

---

the **B.C. Teacher**

---

December/January, 1985 Volume 64 Number 2

**Reaching  
for the  
Future**



# 15 Reasons Why Teachers Use **TRIAD'S** **CAR BUYING SERVICE**

- 1 **Guaranteed Lowest Price.** You can't buy lower anywhere.
- 2 **Cost Plus Pricing.** We show you cost.
- 3 **No Haggling To Get Our Price.** We only have one price for everyone.
- 4 **One Fee Per Car.** All options are added at cost.
- 5 **One Stop Shopping.** Compare all makes foreign and domestic.
- 6 **Full Factory Warranty.** The manufacturer's warranty is between you and the factory.
- 7 **No Added Charges.** Freight and P.D.I. are always included.
- 8 **Options Are Your Choice.** You take whatever you want—not what one dealer happens to have.
- 9 **No Sales Pressure.** We don't sell cars—we buy for you.
- 10 **Straight Talk.** We have no axe to grind on any one brand.
- 11 **Trade-Ins Handled** for you.
- 12 **No Financial Pressure.** You arrange your own—we just arrange the car price.
- 13 **A Relaxed Atmosphere.** TRIAD is far away from the "car business" syndrome.
- 14 **Over 6,000 Satisfied Buyers.** They didn't buy from us because it was difficult or more expensive!
- 15 **TRIAD's Buying Power** is what makes our prices so low. It costs you nothing to check it out.



**TRY**  
**TRIAD**  
Leasing Company

See Bill or Maureen Stonier  
240-1070 West Broadway  
Vancouver, BC V6H 1E7  
Telephone: 732-7833

**Winter Hours**  
Monday to Friday 9:30 a.m. to 5:30 p.m.  
Saturday 10:00 a.m. to 4:00 p.m.

# TCU BUSINESS PLUS & COMMUNITY CHEQUING

At TCU we've tailored our Community and Business Plus Chequing Accounts to give you a number of specific benefits.

For example. Open a Community Chequing Account for your school, non-profit organization or club and take advantage of:

- Daily Interest paid into your account each month end (no min. req.)
- 25¢ charge per cheque written (min. 75¢)

Or start a Business Plus Chequing Account and benefit from:

- Daily Interest paid

## TWO WAYS TO GET IN ON SPECIAL CHEQUING PRIVILEGES.

into your account each month end\*  
 40¢ charge per cheque written (min. \$1.50)

- Overdraft protection and revolving credit. In addition both Accounts offer:

- No charge for deposits or personal transfers

- A monthly all inclusive statement

- Personalized cheques at cost

Ask for more details about TCU

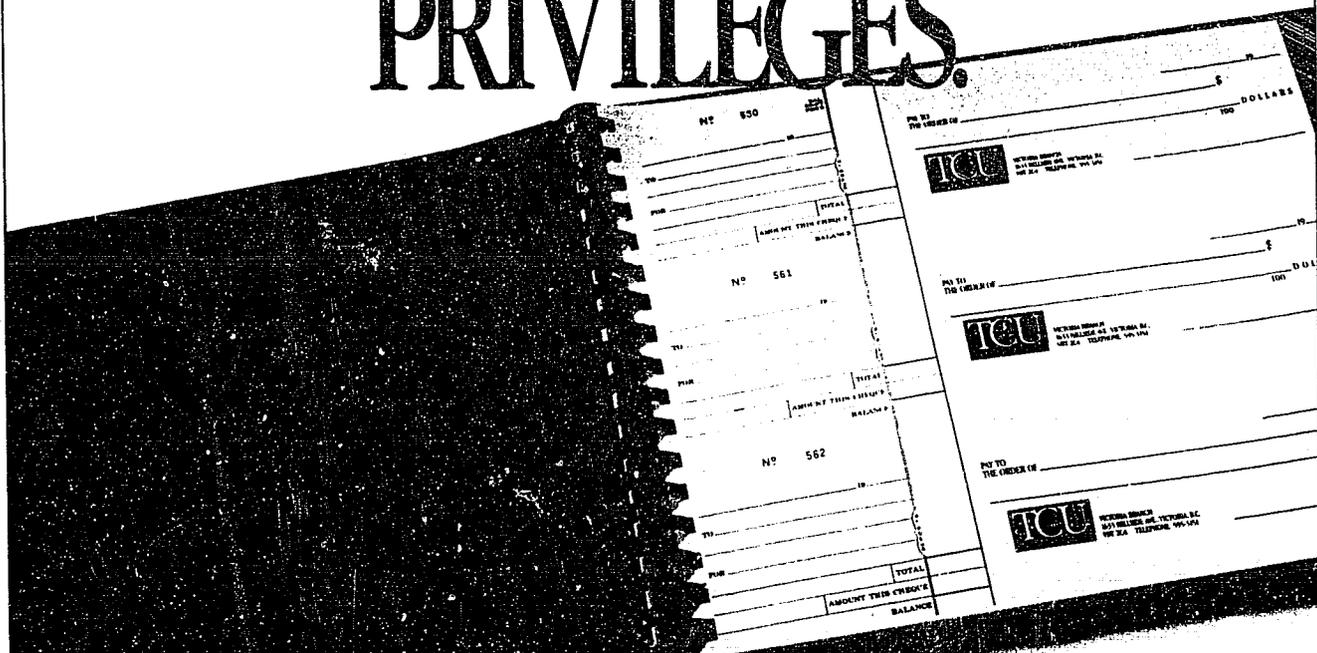
Community and Business

Plus Chequing Accounts at any TCU

branch and get in on a

couple of good ideas.

\*Based on a minimum monthly balance of \$1,000

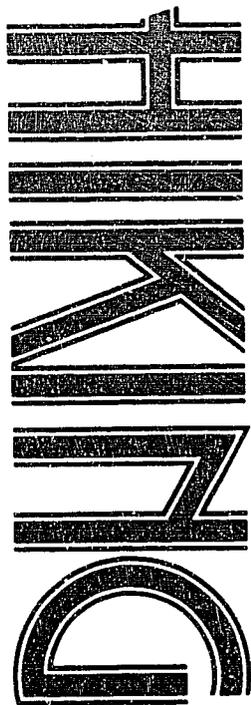


# TCU

B.C. TEACHERS CREDIT UNION

## HELPING GOOD IDEAS GROW.

TOLL FREE FOR OAKRIDGE BRANCH 112-800-663-3345



LET'S  
SEE  
YOU  
DO  
IT!



**PARTICIPACTION** ©

**CETA**

Canadian Educational  
Travel Associates Ltd.

## EDUCATIONAL STUDY TOURS

March Break Trips for B.C. students  
and teachers (1:12 ratio)

This is the year to visit Europe.  
Excellent values in GREECE, SPAIN,  
LONDON, PARIS, AMSTERDAM, etc.

*"Specialists since 1973"*

CALL TOLL FREE  
112-800-361-7580  
or (514) 937-9401

**CETA** 4616 St. Catherine St. W.  
Montreal, Quebec H3Z 1S3

## Teaching Today

A Practical Magazine For Educators

Filled With Positive News To Help  
You Work Smarter, Not Harder

(Subscription: 5 issues per year)

\$7.50/year or \$14.00/2 years

**Teaching Today**

6112 - 102 Ave., Edmonton, Alberta  
Canada T6A 0N4



**UKRAINIAN  
EGG-CESSORIES LTD.**

Box 78, Port Coquitlam, B.C. V3C 3V5

Manufacturers & Suppliers of Electric and Candle  
Heated Stylus (Kistka), Coloured Beeswax, Egg  
Shell Dyes for the Pysanka Arts

AVAILABLE AT YOUR LOCAL HOBBY SHOP  
OR WRITE FOR PRICE LIST.

## TEACHERS!

### DEVELOP YOUR OWN COMPUTER-ASSISTED INSTRUCTION MATERIAL

Now, you can develop your own CAI material with  
COURSEWRITER, the definitive Course Authoring System  
for the Apple II+, Iie, and IBM PC or PCXT.

#### Features

- Full colour
- 14 typefaces,  
large and small
- Graphics
- Menu-driven
- No programming  
knowledge needed
- Video from VCR or  
videodisc
- Supports light pen
- Full testing capability
- Student records
- Very easy to use

COURSEWRITER comes complete with User Manual,  
suggestions and a tutorial at a very low price.

For details, write or call  
**DKW SYSTEMS INC.**

730, 9919 - 105 Street  
Edmonton, Alberta T5K 1B1  
(403) 426-1551

304, 1011 - 1 Street S.W.  
Calgary, Alberta T2R 0T8  
(403) 263-6081

## Features

**8** A Special Place to Learn  
Judy Morrison

**11** The True Educational Enterprise  
Norman Goble

**15** Lessons from Other Nations  
Part One: America  
Mike Lombardi

**18** Lessons from Other Nations  
Part Two: Japan  
Alanda Greene

**22** Readers Speak Out on *The B.C. Teacher*  
Judith Turner

**23** Will the Tigers Please Come to the Reading Circle  
Lee Gunderson

**27** Staying on Track with Physical Education  
Mary M. O'Sullivan

**34** Electronic Writing  
Alan T. Chattaway

**37** Public Education, Private Subsidy  
Kirk Salloum and Norman Robinson

## Departments

**6** Inside Insights

**7** Readers Write

**21** Teachers: Retired

**25** Classified

**36** Teachers: Remembered

**41** Books Books



# Inside Insights



Today, education is grappling with questions of value and meaning. Educators are searching for direction and, in doing so, are being tempted by simple solutions and educational tonics from other countries. Some are salvaging the traditions of their pasts to bring order to the apparent chaos.

This new activity does hold promise. The once-hardened walls separating professionals from parents, and both from the various communities — business, labor, and politics — are slowly starting to come down. The talk now is between and among these groups. The mission is to design the architecture for a new education system; the reward is an education that will fit each child *en route* to the 21st century.

This issue of *The B.C. Teacher* reflects a little of the probing going on among educators. Norman Goble once again leads the reader from the superficial into a penetrating analysis on education, using a marketplace metaphor.

American and Japanese educational solutions are reviewed.

As well, teachers speak out on teaching practices, both familiar and new: oral reading, physical education, and word-processing.

It is in the article by Judy Morrison that the essence of education is distilled: "That's just what I want to do for these little kids, I want to help them find their own special place . . . I'd long ago discovered that every child has a particular gift, something that he or she does well."

These are troubled times, challenging times. We all must get involved in the search for a renewed education system. Our children will thank us.

*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.)

## APOLOGIES FROM THE EDITOR,

On page 17 of the October/November '84 issue of *The B.C. Teacher*, the caption under Marian Dodds picture credits her with the presentation of the Fraser Committee on Pornography. I stand corrected. The presentation was actually prepared and given by two members of the BCTF Provincial Status of Women Committee, Marcy Toms and Jane MacEwan. My apologies.

## PUBLICATION SCHEDULE

*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.

## PHOTO CREDITS

Cover: *Children*, from *Suncrest Elementary School, Burnaby, B.C.*

Vera Turnbull and Burnaby School Board — pp. cover, 8, 9, 10; Alanda Greene — pp. 19, 20; BCTF — p. 26; Mary M. O'Sullivan — pp. 27, 28, 31; Clive Cocking — pp. 34, 35

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 

## Editorial Office

2235 Burrard Street,  
Vancouver, B.C. V6J 3H9

## Editor

Nancy M. Flodin

## Copy-Editor

Debbie Stagg

## Advertising Co-ordinator

Janice Brien

## Design Consultant

Douglas Porter

## Editorial Board

Judith A. Turner

James D. O'Connell

Heather J. Harris

Patrick Clarke

# Readers Write

## TEACHING IN CHINA — KILIAN CHALLENGED, *The B.C. Teacher*, March '84

It is unfortunate that in his short time here, Crawford's personal experiences should lead him to make such dubious generalizations about life and work as "experts tend to be ghettoized . . . may have to adjust to cold showers," and "teaching assignments may suddenly be changed . . . material may be available." In a world of "maybes," virtually anything becomes possible, but that does not mean that such things always happen or are necessarily the norm or even coincide with people's experiences.

China is a large country, housing over 20% of the world's population, with considerable local and regional diversity. It is presumptuous to generalize from limited personal experience to describe teaching and living conditions in China, present "a profile of the kind of foreign teacher China needs," and instruct would-be successful foreign experts on the right motive for coming here. People have equally valid motives for doing things and succeed at doing them for different reasons.

We are here not simply to gain professional experience — this could equally well be gained in other countries — but also to experience something of life in China; indeed, this is part of the incentive to come here in the first place. Life here, as again anywhere else, presents many challenges, and in trying to meet them, one learns about oneself and others. If that should in some way promote self-development, then surely that's not a bad thing either.

