 16.

Goodlad makes only indirect reference to Epstein's important work in alternate or periodic brain growth. The periods of massive brain growth would correspond to the final two years of each of the four periods of schooling (ages 6-8, 10-12, 14-16). In addition, Goodlad argues that this change would eliminate the current, relatively soft curriculum of Grade 12, in which so many "turned-off" 17- and 18-year-olds are grimly hanging on.

Goodlad is highly critical of tracking practices, which systematically discriminate against ethnic minority and poor kids and deny them equal access to knowledge. All kids should study English, mathematics, science, social stu-

dies, the arts, and vocational education integrated within general education. Within these requirements should be a generous flexibility plus the opportunity for each student to select another area of study.

Goodlad does not advocate a compulsory consumer-education course, nor English restricted to the so-called bright, and communication studies for those who fail to qualify. The teacher should meet individual differences and needs by pedagogical, not curricular, variations. Post-secondary institutions' listing entrance requirements in terms of certain courses strikes Goodlad as the essence of stupidity.

Much could be written in praise of this mammoth anthology of good common educational sense, but to reassure readers that I have not discarded all my critical faculties as a result of my odyssey with Goodlad, I now make a few unfavorable comments. I wish the term *envision* had not been used in place of *envisage*. Goodlad frequently refers in later chapters to what he has adequately elaborated in earlier chapters. He correctly notes that low salaries do not attract top-calibre students to teaching, but instead of advocating top-level salaries to attract top-level candidates, Goodlad describes the "flatness" of the teaching situation and advocates an increase in the hierarchy—a headmaster or a headmistress over the cluster of three schools, a head teacher, a career teacher to be in charge of each unit in a school. How would the noble vision of full participation of all school faculty in vital decision-making be realized with an increase in the hierarchy? How much collegial decision-making is now effectively carried out in the firmly entrenched hierarchy of the district office? It is all the more paradoxical because Goodlad is committed to devolutionary decision-making. Bitterly opposed as he is to tracking, he argues against mandating its

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elimination, as he wants teachers to discover its folly.

But for the greater part, Goodlad here proves that he is indeed a good lad.

— John S. Church, Vancouver

**Major, Judith Strand, *Arts and the Curriculum for the '80s*, Ministry of Colleges and Universities, 1983, Toronto, Ontario, 35 pp., soft, \$3.00, 0-7743-8062-4, order from OISE.**

This very short and pointed report commissioned by the Ontario government is a response to two major and diverging trends in that province: the enormous development of the arts (evidenced by the much greater number of theatres in operation now than 15 years ago) and the increasingly shrill demand that public education preoccupy itself with the disciplines necessary to sustain modern industrial society (it has no time to "waste" on unimportant subjects, which means non-productive subjects, which means the arts).

The first trend indicates that the more developed we become industrially, the more we need the spiritual development the arts provide. The second trend shows how hard it is for the schools to meet this need.

As the author points out early in the document, arts teachers must "move from tokenism in arts education to a greater breadth of progress that reflects a better understanding of the vital nature of arts education and the benefits that can accrue . . ."

In Major's opinion, there are three best ways to develop arts programs: an arts-integrated program, most readily applied at the elementary level; a more creative approach, most applicable to the senior years; and special programming for highly talented students at the secondary level.

The author details how each strategy might be implemented. The whole work is clearly reasoned with calm good sense, which makes it a rare delight among government-commissioned reports.

I hope copies of it reach the Ministry of Education here in British Columbia.

— Simon Ruddell, Vancouver

**Wincott, M. Doreen, *Chalk in Hand: Writing to Reading*, Calgary, Detselig Enterprises Ltd., 1983, 119 pp., paper, \$9.95, 0-920490-31-X.**

*Chalk in Hand* is an inspiring book on how to teach children to read. Through

Doreen Wincott's personal and practical account of how she organized her teaching and why, teachers will gain new insights and sound methods. Wincott leaves no gaps in her explanation of her approach to language arts: she covers writing, reading (silent and oral), spelling, phonics, activities, printing, cursive writing, listening, speaking, time-keeping, and evaluation. The small paperback with coil binding is easily handled and read. Furthermore, it is indexed.

One cannot read *Chalk in Hand* without absorbing Wincott's obvious enthusiasm and her respect for and dedication to young people. Her totally integrated program centres on each child and capitalizes on all teaching opportunities. Words are taught as they are meaningful and useful to the child, not because they belong to a list.

More formal academic textbooks on teaching reading may leave readers wondering how to apply all the information, but Wincott does not. Her advice is direct, and her book is filled with examples.

Highly recommended for teachers of primary, the learning disabled, and ESL. Also recommended for those integrating language arts throughout the curriculum.