We hope, therefore, that your readers will not be misled into forming beliefs or attitudes about teaching in China based on one person's opinion with which we who have shared the same living and working conditions as the author do not agree.

Staff from the Guangzhou  
Institute of Foreign  
Languages,  
Guangzhou, China

## KILIAN RESPONDS

People who teach English should be capable of reading it. As I pointed out in my article, it was based on others' experience also — including experts in Beijing, Shanghai, Wuhan, and Linfen. I said that teaching in China can indeed be rewarding, for the right people adequately prepared. Those who signed the letter included many who got sicker, fought more with the authorities, had worse kid trouble, and enjoyed their teaching far less than we did. By dissembling about conditions in China, they do a disservice both to would-be teachers and to China itself.

Crawford Kilian,  
North Vancouver

## CAREER TRAINING IN B.C. DIFFERS

On page 28 of the October/November '84 issue of *The B.C. Teacher*, is a chart labelled "Dropping Math? Say Goodbye to 82 Jobs."

The chart was a publication of the Department of Education, Ontario.

It contains numerous inaccuracies as far as career training in B.C. is concerned. A few examples follow:

Under "Grade 11 math recommended" are listed Pilot, X-Ray Technician, Respiratory Technologist. *Algebra 12 is required* for all of these vocations at post secondary institutions in B.C.

Under "Grade 12 math recommended" are listed: Lawyer, Elementary Teacher, Registered Nurse, Graphic Artist. While *Algebra 12* might be a good course to take, it is certainly not required for any of these careers.

I hope that math teachers especially, will check with school counsellors before advising students about mathematics prerequisites for B.C. institutions. A great disservice could be done to students.

Yvette Bayfield,  
North Vancouver

## TEN YEARS AFTER, "I NEVER PROMISED YOU A PLUMB GARDEN," *The B.C. Teacher* '74

I can't help it if it has taken me 10 years to get around to writing for this magazine again. Teaching life is hectic.

I hope you will be interested in a synopsis of a program in which I participate here in my newfound home of Eugene, Oregon. (How many hundreds of B.C. teachers now hold postgraduate degrees from the University of Oregon? Quack if you know the answer.) As I was starting to say, the program is Artists-In-Education, and it operates in many states in the U.S., usually under a state umbrella organization that receives funds from the National Endowment for the Arts. As a brochure for the program clarifies, "The purpose of the program is to give students the opportunity to have direct exposure to quality, professional artists and their work and have an in-depth, hands-on experience with the art form themselves. The program is designed to supplement existing arts activities in the schools, not take their place."

This is my second year in the program as a dance performer and instructor. I am hired jointly by a school and by the region to provide a dance residency for (usually) a week. Last year, I had the opportunity to teach dance to public school students who ranged in age from 3 (that was an experience) to 14. There was a range of abilities too: a pupil with multiple sclerosis who was confined to a wheelchair, a mentally handicapped class, gifted classes, and hearing-impaired classes. Class size ranged from 5 to 50 (another experience).

For more information about Artists-In-Education, please write to me c/o Lane Regional Arts Council, 411 High Street, Eugene, OR 97401. You should include a *Canadian* cheque for \$2.00 to cover expenses.

Susan McFadden,  
Eugene, Oregon



# A special place to learn



### JUDY MORRISON

The little yellow bus pulled up in the school parking lot, and half a dozen well-scrubbed children of various sizes tumbled out, shrieking joyfully. When they reached the classroom door where I was standing, they halted abruptly, giggling shyly and sneaking lightning glances. "Hi, I'm your new teacher, Mrs. Morrison," I said, and I laughed as the tension in me released. We surged awkwardly inside, nervous, yet eager to begin this new school year.

Once inside, I looked at their expectant little faces. "Well c'mon guys! Let's

get those lunch kits put away and coats hung up." They hesitated. "Let me help you find your own special place." An analogy sprang to my mind. That's just what I was to do for these little special-needs kids, I thought. I want to help them find their own special place.

I'd long ago discovered that every child has a particular gift, something that he or she does well. However, in the large classes I'd had, it wasn't always possible to develop everybody's special talent. Now was my chance! With only six children, I was sure I could foster the

*The faces tell the story of the wonder and joy of school in Judy Morrison's class.*

growth of these gifts and make them strong. I felt positive that this would give each child a place to go out from. A home within the self.

I was wrenched from my reverie by a great commotion at one end of the coat room. Patrick had Chris by the collar. Chris seemed to be dangling like a limp doll, not fighting back at all. The look on his face was unmistakable. He figured he had deserved what was happening, so he would suffer in silence. "Come on, Patrick, let him go and let's talk about it." I was conscious of four little pairs of eyes watching all this intently. Patrick loosened his grasp and folded his arms over his chest. His mouth was a hard, straight line as he glowered at Chris. "Would you like to tell me what happened, Patrick?" I ventured. Silence. The glowering intensified, and the shoulders stiffened. "Chris, maybe you could tell me what has made Patrick so upset." "I dunno," he said, looking bewildered. "Maybe I teased him. Yea, I think maybe I teased him. But I didn't call him a baby." At the mention of *baby*, Patrick's eyes flickered, and I was sure he had winced.

"Teasing really does make people feel bad," I said to no one in particular, trying only to diffuse the hostility and guilt at this point. "Kids teased me when I went to school," I added. I could sense the yeah-I'll-bet-they-did looks. "Yeah, they said I was a klutz." The disbelief was definitely dissipating. "What's a klutz?" asked Sean. "Well, I think it means someone who drops the ball all the time, and maybe someone who can't cut on the line." Fern was incredulous. "You can't cut on the line?" "Oh yes," I laughed, "I can now, but I couldn't then." "How old were you?" asked Chris. "I guess I was seven or eight." I saw Patrick look at me openly for the first time.

#### **GOOD RELATIONSHIPS TAKE TIME**

In the weeks that followed, I tried hard to make our classroom a place where it was okay to have weaknesses, okay to make mistakes, and okay to have setbacks and bad days. I certainly had all of the above, and I always talked about them.

Soon the children joked about my absent-mindedness, calling me "Mrs. Forget." Actually, it was through this particular characteristic of mine that I discovered one of Patrick's greatest strengths. He has a memory like an elephant. As I came to depend on him more and more, he became stronger and could shrug off most of Chris's teasing.



*With a small class, the teacher has the opportunity to design an individual education for each child.*

Yes, I was dealing with Chris's teasing, but a behavior that has taken nine years to develop takes awhile to undo. Life had not been easy for him. Seemingly simple tasks, such as putting on a jacket or eating lunch without dropping and spilling, had not been simple for Chris. Feeling frustrated by his inadequacies, he had done what so many of us do; he had made himself feel better (or tried to) by making other people feel worse.

Finding his strengths was not difficult; remembering to point them out to him was. I noticed that his printing was amazingly good. I complimented him on it and invited the other children to come and look at it if they wished, but I sensed he needed more. "Is there anyone you'd like to show this to?" I asked. "Could I show the custodian?" he asked noticing him outside picking up papers. "Sure, Chris, I think he'd love to see it." I could see the custodian looking at the book,

smiling at Chris, and shaking his hand. Chris was ecstatic.

There are as many stories as there are children. All of them wonderful. All of them inspiring. I feel so fortunate to have had the chance to work with these "special" children.

On Valentine's Day, I made a huge heart for each child, with a photograph of the child in the centre. We talked about the reasons we liked each person, and I printed those words on that child's valentine. I felt gratified, as the children mentioned many of the strengths I had identified. Patrick insisted I do one for myself. "Write this down," he said. "I love my teacher because she forgets things."

The children's real names have not been used in this article.

Judy Morrison teaches a primary special needs class at Suncrest Elementary School in Burnaby.

# THE TRUE EDUCATIONAL ENTERP

NORMAN GOBLE

Today's educational quandary is not new. It is as old as the human race itself. The first parents who raised the first children were also the first educators. They may never have given the matter much thought, but if we could go back and observe them, we would read in their uncertainties and inconsistencies, the same questions that now plague the decision-makers of the education industry. Should they be raising children to be obedient or bold? Conformist or innovative? Assertive or considerate? Submissive or independent? Docile or enterprising? Useful to others or resolute in following their own star? And when and how would parents ever know what they had done or how they had done it or what credit or blame they could take for what their children had become?

Probably, like most parents still, they wanted all of those qualities, each in its own season, and they accepted that the effect of what they did would appear in a remote future time, and in ways that defied precise measurement.

Many of our problems begin when we forget that education is no more nor less than a specialized aspect of parenting. Its problems and dilemmas are those of parents, and its goals and imperatives should also, in the most general and ideal sense, be parental. Our wish for the children we teach should be, as Kant said, that they may bring to perfection whatever talents they possess — just as we wish that for our own children.

But not in a vacuum. The educational goods sought by parents for their children in the past were those that would



ensure success in a foreseeable world, and they were of two kinds: the skills to be effective in the key activities of the tribe — hunting, warring, raising crops, or manufacturing needed goods, as the community did its best, with limited technical competence, to pursue a defined purpose — and, just as important, the knowledge and the will to carry on the mythologies and the moralities that kept the tribe united in its goals, sure of its identity, and safe from antisocial deviation.

The goals are not much different today. But in our fractured and fragmented world, the collective parent, the adult society, has taken on the appearance of a rabble of clamorous competitors, jostling and arguing, and all claiming that *their* goals should be paramount, that their profit is the well-spring of human progress.

## EDUCATION IN THE MARKETPLACE?

Is this really the moment to urge that educators should abandon their low and shaky ivory tower and go down into the frightened chaos of the marketplace?

What for?

If it is to clean it up, I'd say it is about time. But if the intent is to go to the marketplace to find criteria of value and purpose, I must strenuously object. The language of the marketplace is the language of price and profit, not of justice and worth, and its thinking is the thinking of people who, as Oscar Wilde put it, "know the price of everything and the value of nothing." It is a place where we may learn a lot about the shrewd use of means to secure personal gain, but nothing about the wise choice of goals for the public good. Its criteria are quantitative

— kilos, metres, litres, dollars. How many centimetres is the depth of wisdom, and how do you weigh a soul or measure the maturing of judgment? Remember how Danny Kaye used to sing, "Inchworm, measuring the marigolds, seems to me you'd stop and see how beautiful they are"? What is today's quotation on beauty in New York or Zurich?

I fear the phrase "education in the marketplace" because of its overtones, not only of hucksterism but of privatization. To privatize a vital public service is to demean and distort it and ultimately subvert it. The ethos of the marketplace is precisely that which the Pope condemned — the gain of some at the expense of others.

Listen to the Canadian Teachers' Federation when it says that the ultimate justification for public provision of elementary and secondary education is to ensure a different level and standard and distribution of educational benefits among the population than would prevail under a market system. Listen to the director-general of the International Labor Organization when he says, "Human needs must shape the economy and not be subordinated to it."

Surely one of the great missions of education is to ensure that commercialism is not the model for life, that Dallas is not the holy city. Surely its task is to ennoble life, not to vulgarize it. Surely a primary aim of upbringing must be to empower our children to make and implement wise choices based not on packaging but on quality — to make them competent in the real situations of life, but enlightened by the awareness that the market values of a materialistic age are not the fundamental values of a humane society.

#### THE EDUCATIONAL GOODS

The Council of Europe is addressing itself to the question of education. A recent project on the reform of secondary education led to the conclusion that imperatives are to be found in a broad preparation for personal development, for life in a democratic society, for working life, and for cultural life.

With respect to personal development, the study urges that special attention be given to the influence of the media. It quotes Japanese sociologists as observing that the average 18-year-old has spent two and a half years watching television, and an American research report that records that when children aged between four and six were asked whether they liked their fathers or the television set better, 46 per cent opted for television.

Nothing is more certain than that television, the cultural expression of the market society, is by far the most powerful of the miseducators with which the school must contend.

The Council of Europe (in which Canada has observer status) notes that in its membership are two thirds of the world's parliamentary democracies, a shrinking group defending an imperilled heritage. It notes also that the world crisis brought about by economic recession has put democracy in even greater jeopardy, in that the level of unemployment, especially youth unemployment, makes it conceivable that disenfranchised young people may welcome totalitarian alternatives, as their grandparents did in Italy and Germany. Faced with the consequences of economic bungling and the irresponsible disregard of the principle affirmed by the director-general of the



ILO, which I quoted earlier, educators have an awesome task in persuading their students to comprehend the meaning and accept the value of democracy.

Schools, of course, cannot create democracy. They can deliver educational goods, but they cannot deliver moral, social, or economic goods in an environment hostile to their endeavors. The OECD examiners in Canada pointed that out emphatically eight years ago, but the remark was lost in the argument about whether the deaf ears on which it fell should be federal or provincial.

Democracy is not secured by the right to vote. It is secure only when the voters are competent to ask responsible and significant questions. Schools can help to achieve that if they are allowed to continue their progress toward better programs in the social studies — basic economics, social history, labor history, contemporary human geography, current world issues, north-south relations, and so on. The marketplace will do its efficient best to delude and corrupt young people. The least we can do is try to make that harder to accomplish.

In the matter of education for work, the council, noting — as did the recent Commonwealth Education Conference — that schools can neither create jobs nor be blamed for their disappearance, nevertheless sets a priority on helping the most vulnerable groups: those who have fled from school with no qualifications and have rapidly become marginalized because the unskilled jobs that awaited them in the past have disappeared; girls, who need to be given the will to seek non-traditional directions, access to technical studies, and the self-assurance to assume new roles, because technology is eliminating the traditional "feminine" occupations; immigrants, who are three or four times as likely to be unemployed as non-immigrants (the reverse, in a sense, of the Canadian situation, in which the native peoples are the most helpless victims); and the disabled and handicapped.

These are desirable aims, but a footnote has to be added. Let me quote, at some length, the recent remarks of Michael Bruce, commentator on European affairs for the *Phi Delta Kappan*:

It would be politically disastrous for any government to admit that current levels of unemployment represent a structural change in the economy over which the government has only marginal control.

But there is a heavy price to pay. The more educational programs are designed to prepare students for work, the greater the sense of failure for the individual student who remains unemployed. And if high unemployment is to be permanent, it is healthier for a society to recognize this fact and adjust its values accordingly. Nothing would be gained by acting on the illusion (if such it is) that full employment will return.

In *Education, Unemployment, and the Future of Work*, A. G. Watts examines four scenarios: an unemployment scenario, in which present levels of unemployment continue and the present status attached to job work remains; a leisure scenario, in which new technology further reduces job work and permits the creation of a new leisure class, probably with a guaranteed minimum income; an employment scenario, which retains the work ethic and engineers employment for all through job sharing, early retirement, and job creation programs; and a work scenario, which redefines work to include a mix of job work, self-employed freelance work, and gift work (work done free, for neighbors, for churches, for political parties, etc.).

Except for the first scenario, all of these will require new skills from citizens; new attitudes toward employment, jobs, leisure, and service; and an uncoupling of the connection between job and social status. These changes in turn will require new educational programs far more radical than anything that has been attempted yet.

Finally, the council stresses that cultural education — social studies, literature, and the arts — must not be pushed to the margins, but must be recognized as of prime importance. Canadians may perhaps find relevance in the observation that the increasingly multicultural nature of Europe (in France, for instance, Muslims outnumber Protestants, and in Luxemburg, 54% of students are foreign) makes this a priority in education.

It is in cultural education that the issue of quality is most urgent. For example, everyone agrees that communication is an essential skill, but surely it is better to communicate significantly and tastefully, unless we disdain civilization and despise culture. People must be able to read and write, but any society that rises above slavery and feudalism, any society that professes the slightest desire to foster human development, must recognize that the matter of what is written or read is at least as important as the acquisition of the technical skill. Reading *Penthouse* is different from reading Plato, and writing poetry is not the same as writing sports reports, and the difference itself will differ among people — professors, mechanics, journalists, drug pushers, whatever they be.

So I worry a little when I read about "education in the marketplace." Truth and beauty and a sense of honor are poor sellers, but I do not concede that they have no place in education.

#### REFORM AND INNOVATION NEEDED

A recent OECD discussion paper reaffirms that "a high quality educational system is an essential prerequisite to cultural vitality, social progress, and economic dynamism." The authors call for renewed efforts of curriculum reform, but they add the warning that "the absence of new financial resources may sap the vitality of education and its capacity to innovate at the very time that it is under pressure to perform new roles."

There's the rub. This present era, which has somehow established itself in the public mind and in the rhetoric of the media as a time of educational stagnation

---

**"This present era, which has somehow established itself in the public mind and in the rhetoric of the media as a time of educational stagnation and decline, is in reality creating an enormously increased demand for imaginative reform of curriculum method and school organization."**

---

and decline, is in reality creating an enormously increased demand for reform of curriculum method and school organization. Limiting the damage done to the human fabric of society by economic mismanagement, keeping alive the spark of faith in democracy, checking demoralization by enriching and reanimating the cultures of our peoples, and delivering the goods of education with some degree of equality and in response to differing needs are tremendous tasks.

To act quickly enough to make a reality of these goals will be extremely difficult, and the risks of failure will be high. The first priority is to commit sufficient public resources to support innovation. In a lead speech to the 1984 Commonwealth Conference, Professor Peter Karmel, vice-chancellor of the Australian National University, argued that the only sensible answer to our present crisis is to continue to improve access to general education of quality, and he pointed out that "equality of

educational opportunity requires more opportunities."

Why is that commitment so strenuously resisted? Speaking to the Commonwealth ministers of education last July, the secretary general of the Commonwealth said, "I believe the sad state of education budgets today can be traced rather directly to the monetary and economic policies, and also to the resource-devouring defence policies, of the world's wealthier and more powerful nations."

We live in bad times. It would be alarming enough if we had to admit that the fools and knaves in society were out of control. What can we say when all the evidence suggests that they are in control?

And what else can we think when we see the world's leaders squandering vast resources and driving their peoples toward economic ruin, in order to multiply beyond all sanity the risk — the probabil-

ity, even — of world-wide slaughter and the most hellish suffering?

Since yesterday, over one and a half billion dollars have been spent on weapons. At this moment, 500,000 scientists, engineers and computer specialists, one quarter of those the world possesses, are working on military research. Military and paramilitary personnel are twice as numerous as all the world's teachers, doctors, and nurses put together. The cost of one Leopard tank would build and equip five hundred classrooms. The cost of one nuclear submarine and its missiles would pay for the education, for a year, of 16 million children in the third world. The missiles in one such submarine would be enough to destroy all the major cities in either the U.S. or the U.S.S.R., killing their inhabitants in circumstances of unimaginable horror, but after they are fired, there will be fifty thousand more warheads in existence.

---

**“To educate is to look for truth, to stir discomfort in the placid minds of the unthinking, to shake ideologies, disturb complacency, undermine tyranny —”**

---

When shall we hear the demand that that insanity, that ghastly and deadly perversion of reason that is driving the entire world into deficit and debt, justify itself in the marketplace?

If anyone survives to breed future historians, they will, without doubt, study the memorials of our era with shocked incredulity, wondering what ghastly ignorance or ineptitude, what awful failure of education, led our citizens to accept the rule of madmen.

Can we meet public expectations? What public are we talking about? The poor? The unemployed? The handicapped? The inadequate? The great mass of ordinary people who face a confusing world with no clear idea of where their interests lie or what they should hope for or aspire to, and whose silent bewilderment finds few or no interpreters? Or the strident minorities of the privileged, who demand reinforcement of their advantage, and the prejudiced who lobby for propagation of their prejudices? The

question is real and immediate, and we had better think about where the answers may lead us.

But I am far from sure that our goal should be to meet public expectations. What kind of educators are we, to go looking for our lost faith among our cynical detractors, looking for truth in the polls that elicit doubtful answers to questionable questions, and demonstrate the dominance of the element that has been described as the extreme middle?

Canadian education has gone a long way in good directions. Our critics should note that our schools can be, and have been, demonstrably effective in raising the productive potential of individuals and thus favoring economic growth, but that cannot be expected to solve the fundamental economic or moral problems of a misdirected society. And our critics should be told that the fashionable assertion that the public good, and the health of the economy, require that we screen and select and send out docile young people trained to uncritical obedience, is the merest sophistry — a risky and unrealistic rhetoric.

Education is not the art of training and subjugating people to serve the profit of others. It is the art of helping people to know themselves, to develop the resources of judgment and the skills of learning and the sense of values needed in facing a future of unpredictable change, to understand the rights and responsibilities of adults in a democratic society, and to exercise the greatest possible degree of control over their own fate. To educate is to look for truth, to stir discomfort in the placid minds of the unthinking, to shake ideologies, disturb complacency, undermine tyranny — even, perhaps, one day, the tyranny of anti-intellectual commercialism which reigns in the marketplace, and in some of our legislatures, to the disadvantage of all of us. To educate is to reject the false analogies of the marketplace, to see justice and equality as noble aims rather than as obstacles to a takeover bid, to insist that human progress has no bottom line. Education will never be an easy task, and will always be complicated by irrelevant criticism. It will never produce instant solutions or verifiable miracles, and it cannot make extravagant claims.

But what it can do it must do. As a contemporary philosopher has remarked, the greatest crime is to do nothing because we fear we can only do a little.

Norman Goble, Secretary General, World Confederation of Organizations of the Teaching Profession, delivered this address to the 1984 Canadian Education Association Convention.

## BCTF Lesson Aids Service



### PEACE EDUCATION

**P101 Peace Articles** compiled by Shellah Allen, 9 p. Four articles on "The Republican Party National Platform: 1980 on Nuclear Forces," "Jonathan B. Bingham's Response," "The First Nuclear War," "Hiroshima and Nagasaki" and "Researching a Nightmare." Suitable for secondary. \$1.25

**P102 Education for Peace** by Cathy Goodwin and Trish Grant. An article reprinted from the May/June 1984 issue of the *Status of Women* newsletter. Includes suggested peace activities for Kindergarten. \$ .35

**P103 Issues of the 80's: The Nuclear Freeze Debate** by Diane DeMille, 34 p. This teaching unit is an attempt to assist teachers in dealing with an important controversial issue in their classrooms. Secondary. \$3.00

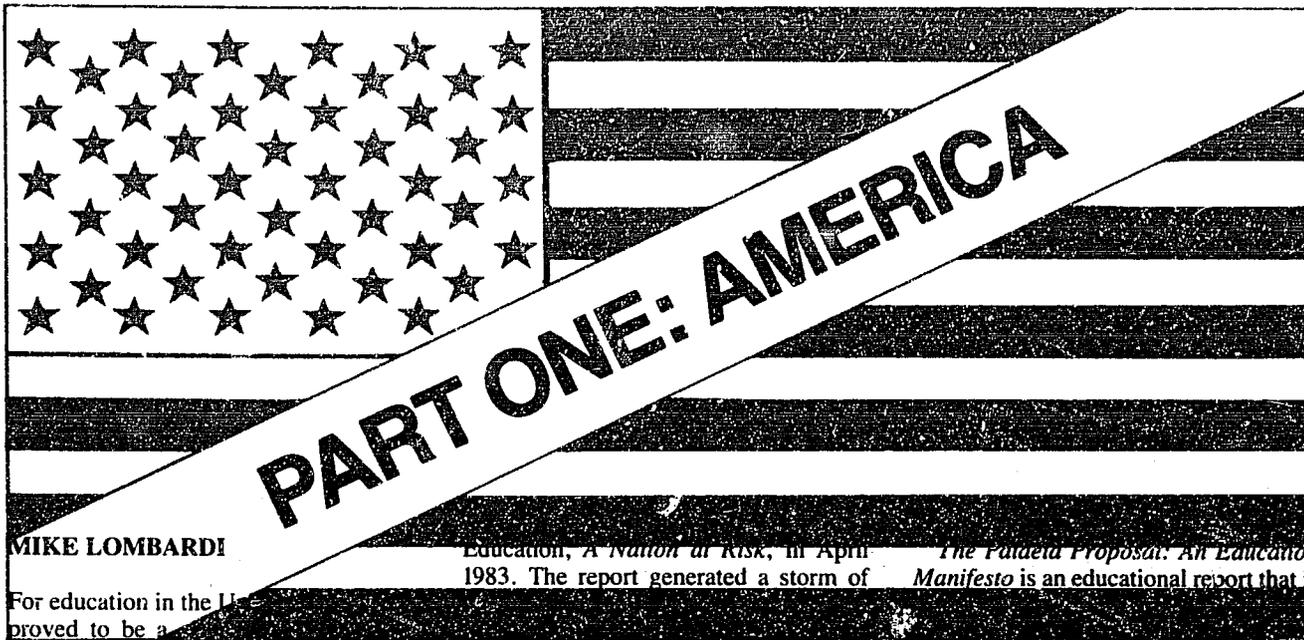
**P104 Peace Education Directory 1984-85**, 7 p. An alphabetical listing of organizations in the Lower Mainland which can provide curriculum materials, AV resources and professional services to educators throughout the province. The topics covered include nuclear disarmament proposals, conflict resolution, the causes of war and the sources for peace. \$ .50

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

To order the above-listed materials, please include a cheque or money order to:

**BCTF Lesson Aids Service,  
2235 Burrard Street,  
Vancouver, BC  
V6J 3K9.**

# Lessons from other nations



MIKE LOMBARDI

For education in the U.S. has proved to be a

reports on American schools moved education to the top of the national agenda. This article reviews some findings of the major reports. Many of the issues raised may identify questions for educators and policy-makers in B.C. In the United States, the studies are leading to a newfound enthusiasm for doing something positive about education. For the benefit of our precious future generations, it's time to move education to the top of our provincial agenda!