— Elizabeth Gowan, Sooke

#### A NOTE ABOUT BOOK PRICES

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

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

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

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

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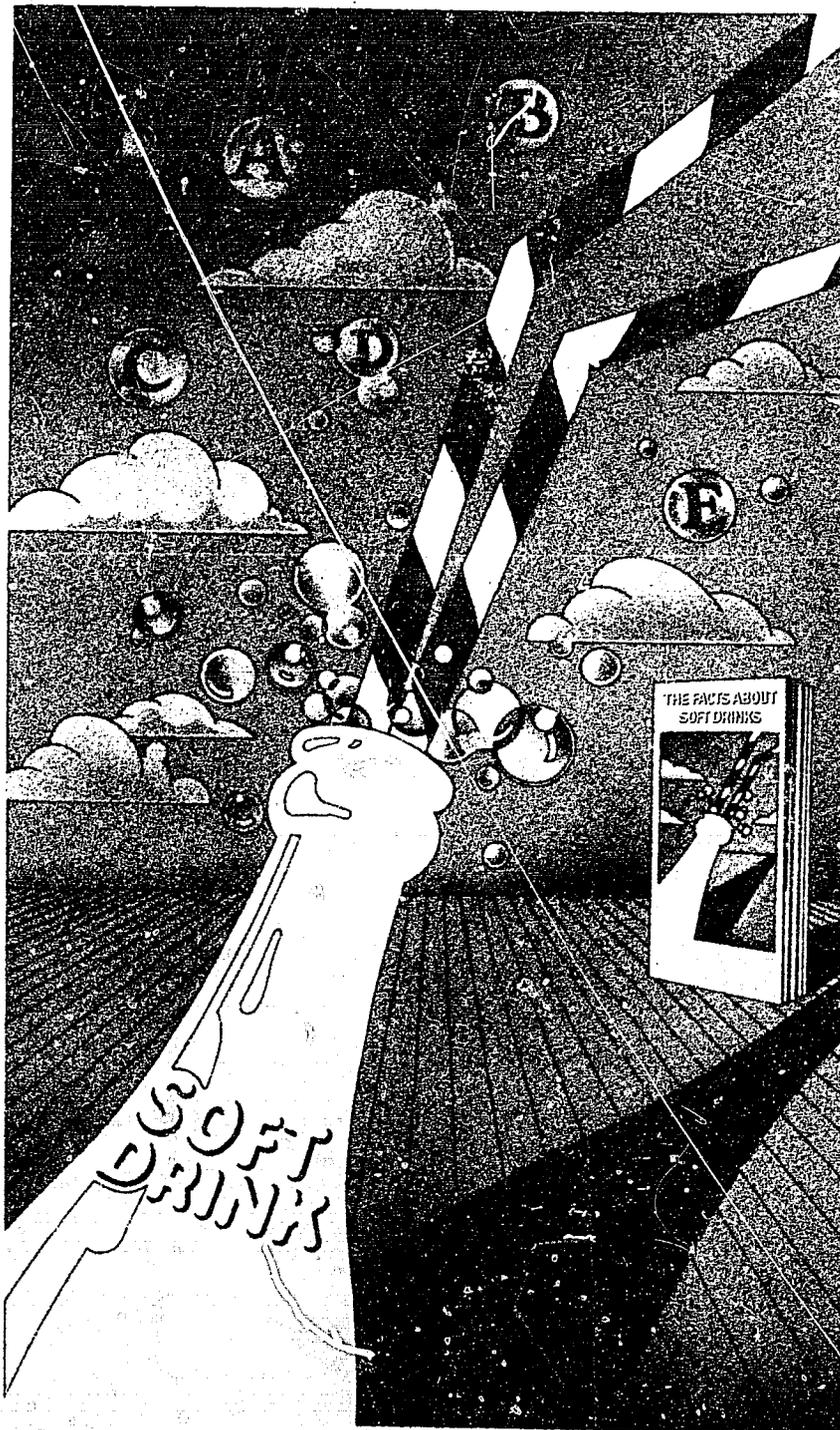
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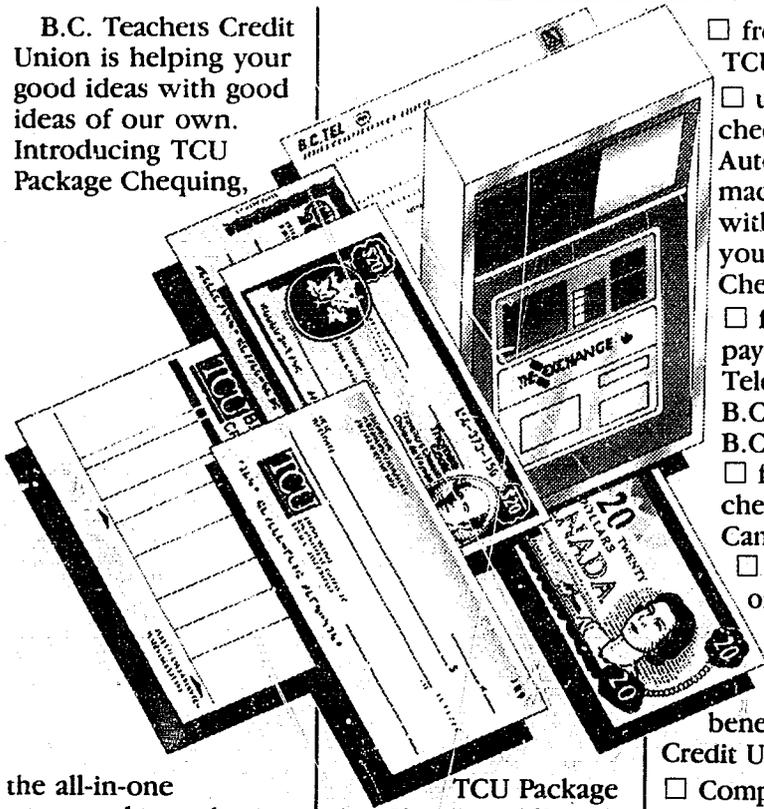
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