## THE AMERICAN STUDIES — WHY?

The studies arose from a widespread public perception that something was seriously amiss in U.S. schools. Other reasons for the upsurge in the national interest in the schools were the frustration with the diminishing capacity of the U.S. to compete in world-wide markets and concern about maintaining world-wide status. In addition, dissatisfaction with education came with disillusionment about the resolution of civil rights issues in schools, and because of widespread concern about declining test scores. These concerns prompted the recent wave of studies on U.S. schooling.

## THE STUDIES — A REVIEW

The great education debate in 1983 began with the release of the report of the National Commission on Excellence in

Education, *A Nation at Risk*, in April 1983. The report generated a storm of

tions of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a nation and as a people. If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war." This primed the national debate on education that released a flurry of other school reports.

*A Nation at Risk* makes major recommendations, each with several implementing strategies. The commission has recommended, among other things, raising standards; setting higher requirements for secondary school graduation and admission to college; eliminating "soft" subjects, mandating a core curriculum for all students; introducing new requirements in math, science, and foreign languages; testing achievement more regularly; lengthening the school day and the school year; and generally "getting tough" with students, teachers, and administrators.

Another report was from the Task Force on Education for Economic Growth. Its report, *Action for Excellence*, was prepared by a group of governors, legislators, educators, and 41 business leaders. The report presents an eight-point plan for mobilizing all the resources to educate for economic growth. The report recommends that each state form a task force to assess state-wide and local needs and develop an action plan for improving the state schools.

*The Palmdale Proposal: An Educational Manifesto* is an educational report that is

school system. The report concludes that quality and equity are inseparable; the best education is the best education for all; every child can learn; and education is a lifelong process.

*Horace's Compromise, The Dilemma of the American High School*, marked the end of the spate of reports urging educational reform. This report was one of the several reports that emerged from "A Study of High Schools." This report, in book form, is a celebration of the work of the classroom teacher. It says that there are many good teachers in the classroom, but that too many of them are demoralized and frustrated in their present efforts to teach effectively. This report suggests that instructional time of teachers be reduced, that the number of students they teach be reduced sharply, and that school-based programs for curricular and instructional improvement be initiated by the entire staff.

In addition to these studies, there have been numerous efforts by individual scholars. Three studies stand out. *The Troubled Crusade*, by Diane Ravitch, documents the history of the American education system from 1945 to 1980. *The Good High School: Portraits of Character and Culture*, by Sara Lightfoot, examines and analyzes the actual operation of selected schools in all their human complexity. *A Place Called School*, by John Goodlad, is a study of schooling involving 38 schools in seven states, 8,600 parents, 1,350 teachers, 17,000 students and over 1,000 classrooms. It concluded that there are many signs of

## MAJOR FINDINGS OF THE STUDIES

Even an incomplete listing of all the major recommendations coming from the various reports would boggle the mind. What follows is a summary of the main recommendations that are found in the various studies and reports.

1. Schools need to achieve a better consensus on the goals of education and the priorities of these goals, as opposed to the present tendency to "do it all for everybody."
2. Schools need to consider a common core of learning for all the nation's schools.
3. Schools need to review the subject matter and skills requirements for secondary school graduation and college admission.
4. There needs to be an emphasis on attracting, training, and retaining more able people for the teaching profession.
5. Schools must help students to learn about themselves and human heritage; develop the capacity to think critically, communicate effectively, and help students fulfill social, civic obligations; and prepare students for work and further education.
6. Universities need to find ways around teacher certification to meet short-term but critical teacher shortages in math, science, and computers.
7. There needs to be more emphasis on the selection, training, and the retraining of school principals.
8. There is a need to define a strong federal role in education, with the emphasis on issues such as the primacy of the state and the local role.
9. There is a need to seek a partnership with business and higher education in working to improve the schools.
10. There is a need to emphasize a balance between quality and equality in the schools.

Although the recommendations of the various reports do not always agree, the general conclusions are quite similar: raising standards of achievement; promoting excellence; and rebuilding public confidence in the schools.

hope in renewal of schools. There are no simple fixes. Schools are complex ecosystems; reforms cannot be thrust onto schools, and the environment of a school must contribute to social, civic, personal, and cultural goals.

## EFFECTS OF THE STUDIES

Some noteworthy achievements have occurred because of these studies. 1983 was a very special year, because after more than a decade of neglect, education became a top priority again. Everybody, including the president, governors, organized task forces, and school districts, talked school reform. The alliance of business leaders and political leaders has worked at the state and local levels to improve education.

The flurry of reports has driven home the importance of the school/college collaboration. Academic leaders have served on national commissions and they have been speaking out for public education.

A major achievement has been the turnaround of the public's attitude toward teachers. Suddenly the public is viewing teachers more realistically and more sympathetically. The public is fast becoming aware that whatever is wrong with the public schools cannot be fixed without the help of teachers in the class-

room. *Clearly, teachers are being viewed as part of the solution, not as part of the problem.*

There is also an increasing understanding that improving the working conditions of teachers is at the centre of efforts to improve teaching. The best and brightest university students will not be attracted to teaching unless they are accorded good working conditions and salaries comparable to other professions'. The debate in education has renewed interest in the purposes of education, has promoted the examination of curriculum, has revitalized the notion of promoting equality of opportunity and excellence in achievement, and has reaffirmed that "the system" can respond in the "can-do" American spirit.

Although the studies brought education onto centre stage, they did have their shortcomings. The most serious omission of the studies was the failure to confront the crisis facing society today. The studies gave little attention to the effects on the schools of the breakup of the home and the traditional society. Many of the suggested reforms focus on "the system," not on the school. Research clearly shows that the struggle for quality will be won or lost in the classrooms, in the quality of the relationship between the teacher and the pupil.

Teachers and students need to be involved in the current push for school reform.

A major disappointment is the inability to provide adequate new financial resources that could be distributed more equitably. Although some states are spending money to launch new, improved programs, there is a fear that the monetary response is not equal to the challenge, especially if an aging population wants to cut taxes.

The most disappointing signals have been coming from President Reagan. Reagan's priorities include prayer in the schools, vouchers and tax credits for parents, and improved discipline, none

A teacher leans against her desk...  
mathematically...  
grades. Another teacher...  
the classroom...  
fourth grader's...  
scams of classroom life...  
no joy, no laughter, no...  
kind faces by as dark...  
yearbook program...  
There suddenly...  
catches the eye...  
teacher watching...  
graders making...  
she's here a...  
chalkboard...  
the room...  
you, don't...  
the...  
statu...  
rue...

SCIP

The...  
Commission...  
Henry...  
the public...  
Such...  
and U.S. Navy...  
which has also...  
program, and...  
Labor...  
"The...  
publicity, the...  
masses'...  
Congress...  
progress for...

MILTON...  
A 210  
1982



# PART TWO: JAPAN

ALANDA GREENE

Japan's success story has turned many heads to look at that country's postwar accomplishment and to question just how it was done. With a stable, tightly knit society, a workforce second to none in productivity, crowded cities relatively free from violent crime, and, in the world, the highest rate of real economic growth and productivity increase, the second highest gross national product, the highest number of inventions and patents granted yearly, the most novels published yearly, and an approaching supremacy in information technology, Japan has earned the epithet of a nation of overachievers.

Asking how Japan has accomplished what it has, inevitably turns attention to its education system, where another list of achievements is found. A 99.5 per cent literacy rate (despite the difficulties of two phonetic alphabets and the written code of a minimum 2,000 basic kanji characters) is one success in a collection of world firsts for non-communist countries: secondary-school-completion rate, mastery of foreign languages in secondary school and college, and achievement-test scores in math and science.

Perhaps precise forms and methods of Japanese education cannot be transplanted to schools of the west. But the objectives and outcomes of the Japanese approach deserve careful consideration.

What follows are my thoughts on B.C. education, collected after a recent study tour to Japan.

## PERSONAL SUCCESS BUILT ON HIGH TEST SCORES

Probably the most well-known charac-

teristic of Japanese education is the rigorous examination system. The best jobs go to graduates of the best universities, admission to university is determined by entrance exam scores, certain secondary schools turn out better achievers on entrance exams, admission to these best secondary schools is determined from test scores, and so on down the schooling ladder. A whole support business of *juku* — tutoring schools that aim to improve test scores — exists alongside the public education system. Even kindergarten *juku* operate.

High achievement in exams is a family concern — mothers attend classes to take notes when students are absent; family members assist in study routines. (The high teen-age suicide rate in Japan may be a side-effect of this examination-dominated system, but remember that the cultural tradition that regards suicide as an honorable alternative to personal or family dishonor influences this situation.)

Given the educational achievements, is there a case for a rigid exam system? Not necessarily. Crucial in this system, which is often criticized for its harshness and resulting elitism, is that the Japanese have made education relevant to an individual's life. Employment is almost always lifelong — the job you take is your work for the rest of your working life. What that job will be is largely determined by how you do in school.

The route to personal economic security is a good education. That just doesn't hold true in the west. How do we in Canada answer genuinely when a student

asks, "What's this crap got to do with my life?" I doubt that such a question, even politely phrased, occurs to students in Japan. The education system is relevant to the whole direction of their future; as a result, students are motivated. The Japanese have been described as the world's most highly motivated student body.

Another aspect of this motivation is the Japanese emphasis on perseverance, diligence, and hard work more than on innate ability or talent. The luck of the genetic code is not the crucial factor; it is the willingness to apply consistent effort and to sacrifice for the long-term goal.

Such an emphasis imparts a sense of personal empowerment. It is not one's social standing or economic status that determines one's future position. Correlation between economic background and test scores is not statistically significant in Japan. Social standing does not determine acceptance into employment circles, which do become somewhat closed levels in a rigid hierarchy. But the hierarchy is fluid from generation to generation, and admittance into the social standing of your choice comes with presentation of the appropriate test score.

## GROUP IDENTITY FOSTERED IN SCHOOLS

Another familiar aspect of education and culture in Japan, is the promotion of a group identity in addition to (not instead of) an individual identity. Learning to work together and developing a sense of belonging to a group are features of both schooling and employment. It is the norm, then, for a class to remain

together within elementary, junior secondary, and secondary school. Pull-out programs for the slow learner or the gifted don't occur. Ability-grouping within the classes is very rare. (A severely mentally or physically disabled child is educated at a separate school or at home.) Cleaning the school (and it is very clean) is done by students, as are landscaping and gardening. Students organize club activities, field trips, and sports events. They eat lunch together daily. They learn responsibility at an early stage.

Peer pressure becomes one of the most effective tools for discipline. A student who shows off or seeks personal attention is not admired. Disruptive and rebellious behavior isn't respected. School vandalism is unknown. Many of us have sensed futility in trying to bring round to an understanding that will allow change, a student whose attention-getting strategies are causing difficulty. When a significant payoff in peer acknowledgement accompanies the behavior, it becomes worth it for a student to continue disruptive patterns. The cultivation of a group identity and of responsibility to the group circumvents such a problem.

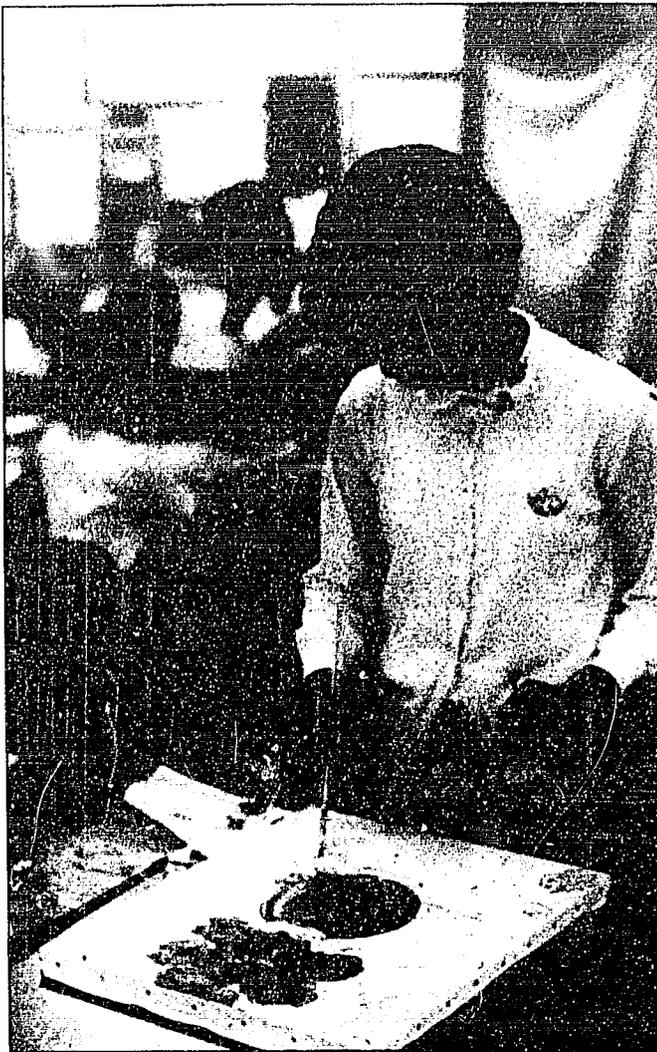
Responsibility to the group does not negate the development of the individual personality. Part of Japan's nationally prescribed curriculum through all the grades is moral education, and one of the themes that spirals through the schooling years is development of the capacity to distinguish public life from private life and the ability to display appropriate public behavior.

#### **ARTISTIC AND ACADEMIC TALENTS EQUALLY NOURISHED**

The Japanese have developed a system that encourages individual elements to function in a harmonious way within the larger social entity, and they have also developed, through the education curriculum, a system that encourages the harmonious functioning of the various aspects of the individual human entity.

Curriculum in Japan is nationally determined, with some scope for local adaptation, but not much. Japan's curriculum has received abundant criticism for its rigidity, for its failure to provide a relevant education for the student who is not university bound, for its tendency to promote rote learning in students and to thwart initiative and creativity in teachers.

My own exposure to schools in Japan was not extensive enough to enable me to respond to these criticisms. I did sense a well-rounded curriculum, which empha-



*The arts are a top priority in Japan. The students learn to perceive with the eye; then they learn to perceive with the heart. Technique and expression go hand-in-hand.*



*Japanese students have been called the world's most highly motivated student body. How well they'll do in life depends on their latest test score.*

sized the development of artistic, musical, and physical capabilities in balance with those developed in the more academic areas of math, language, science, and social studies.

I was especially attracted to the work done in art. The quality of the student work left me staggered, and it was easier for me to understand what was happening in art than what was happening in classes where language predominated. I teach art to students in Grades 3 to 7, and I was intrigued by the evident contrasts.

The philosophy of the art curriculum was explained succinctly. First the students are taught to perceive with the eye. Then they learn to perceive with the heart. Our tendency to emphasize personal expression and to avoid teaching technique in art is like teaching music without teaching scales and notes. To perceive and express with the heart, we must first have developed the capacity to perceive and express with the eye.

The technical skill displayed in the art of Japanese children was provoking. It wasn't just evident in one or two students, here and there, but it was found to be consistently well-developed in all students. Origami pieces done by Grade 1 Japanese students had proved difficult and frustrating for Grade 7 Canadian students I taught. Art of the Japanese elementary and junior secondary schools was consistently well done, and the work of the senior secondary students revealed a dramatic change from traditional drawing styles. It became varied, highly abstract, dynamic, alive. This is the phase, I presume, where the student begins to perceive with the heart, and the skills to express this perception are there.

The Japanese *are* creative; they *do* develop a personal style of expression. Their creativity is expressed in ways that are harmonious.

Art classes are also a reflection of students' capacity for responsibility. While driving through streets or walking about schools, I frequently saw groups of unsupervised children involved in art. The concentration and attentiveness impressed me every time I encountered such a group. In one case, about a dozen Grade 2 students, with sketch books, drawing boards, and pencils, were sitting outside on the grass and sidewalks, drawing the school building. Besides being a bit surprised at the skill of their drawing, I was quite moved by the students' absorption in the task. I stood watching them for some time. They were relaxed, involved, attentive, and on task. After 20 minutes, I revised my notions of the ability of seven-year-olds to sit still and concentrate. We seem to accept unconscious continual body movement — fidgeting — as the norm and forget about the human capacity, even while young, to deliberately sit relaxed and still while focussed on an activity.

The capacity to deliberately attend is intimately linked to the capacity to consciously learn. It is an area I believe is not served in our culture or our education system. It is hardly even acknowledged. What *is* developed, whether intentionally or through misunderstanding, is the predilection for attention to be dragged to wherever the stimulation is greatest. The sensory experiences of our culture, as focussed in the dominant entertainment forms, are getting more and more intense as our perceptive faculties get calloused, and the style is geared to minds that are pulled, not directed. We teachers think that a stage performance is required to motivate learning, and even then, we have to vary it frequently. The complaint of boredom is sufficient excuse for inattentiveness.

The fine arts are ideal areas in which to

develop the capacity to attend, to foster awareness, and to heighten the senses. These are essential parts of the education of a balanced human being, not frills.

The Japanese understand the relationship between art and learning. While visiting an agricultural high school (which accepts only firstborn children who are going to take over the family farm), I saw a display of well-executed posters in the library. Not thinking that prospective farmers are required to study art, I asked an English-speaking teacher about the posters and, on learning they were done at the school, asked if all the students there study art. He looked at me, strangely puzzled (perhaps the way I might look at someone asking if students at our school learn to read), and replied, "Well, of course!"

In comparing the form, the balance, the harmony, the general aesthetic quality, of drawings and paintings done by Japanese students to those of students of the same age, which I taught here, I was taken with another consistent feature. Students I work with and students of similar age from other areas — particularly younger ones — make tiny figures, sometimes just outlines, in the corner or at the bottom of a picture. Though the images are lovely — birds and butterflies, mountains and rainbows, smiling children — they are lost in the white expanse of the page. The images do not overlap; they are random, small, unconnected.

This is not a characteristic of Japanese students' art. Even in Kindergarten and Grade 1, the figures are bold, colorful, and connected to surrounding space and other images. Do Japanese students have a more developed, natural aesthetic sense? Or does the art work of Canadian students represent inner isolation, powerlessness, and discontinuity? Japanese education seems to create a context that deals with these sensations. The group identity soothes the sense of isolation; focus on diligence and perseverance leads to a sense of personal empowerment; education and employment, intimately related, give a sense of relevance and continuity to each phase of life.

We should consider what is really being taught in Japan. We should consider how our own education system can be changed to encourage harmony, relevance, motivation, responsibility, and attentiveness — essential in the balanced development of learning capacity.



*Japanese education promotes the development of a personal (individual) life and a public (group) life. The curriculum emphasizes the arts, physical education, and academic subjects.*

Alanda Greene is an elementary teacher in Crawford Bay, B.C. In October 1983, she visited Japan as a member of the Japan Study Tour on Education.

# Teachers : Retired

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

Jeanne M. Anderson, Prince George  
Jessica Anderton, Sicamous  
William R. Archibald, Maple Ridge  
Brenda Bacaam, Trail  
Russell Bagan, Vancouver  
Jean Bardsley, Vancouver  
Lillian Bentson, Kamloops  
Douglas L. Bohanna, Maple Ridge  
Silvio Bragagnolo, Nelson  
Margaret Burns, Vancouver  
Frank Busst, Vancouver  
Wilma Frances Campbell, Vancouver  
Robert Castle, Vancouver  
Mary Louise Cavani, Kamloops  
Margaret Chatterson, Fernie  
Hazel Audrey Chong, Vancouver  
Teresa Moreen Coomes,  
West Vancouver  
Allie Celeste Corra, Surrey  
Donald Bert Cowan, Campbell River  
Gordon Craig, Vancouver  
Ruby Victoria Cram, Vancouver  
June G. Curley, Vancouver  
Ian Herbert Currie, Abbotsford  
F. John Dallyn, Cowichan  
Warren Randall Damer, Kamloops  
Doris Mary Davidson, Central  
Okanagan  
Phyllis Joan Dawson, Cariboo-  
Chilcotin  
Marie Decorby, Campbell River  
Mary Dickson, Vancouver  
John Philip Döbereiner, Victoria  
Kenneth William Douglas, Vancouver  
John Leonard Dow, Surrey  
Robert J. Edge, Surrey  
Harry Ellis, Trail  
Signy Annette Erickson, Cowichan  
Phoebe Findlay, Vancouver  
Byron Freeman, Richmond  
Eileen Gilvier, Lillooet  
James Alfred Girvin, Quesnel  
Harvey Andrew Glock, Nelson  
June Irene Goode, Langley  
Roy M. Greening, Terrace  
Lloyd Gavin Hamilton, Fernie  
John Patrick Harris, Burnaby  
Ronald John Harvie, Cowichan  
Frank Haywood-Farmer, 70 Mile  
House  
Barbara Higginson, Kimberley  
Joan Holme, Vancouver  
Frank Holmes, Sunshine Coast  
Harry Harvey Hooge, Maple Ridge  
Barbara Catherine Howard,  
Vancouver

George Hugh, White Rock  
Robert J. Irwin, Cowichan  
George Johnson, Salmon Arm  
Marguerite Jull, Vancouver  
Dyne Annandale Kayll, Cariboo-  
Chilcotin  
Marjorie Kennon, Coquitlam  
Reid A. Kerr, Cowichan  
Anwar H. Khan, Prince George  
Olga Marlene Kotelko, Burnaby  
Henry Alois Krohman, Vancouver  
Betty Jo Kuenzli, Vancouver  
Raymond Michael Kulai, Nanaimo  
Joseph Wayne Lacy, Chemainus  
William David Latham, Burnaby  
Catherine Rose Lavin, Vancouver  
Pamela Lepsoe, Kamloops  
Arthur Lewis, Kamloops  
Lawrence Lloyd, Coquitlam  
Rose J. Lougheed, White Rock  
Sasha Alexandra MacDonald,  
Maple Ridge  
Mary MacDougall, Kamloops  
Alberta Macht, Chilliwack  
Herbert John Maisey, Chetwynd  
Alfred Malkin, Kamloops  
Esmat Mansouri, Vancouver  
James Francis Maxwell, Burnaby  
Warren Mayo, North Vancouver  
Joan C. McClarty, Peace River South  
Vivian McConnell, Vancouver  
Adina McDonald, Delta  
Mary Catherine McDonell, Nanaimo  
William Francis McFarland, Burnaby  
Gordon McLean, Burnaby  
John Joseph McNamara, Maple Ridge  
Frederick George McNaughton,  
Burnaby  
Muriel Moffat, North Vancouver  
Dorothy Hazel Morrison, Grand Forks  
Robert A. Morrill, Surrey  
Walter Cherry Moulton, Vancouver  
Agnes Torrance Munro, White Rock  
Yvonne Nelson, Prince George  
Helmut Neufeld, Vancouver  
Clarence Olafsson, Burnaby  
Marian Jean Oriente, Vernon  
Siegfried Ottenbreit, Central  
Okanagan  
Jack Douglas Page, Creston Valley  
Jean Parkinson, Richmond  
Pearl Patrick, Vancouver  
B. Ellen Pearce, Mission  
Glenn Harvey Pearson, Vancouver  
Dorothy A. Peirson, West Vancouver  
Harold Raymond Peterson, Vernon

Margaret Pitman, Campbell River  
Roy Edward Plater, Nanaimo  
Jessie May Pyle, Maple Ridge  
Alice M. Racher, Cariboo-Chilcotin  
Clelia Richards, Central Okanagan  
Laura Blanche Richardson, Comox  
Florence Eliza Roberts, Richmond  
Lettie Mary Roberts, Vancouver  
Betty Lucie Robertson, Burnaby  
Walter Robinson, Hope  
Louisa Rourke, Powell River  
Alistair Ross, Galiano  
Jack T. Rush, Vancouver  
Theodore Ryniak, Burnaby  
Louise Roy G. Sagert, Vancouver  
Jacob Schellenberg, Vancouver  
David Scott, Vancouver  
Alan Scutt, Central Okanagan  
Saphonia Serediak, Alberni  
Genevieve Shamlock, Maple Ridge  
Dorothy Shaver, Vancouver  
Dayle Sheridan, West Vancouver  
Helen Elisabeth Shindel, Mission  
Arnold Silzer, Surrey  
Betty J. Smith, Penticton  
Edith Smith, Gulf Islands  
Maurice Gordon Smith, Vancouver  
Minnie V. St. Jean, Maple Ridge  
Ronald E. Stacey, Gulf Islands  
Leonard J. Timmins, Vancouver  
Joyce I. Turner, Mount Arrowsmith  
E. Moira Vine, Burns Lake  
Margaret Wainman, Coquitlam  
Lawrence Walmsley, Vancouver  
William Waters, Burnaby  
Barbara Ann Watts, West Vancouver  
George Weber, Chilliwack  
William Duncan West, Victoria  
William Alexander Whyte,  
Campbell River  
Anne E. Wiebe, Grand Forks  
Gordon Emory Willits, Victoria  
Lois Withers, Prince George  
George Zinovich, Kimberley

In comparing *The B.C. Teacher* with any other professional magazines in education with which you are familiar,

do you think *The B.C. Teacher* is better than most, as good as most, or not as good as most? What do you think are *The B.C. Teacher's* strong points

# Readers Speak out on

JUDITH TURNER

Recently (after the first issue of this season, in fact), editor Nancy Flodin received an envelope with a copy of *The B.C. Teacher* scissored in two inside. An explicit comment from one reader — or non reader — you'll agree. We rarely get such unequivocal responses to this magazine. Sometimes there are letters of praise; sometimes, objection; but most of the time, there is silence.

On occasion, the BCTF Executive Committee requests a survey to fill in the void; in the past decade there have been one or two readership surveys. None has been as thorough, however, as the one completed in June 1984, the results of which are summarized here.

The timing for such a survey seemed appropriate, since Ken Aitchison, editor for 22 years, retired in June, and Nancy Flodin was appointed. A survey would clarify what readers have come to expect of the magazine and what changes they might like to see initiated.

Dr. Norman Robinson of Simon Fraser University assisted in the design and execution of the survey, which took place over the telephone. The survey asked respondents to name the strong and weak points of the magazine, to suggest improvements, and to consider an electronic magazine instead of a printed one. Respondents were also asked about their own reading habits concerning the journal — what particular articles they had enjoyed, the number of articles they read in an issue, and the range of their discussion with colleagues about articles.

The survey takers or callers were unemployed teachers who were trained to conduct the survey. Respondents came from a sample of 343 teachers and administrators currently employed in the province, as well as those retired, on leave, substituting, and unemployed.

The results of the survey were both provocative and gratifying. For instance, when asked if the cost of the magazine (88¢ per member per issue) represented good value, 71.4% of the respondents

said yes. 80.1% rated the quality of the writing as good to excellent; 89.5% rated the readability the same way. 66.5% rated the visual attractiveness as good to excellent, and 67.9% found the contents relevant and appropriate. 54% wanted the magazine to continue in much the same form; 39.1% wanted major changes in content and format. Only 2.6% thought *The B.C. Teacher* should be discontinued. 60.6% rejected an electronic format.

When asked for suggestions, the respondents spoke up enthusiastically (no one suggested scissors!). News about education across Canada, more theme issues, more practical advice, more "professional" articles, and a brighter, livelier format were the core of advice for improvement.

On the basis of such comments, what changes are feasible within the constraints of money and personnel-time? Writers toil for this journal out of the generosity of their inky hearts and fingers; there has never been a budget or policy for paying them. One of the functions of the specialist associations' publications is to provide practical, everyday suggestions for classroom teachers. Some changes are relatively easy to effect. Readers may have noticed the subtle changes in typeset and design, for instance, that appear in this issue and in the last.

The tables that make up part of Dr. Robinson's report offer especially provocative data. For instance, teachers with 0-5 years of experience show the least interest in the magazine. (Does this mean that the "image" and format are unsatisfactory to young teachers, that they are unaware of the magazine, or that they are too overwhelmed and burdened by a new career to find time to read the magazine?)

Another "for instance." There is least support from the elementary teachers. (Are these essentially the same group as those with the least experience? Are they alienated or, at best, uninterested for the

same reasons?) Teachers as a rule do not talk with their colleagues about articles in the magazine. (Is this the ultimate test of the timeliness and worth of a piece of writing — to be the subject of staffroom conversation? Or are the tone and circumstances of the material conducive to solitary reflection?)

The magazine does seem to be reaching the longer term "career" teacher whose interest runs to "professional" articles. On the other hand, words such as *relevance*, *freshness*, and *currency* appeared in many comments. Does this mean that a typical reader wants journalism rather than a journal? Another phrase that appeared often was *too political*. What does that mean? Where do the politics of education begin, and where does the professionalism end? What, indeed, do those words really mean, and can we agree on the meanings?

For Dr. Robinson and the BCTF Executive Committee, the survey must be seen as a thorough and successful means of getting the information wanted. For members of the Editorial Board, it is a confirmation of what we had expected. For Nancy Flodin, it provides some direction for her considerable talents. For teachers in general, the survey is an overview of the strengths and weaknesses of their magazine, a journal that has always had a distinguished reputation in educational publishing circles and, perhaps more important, has been the voice of B.C. teachers since the '20s.

For you who participated in the survey, our thanks for your time and thought. For you who contribute articles and columns so generously, our special thanks: the magazine simply couldn't exist without you. Once again, *The B.C. Teacher* has been pronounced alive and well . . .

You may obtain a copy of the survey results upon request.

Judith Turner is the current chairperson of *The B.C. Teacher* Editorial Board, and a teacher in Duncan, B.C.





**The common practice of round-robin oral reading in school deserves a second look. It could be doing students more harm than good.**

**LEE GUNDERSON**

The sounds of shuffling feet and murmuring students suddenly fill the otherwise quiet classroom as reading period begins. With little force of will, the teacher assembles the "Tigers" into a tight circle of chairs — she, perched on her "real" chair, towers above her minions.

Today we are going to read a story called "The Ant and the Grasshopper." Please open your books to page 166. Okay, Tigers. David, would you begin at the top of the page?

The subdued cacophony of a hundred conversations is at once propelled into the background as a robotlike voice turns the printed text of a Ginn reader into a unique version of Gregorian Chant — unmodulated, monotone, seemingly disembodied. Each student's face reflects either anticipation or disinterest. The girl to the left of the reader is anxious; she's next. The other students wait, without focussing on anything in particular or focussing on things outside the reading circle in other parts of the classroom. The teacher's eyes scan the other students in the class; she seems to attend to them more than to the reading group or to the student who's reading.

The group-reading ritual is so habitual, each student knows what he or she will read and when. The teacher interrupts on occasion to give the correct reading of a word. And in this manner, the Tigers read after each story — practising their errors, perfecting their word-by-word reading style, generally missing the cumulative meaning of all the individual words.

The ant and the grass hop er hell o li tul ant s s (Teacher — "said") said the grass hop per

Teachers in thousands of classrooms at all grade levels across the province regularly have their students read aloud in this manner because they are convinced that circle or round-robin oral reading is a significant part of reading instruction — regardless of the considerable negative evidence that has accrued over the last two or three decades that round-robin oral reading harms beginning readers and poor readers.

Students in secondary schools are also asked to read aloud. In many cases, their oral reading is as regularized as round-robin reading; that is, it begins with the first desk, right-hand row, and proceeds down to the last desk in that row, on to the next row, etc. Again, the poor readers suffer.

The negative aspects of round-robin oral reading have been stressed by reading educators for some ninety years. Why then do we continue to use circle reading in elementary school classrooms and sequential oral reading in content classes in secondary schools?

### HISTORICALLY SPEAKING

Until the 20th century, reading was almost entirely oral; human beings did not read silently (Hadas, 1954; Mathews, 1966). Having students read aloud was the predominant instructional technique well into the 20th century. Horace Mann, in a report to the Massachusetts State Board of Education, indicated he had tried to judge "with some degree of numerical accuracy, how far the reading in our schools is an exercise of the mind in thinking and feeling, and how far it is a barren action of the organs of speech upon the hemisphere" (Mann, 1838). He judged that eleven twelfths of the students he observed were involved in meaningless oral reading. Mann concluded his observations with an appraisal of oral reading: "It would hardly seem that the combined efforts of all persons engaged could have accomplished more in defeating the true objects of reading."

Huey (1908) suggested instruction should reflect the predominantly silent nature of the reading process. "Reading as a school exercise has almost always been thought of as reading aloud, in spite of the obvious fact that reading in actual life is to be mainly silent reading. The consequent attention to reading as an exercise in speaking, and it has usually been a rather bad exercise in speaking at that, has been heavily at the expense of reading as the art of thought-getting and thought-manipulating" (Huey, 1908, p. 10). Huey posed an important question: "We know that the reading of life is almost exclusively silent reading. Yet in preparing for life we are instructed almost exclusively in reading aloud, and have not troubled ourselves to ask whether habits learned in reading aloud may not be hurtful in silent reading" (Huey, 1908, p. 359).

Others were convinced of the importance of silent reading over oral reading. For instance, Summers (1898) emphasized silent reading, especially when students read from the blackboard. Colonel Parker, of the Laboratory School at the University of Chicago, maintained, "Oral reading is a mode of expression and comes under the head of speech. The serious fault in the teaching of reading consists of making oral reading an end in itself" (Cited in Griffin, 1906). Arnold

(1890) thought that concert-reading (round-robin) is completely different from individual silent and oral reading. She stated, "The bright child or loud-voiced boy leads, the others waiting to follow. The result is a dragging chant which has in it neither life nor thought, and which effectually prevents the natural and easy expression which should be cultivated in all lessons." Several experiments were conducted in silent-reading instruction. For instance, Watkins (1922) developed and used an entirely silent method; instructions were printed on flashcards and read silently by her students.

In 1915, S. H. Clark wrote a book on oral reading entitled *Interpretation of the Printed Page*. He noted:

Our schools have made, and many still make, the fatal mistake of taking for granted that because vocal expression may be of considerable importance as



the outcome of the reading lesson, it is of the first importance. It is not. Beautiful as is the adequate vocal interpretation of literature, it is of infinitesimally less worth in a system of education than the ability to interpret silently. For the great majority of men and women, the need for correct impression is the most crying of all.

Why do we view oral reading as so important? One of the most famous and influential reading educators and researchers of the 20th century was William S. Gray, of the University of Chicago. In 1936, he published an article entitled "The Place of Oral Reading in an Improved Program of Reading," exploring the use of oral reading. Gray listed three kinds of constructive oral reading: reading aloud, directed oral reading, and motivated audience reading.

The first is dedicated to practice. Teachers are admonished to provide sim-

ple material to make the process beneficial. The second involves the "guiding influence of a teacher who reads well," and the third "serves two purposes in an improved program of teaching . . . to provide incentives for improvement in oral interpretation. Its chief purpose, however, is to contribute pleasure and understanding and to make life fuller, richer, and more meaningful."

Did Gray endorse round-robin teaching? No, Gray advocated group oral reading in which the practice involved perfection of oral style, not the unrehearsed word-by-word process in round-robin and sequential reading. In this respect he is very clear, ". . . it should be used only when it serves a definite need and is directed specifically to a particular end."

The teacher's role is important, because "The models which he [or she] presents during the story hour or the reading period serve as a guide and an inspiration to [the] pupils. Of basic importance in this connection is the guiding influence of a teacher who reads well orally." Gray said that to improve the overall reading program, oral reading should be included, but that, as conducted in most classrooms, it is "wholly inadequate." Overall, if students are to read aloud, they should be given good models to emulate. The oral reading that Gray supported does not resemble round-robin reading. A close examination of current practice reveals the counterproductive effects of unrehearsed oral reading.

### DEBUNKING TEACHERS' BELIEFS

Teachers believe practice in oral reading helps develop silent reading. Assuming that oral and silent reading are similar and that one (oral) supports the other (silent), teachers believe a child who can read orally without mistakes will read silently without mistakes. There is no evidence to support the contention that oral and silent reading are similar. A typical round-robin reading session involves practice at calling out individual words — the emphasis is on correct pronunciation.

Silent reading is considerably faster than oral reading. Indeed, silent reading is more efficient. Because readers do not have to read every single word, their deleting certain words or phrases results in their comprehending at a faster rate. Round-robin reading teaches attention to individual words; therefore, it is different from silent reading.

Teachers believe oral reading is impor-

tant because it allows them to observe and diagnose reading difficulties. However, to diagnose difficulties, teachers must make careful observations and records, a seldom occurring process. How is it that teachers need so much diagnostic information that they have to have their students read after every story?

Some contend that round-robin reading provides repetitive practice for all members of a group. However, in most cases, the only one paying attention to what's being read is the reader; often the rest of the group is not. In many cases, the oral reading is so poor, the practice session consists of listening to repeated errors.

Some teachers believe oral reading is practice in proper phrasing and intonation — it helps develop good communication skills. But the typical round-robin reading session involves word-by-word reading devoid of intonation, stress, and proper phrasing. Teachers wanting to teach phrasing and intonation provide their students with good examples; that is, they read sentences or paragraphs aloud with good intonation and proper phrasing.

Some teachers are convinced that oral reading is a way to show students that writing is simply a way of recording speech, and is meant to be read aloud. This assumes that text reflects speech, that the two are similar. We need only look at the stories in beginning texts to see this is far from the truth. Does "See Jan jump. Jump, Jan, jump. Jump, jump, jump." sound like real speech? Does the information-packed prose of a social studies text sound like real speech?

Many secondary teachers have their students read aloud to "review old material" and to introduce "new material." Some maintain oral reading serves two functions: students who do not read assignments independently will hear and understand what's being read, and having sections read aloud makes them more understandable.

Good oral readers will most likely be good silent readers and have no difficulty understanding material. They are bored by hearing material they have already read. Poor readers may benefit from hearing good readers; they may comprehend material better than if they read it silently themselves. However, poor readers will certainly not comprehend any better if they hear other poor oral readers, a typical classroom phenomenon.

Teachers who are convinced students will learn from text only when they hear it aloud (because they won't read inde-

# Classified

## TEACHERS WANTED

The Organization for Cooperation in Overseas Development (OCOD) supported by the Canadian International Development Agency (CIDA) invites applications for teaching positions in Mathematics, Reading and Science in Dominica, West Indies. Appointments will be for two-year periods, and will involve working with the local Teacher Training College and the Ministry of Education to provide in-service training for teachers throughout the island. **Qualifications:** Candidates should be subject specialists, with at least 5 years of teaching experience, some of it, preferably, in teacher training. Overseas experience will be an asset. **Salary:** Commensurate with qualifications and experience, and based on Canadian levels. There is also an attractive package of fringe benefits. **Starting time:** July 1, 1985. Interested persons should apply, with detailed curriculum vitae, by January 31, 1985 to OCOD, 200 St. Mary's Road, Winnipeg, MB R2H 1H9.

## TEACHING

**Work Abroad.** Unique newsletter listing openings for teachers overseas. Sample copy \$3.00. Free Work Abroad Research Kit. Work Abroad, Box 205, 1755 Robson Street, Vancouver, BC V6G 1C9.

## BOOKS, FILMS, MUSIC

**Teach Chess**—fun chess checkat club. Easy with manual. Send \$6.00. Free: 27 Ways to Better Discipline. To M. Hempel, 24 Drake Ct., Red Deer, Alberta T4R 1Y6.

## COMPUTERS/SOFTWARE

**French Software.** Free brochure of computer software for the PET, Commodore 64 and Apple IIe is available for French schools, immersion and French as a second language. Please specify make of computer. Write to Mr. Leonce Chlassen, 1226 Amsterdam Court, Samia, Ontario N7S 3X5.

## MISCELLANEOUS

**Primary Teachers.** Planning your program? Topical and seasonal bulletins, including games, ideas, activities. 207 Now Year, Seasons, 234 Winter, 240 Valentines. \$3.50 ea./3 for \$8. MaRo P.L.S., Box 161, Stn. "D," Scarborough, Ontario M1R 5B5.

**Scientique Perfume of B.C. and Canada** (Genuine Perfume and Eau de Parfum). Requires suitable interested saleswomen in each area of B.C. Small initial investment (\$500). Excellent percentage return. Interested persons, please call 112-374-5805 or write Box 1275, Kamloops, BC V2C 6H3.

## ACCOMMODATION SWAP

**Summer for Winter.** Wish to swap 3 days in winter (preferably February) at a ski resort cabin or condominium in B.C. in exchange for 1 week of your choice in the summer at my 50-foot two bedroom trailer at the north end of the Sloan Lake in the West Kootenay's Valhalla's. Excellent hiking, fishing and swimming. Contact Grace DeBlosa at 3540 Aster Drive, Trail, BC V1R 2X5 or phone 364-1426.

## ACCOMMODATION/HOLIDAY

**Palmer's Great House.** A unique guest house on Orea Island, San Juan Islands. Year-round accommodations. Memorable meals, sailing, fishing, hiking. In all-inclusive package, \$30.00 per person per day, plus tax; minimum two, maximum four guests. By former B.C. teacher. Brochure: Mr. and Mrs. D.G. Palmer, P.O. Box 51, Deer Harbor, WA 98243, or call (206) 376-4231.

**Skipped 200 Years.** Washington's beautiful San Juan Islands on trim, 27-foot, Rhodes design yacht *Amanita*. Two- and four-day cruises include all meals and instruction if desired. \$50 per person per day. Write for brochure: *Amanita*, P.O. Box 51, Deer Harbor, WA 98243, or call (206) 376-4231.

## HOLIDAY/TRAVEL

**21 Day Kenya Wildlife Safari.** Two departures: 28 June and 9 August, 1985. Personally escorted by David Wilson, former Kenya resident and safari veteran. Price \$3875.00 per person. Includes return airfare, excellent hotel, lodge and tent accommodation, and all meals on safari. Visiting Nairobi, Amboseli, Kilimanjaro, Treetops, Tsavo, Masai Mara (to witness the great Migration), Lake Naivasha and Mombasa Beach, plus three-day stopover in London, which can be extended. For brochure and further details, contact Weston Trek and Travel Ltd., 3415 West Broadway, Vancouver, BC V6R 2B4. Telephone 734-1017 or 734-1066.

## TEACHER EXCHANGE WANTED

Ontario English teacher of good suburban high school, Metro Toronto area, wishes to arrange interprovincial exchange to Vancouver or Victoria area for one year starting September '85. To follow standard Ministry procedure, write R. Ripley, 10 Dean Park Road #1016, Scarborough, ON M1B 3G8, or call (416) 282-8880.

pendently) should make certain their students hear good oral reading.

## THE PLACE FOR ORAL READING

Round-robin oral reading has received considerable criticism; yet we continue to use it in our classrooms. Many of us believe that reading instruction must contain oral reading. Critics have sug-

gested teachers have their students do round-robin reading because it requires no preparation and fills in class time. Is there a place for oral reading in the classroom?

A condemnation of round-robin reading is not a condemnation of all oral reading. Students like to read aloud when they can do it well, but ask a poor reader to read aloud, and he/she does so with trepidation — if at all.

Following are a few suggestions for oral reading.

#### Words

- When presenting sight words, have students repeat several times. Rehearse them. Rehearsal assures that every student repeatedly hears the correct pronunciation.
- When using flashcards for drill and practice, provide an additional sentence strip with a sentence stem (the ends of sentences are usually the most predictable, so make the deletion toward the end). Have students read the sentence stem (for each vocabulary word) and the vocabulary word written on a separate flashcard. Stem: "I saw the dog jump over the \_\_\_\_\_." Flashcards: box, cat, wagon, etc.

#### Sentences

- Use flashed phrases. Show phrases that are highly predictable.
- Ask questions that require oral reading of sentences. For example, "Read the sentence that tells how John found his dog."

#### Paragraphs

- Give students paragraphs to prepare and read aloud.

#### Whole Stories

- Put students in pairs, and have them practise until they agree they are ready to read the passage aloud to a group.

Many oral activities are enjoyable for students when they have had time to rehearse. Plays, choral readings, and poetry are good activities when students have rehearsed. With practice, students can effectively read school notices to classes.

Content-area teachers can use oral reading of sentences and paragraphs as a way to emphasize particular aspects of text: "Read the part that shows the miners' attitudes toward the farmer's land claims." Literature provides excellent opportunity for good oral reading. Students enjoy assuming the role of particular characters and reading their parts. The number of possible oral reading activities for secondary classes is large.

Students enjoy reading aloud when they can do it well. Round-robin reading is a particularly destructive classroom procedure when it involves poor readers. It is a constant reminder of how poorly they read. Further, it gives them repeated exposure to poor oral habits — miscalling of words, poor phrasing, and poor intonation. Round-robin or unrehearsed oral reading engenders poor reading



*Myth: practice in oral reading develops silent reading. Fact: oral reading and silent reading are unrelated.*

habits and fosters disinterest and frustration. If teachers provide positive oral reading experiences, actual practice in good oral reading, students become enthusiastic about reading aloud.

#### CONCLUSION

There are three questions a teacher should ask in regard to oral reading: Should it be used? When should it be used? How should it be used? If a teacher decides to have oral reading, there are two appropriate times to use it: when the teacher wants to improve recognition and/or comprehension, and when the teacher wants to teach oral reading for enjoyment or for oral interpretation.

Often teachers have some vague ill-defined notion that oral reading contributes significantly to the development of word recognition and comprehension skills and, therefore, often resort to unprepared round-robin reading. Unfortunately, unprepared or illprepared oral reading in a group generally reinforces errors. Oral reading *can* be useful when a teacher considers carefully the *when* and the *how*. There are three guiding principles:

1. *Never* without preparation.
2. *Never* a great quantity.

3. *Always* in carefully structured situations.

Overall, when using oral reading, the teacher should be well prepared with appropriate materials, and the oral reading should always be for an audience. In this manner, oral reading will be a meaningful adjunct to reading instruction, enjoyed by students at all levels of achievement.

A bibliography is available on request.

Lee Gunderson is an assistant professor in the Faculty of Education, University of British Columbia.



## STAYING ON TRACK WITH PHYSICAL EDUCATION



### MARY M. O'SULLIVAN

Recently, B.C.'s Ministry of Education made physical education an elective subject at the senior secondary level and abolished compulsory Grade 11 PE. Increasing pressure on students to take extra arts and science requirements further limited their ability to explore other areas of interest within the school curriculum, including physical education and the fine arts.

At one public meeting to discuss the government's proposed changes to graduation requirements, a Courtenay music supervisor reported that enrolment in one choir program in the district had dropped already from 55 students to 12 students simply in anticipation of the implementation of such proposals. Parents seem caught between wanting their children to have a wide variety of physical, intellectual, and artistic activities and ensuring that their children take all the arts and

science courses judged by some higher authority to be "best suited" to their present and future advancement.

The purpose of this article is twofold: to outline existing government policies' effects on the physical education program at both the elementary and secondary levels and to assess realistically physical education in the total education of our nation's youth.



*Adolescents challenged by outdoor physical pursuits are rehearsing for the responsibilities of adulthood. They are building a healthy lifestyle.*

#### **EFFECTS OF RECENT GOVERNMENT POLICY ON PHYSICAL EDUCATION**

Government policy in the late '70s was highly supportive of physical education at both the elementary and the secondary levels. The Ministry of Education funded a provincial assessment of physical education curricula. Eighty-five to 90 per cent of parents of children enrolled in Grades 3, 7, and 11 felt that physical education should be mandatory for students up to and including Grade 11. Most students considered physical education as important as and more enjoyable than other subjects. Subsequent to this investigation, the ministry established a committee to develop a new physical education curriculum for the secondary schools of B.C. Later, experts in various areas were found to write a series of activity handbooks to supplement the basic outlines in each subject. Financial support was used to introduce the new curriculum to the schools and train some teachers to use the "levels approach" to teach physical skills to

mixed-ability classes. Much work remains to be done in this area, but financial aid has diminished since the early 1980s.

In curricular terms, the '70s can be regarded as "The Decade of Daily Physical Education." Such daily programs became a popular part of school curricula at both the elementary and the secondary level. This was, in part, a response to a call by professionals in health, medicine, and physical education for more activity time, better instruction, and greater participation by children and youth in regular physical activity.

Financial restraint has reduced the number of elementary physical education specialists in school districts, making it more difficult to increase the number of schools involved in daily physical education programs and to maintain the quality of existing programs. Recent removal of physical education co-ordinators in several school districts has been a severe blow to the continued growth of the subject in elementary schools especially and to the morale of the specialists in the secondary

schools. The co-ordinators were a vital communication link between the specialist and the non-specialist teachers involved in physical education, and between the teachers and the school district administration and the Ministry of Education. The co-ordinators provided much-needed resources to regular elementary teachers implementing physical education programs, especially daily programs. They also provided information and leadership to the sometimes isolated secondary school physical education specialists.

Cuts in the physical education and athletic budgets have, in some cases, been as much as 60 per cent of previous budgets. Replacement of old and broken equipment has been restricted, with no new purchases of equipment permitted. Travel-fund cuts have affected, and in places eliminated, interscholastic sport. This is a particular problem for more remote and rural schools whose teams have to travel great distances to their nearest competitor. Kelowna has been affected by the demise of its Lifetime Sport Program, and other school districts have lost their outdoor-education budgets, and therefore their outdoor-education programs.

#### **CONTRIBUTIONS OF PHYSICAL EDUCATION TO THE GROWTH OF CULTURE**

The de-emphasis of physical education and the fine arts in recent government proposals for education has forced me to reflect on my chosen profession and re-evaluate why it is worth spending public taxes as well as teachers' and students' time on physical education. The physical education profession suffers from the public's misconception of the goals and objectives of physical education. The profession is probably not blameless.

One can study the physical education syllabi of various school districts or read the objectives of the Canadian Association for Health, Physical Education, and Recreation, and be overwhelmed by the number of objectives we claim are achievable through physical education. On closer analysis, however, I am sceptical about the sincere but grandiose aims we hold for our profession. I wish to portray the profession in a realistic yet purposeful light.

Sport in all its forms ought to be available for all the people. Physical education can contribute to such a goal. Following are five reasons why physical education ought to be an integral part of the education of our society.

DON'T JUST THINK ABOUT IT  
DO IT!



**PARTICIPACTION**

# 1 Physical education as play education

The significance of sport across time and across cultures has been demonstrated by many of the leading historians in our profession. For the Greeks and the Spartans, sport education was a vital part of a youth's education. While the importance of sport education waned from the fall of the Roman Empire through to the early 18th century, sport never lost its place as a vital component of most cultures.

To understand fully the heritage of

sport within one's own culture, one must, it seems to me, be exposed to sport activities of that culture, acquiring knowledge about and basic proficiency in the fundamental skills of the activity. The depth of understanding and appreciation for cultural forms such as sport, literature, and the fine arts increases in proportion to the knowledges and skills one accumulates about them. Physical education's contribution to the transmission of culture is as vital as the contribu-

# 2 Physical education and mass participation

The physical education profession is having problems motivating students to participate in and enjoy physical education classes. It is difficult to expect teachers to be enthusiastic about programs that are inadequately financed and supported. Similarly, students tend not to be as eager to participate or excel in a subject that does not have the status associated with more prestigious academic subjects. Despite this, the general

public is participating, as never before, in many different physical activities. Attending a health spa or a private sports club is fashionable rather than eccentric. A significant number of the public consider it enjoyable and worth while to devote part of the day to physical activity.

Surely the provincial government should contribute to helping our youth find greater success and satisfaction in

# 3 Physical education and health

Health-related fitness has serious consequences. In the extreme, the consequences for physical neglect are fatal. Many people have made fortunes cashing in on the public's hunger for knowledge about healthy living: what foods to eat or how to train safely and effectively. The tremendous boom in health clubs indicates society's need for discipline and structure in attempting to change unhealthy lifestyles. Physical educators have a responsibility to the children, the

youth, and the adults of our nation to help them learn about their bodies and how to develop their own training programs. People ought not to have to spend hundreds of dollars on aerobic dancing classes or physical fitness classes and be led through a program; they should know how to develop their own program.

Physical education at the junior and secondary school level has a positive contribution to make in developing an awareness of the importance of health-

# 4 Physical education and the developmental tasks of youth

Successful passage of our young people through their adolescent years to adulthood, depends on their ability to tackle a series of developmental tasks. The tasks include learning to accept responsibility for their own behavior, learning to articulate and defend their views on many topics, developing an acceptance of self, and establishing acceptance within their peer group. The

subject matter of physical education (competitive and expressive motor activities) helps youth accomplish some of the tasks of adolescence and provides a positive transition to adulthood.

Outdoor-pursuit programs are well suited to helping youth accept responsibility for their own behavior. Planning for and implementing a hike through unknown territory requires students to

# 5 Physical education or elitism in sports — the egalitarian ethic

Living in large urban areas increases the opportunities for young people to participate in a variety of sports. Sports clubs abound. The availability of private sports instruction and the many volunteer organizations involved in leisure activities provide the young and not so young with opportunities to participate in diverse sports.

Young people in remote rural areas can be very restricted in quantity and quality of sport instruction. They tend to rely on the physical education program and the interest and expertise of the existing teaching staff. Local sport and recreation

opportunities can be limited severely in times of economic difficulty. Deletion of compulsory physical education for Grade 11 will decrease the number of physical educators at the senior secondary level. This could curtail the quality and diversity of intramural and inter-scholastic programs, especially in small rural schools.

With the boom in the private sports industry and increased financial restraint on school programs, inequality in sport opportunities on the basis of social class and/or geographic location may increase. The wealthier urban parents

tions of the arts, the humanities, and the sciences.

The transmission of a sport heritage (an integral component of our culture) necessitates not only that students acquire knowledge *about* sport and sport skills but that they demonstrate minimum proficiencies in the basic sport skills of their culture. The development of such sports skills ought to be our primary objective in physical education.

participation by helping to provide them with opportunities to develop proficiencies in physical activities. With government support and the physical educator's commitment to motor-skill development within a positive learning environment, the profession can contribute to greater degrees of personal success in sport, to ever-increasing standards of skill proficiency, and to decreased drop-out rates in sports participation.

related fitness and a motivation to implement the principles associated with maintaining a healthy lifestyle. It has a role to play in helping young people attain and maintain an appropriate fitness level without the necessity, during their lives, for expensive "in-service" training.

communicate and co-operate with one another to accomplish the assigned tasks. Such programs should receive greater emphasis in the coming years.

whose children are learning their sport proficiency in private clubs outside of school may question the need for physical education in the school. Together with the increasing pressure on secondary school students to take more arts and science courses, this may further diminish physical education at the senior secondary level.

What might this do to career prospects in physical education, to the undergraduate programs, and to the future role of sport and physical education in our culture? Many of our more effective physical educators will be enticed to teach and

coach in private sport institutions, diminishing the standard of teaching at the junior and senior secondary levels. A consequent decline in funding for physical education is the next most logical step. The prospects for high-quality physical education programs look dim indeed under the proposed restructuring of senior secondary education. Sport in all its forms could become the bastion of the elite. The majority of the population could return to their roles as spectators rather than participants. So much for the egalitarian ideal!

## CONCLUSION

The present significance of sport in our society is evident in many ways. Sport is a meaningful part of the culture. Sporting occasions attract more attention and emotion than do many other national and international events. The amount of time and money devoted to the coverage of the 24th Olympiad in Los Angeles last summer is evidence of the popular interest in sport. Various communities within B.C. have presented their victorious Olympians with all the rewards and adoration at their disposal.

While such achievements deserve to be recognized, support of physical education and sport programs both inside and outside educational institutions is vital if such achievements are to be possible for others in the future. While the government has not directly negated the value of physical education for our youth, the elimination of compulsory Grade 11 physical education and the added pressure on students to take extra academic subjects will indirectly devalue physical education in the school curriculum.

We must reaffirm our support for and commitment to the ultimate goal of physical education: an individual's desire and ability to "play" and maintain a healthy lifestyle.

A bibliography is available on request.

Mary M. O'Sullivan is an assistant professor in the School of Physical Education, University of Victoria.



# Get Carried Away With Interest Bonus '85

## Your Savings Will Soar

Simply make new investments\* to your Co-operative daily interest savings account between January 2 and February 2, 1985 and earn interest from January 1. That's right! Invest anytime during Interest Bonus month and you'll earn interest from January 1. (Remember, funds must remain in the account at least 21 days.)

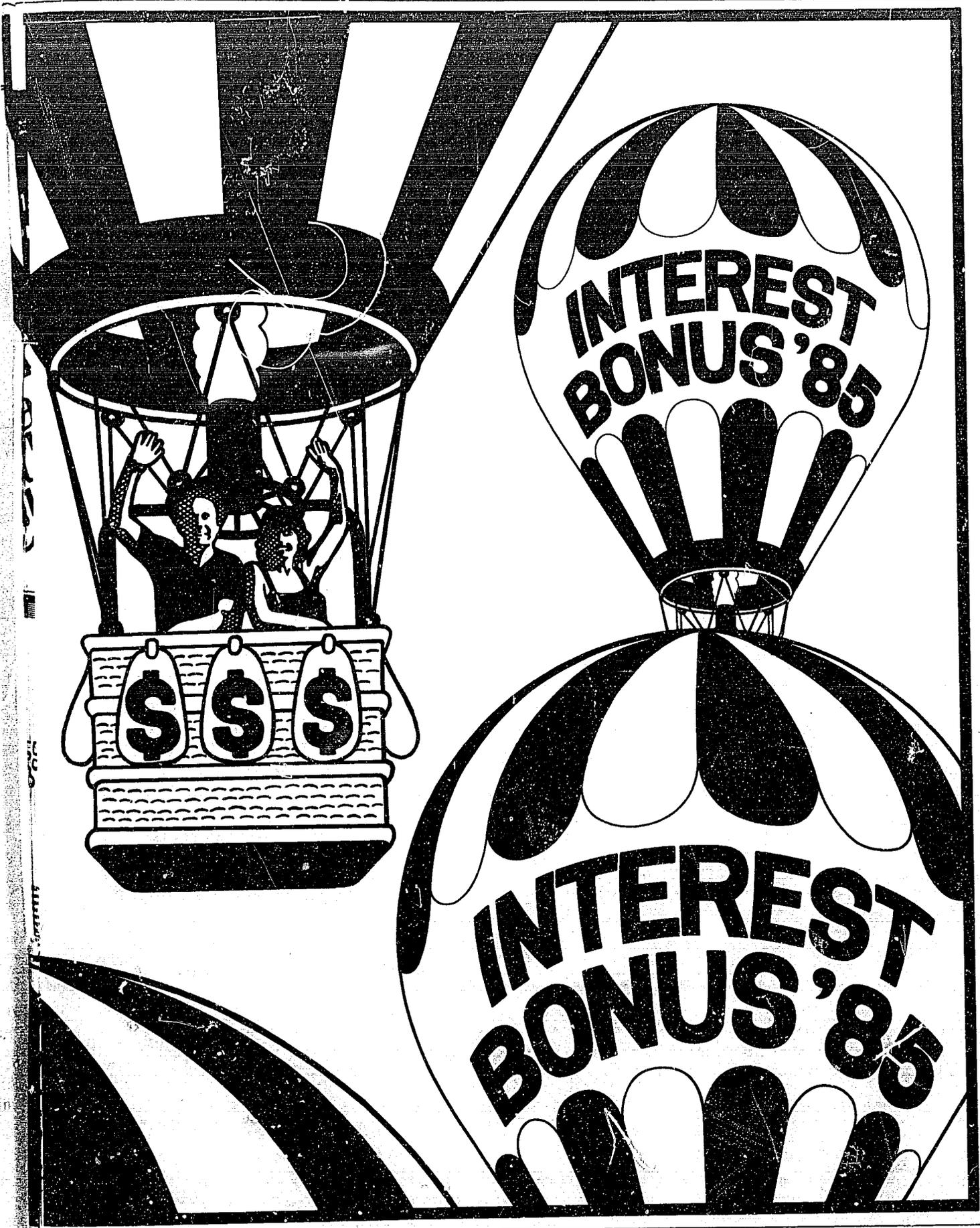
**And that's not all!** Interest Bonus promises to be even more of a bonus this year. **Watch for details.**

\*New investments are defined as funds not previously invested in any Co-operative account.

<b>Vancouver</b>	2110 W. 43rd Avenue, Vancouver, B.C. V6M 4H5	Tel. <b>261-5177</b>
<b>Victoria</b>	3960 Quadra Street, Victoria, B.C. V8X 4A3	Tel. <b>479-9302</b>
<b>Nanaimo</b>	777 Poplar Street, Nanaimo, B.C. V9S 2H7	Tel. <b>753-3402</b>
<b>Kelowna</b>	1521 Sutherland Avenue, Kelowna, B.C. V1Y 5Y7	Tel. <b>860-3567</b>
<b>Prince George</b>	130-1460 6th Ave., Prince George, B.C. V2L 3N2	Tel. <b>562-7213</b>

Offices also in Edmonton, Calgary and Winnipeg.





# Electronic Writing

A word processor is much more than a glorified typewriter. Extended use of a computer for word processing changes the process of writing. Teachers may have to adjust their expectations to suit this new technology.

ALAN T. CHATAWAY

More and more students today have access to personal computers. The typical student "hacker" of a few years ago was interested mainly in games, and most school applications of computers still focus on BASIC programming or computer-aided instruction, but an increasing number of students are using their computers for practical applications like word processing. As hardware costs come down and the "mystique" of computers evaporates, students as early as Grade 4 are starting to learn this technology, and some fully comprehend word processing by Grade 6.

This is all to the good; government statistics indicate that by the time those Grade 6s graduate from secondary school, two out of three jobs will require interaction with a computer. Therefore, children should be encouraged from an early age to use the computer for practical tasks. But unless you yourself use a word processor on a daily basis, you may have difficulty visualizing the interaction that goes on between the computer and the writer in creating a document. This article should give you some insight into that process, so that even without learning this technology yourself, you can point your students the right way.

First, a word processor is not just a glorified typewriter. Unfortunately, we associate word processing with the traditional business office, where executives who cannot type (or will not) write several drafts and revisions by hand before their documents go to a secretary for "word processing." As the new



"computer generation" hits the job market, that picture is fading, but many of us still think in those terms.

Actually, using a word processor to type something that has already been drafted on paper is a very poor application of this technology. If you find your students doing this, they haven't learned to use their equipment properly, or their word processing program is so poor that it slows them down. A good word processing program not only brings the speed of typing closer to the speed of thought, but also, by allowing instant changes and displaying the current state of the document as it develops, helps the creative process.

The writer who understands how to use this tool does not start with a pad of paper and create numerous rough drafts; he/she begins by typing thoughts into the machine as fast as they come to mind, displaying them on the screen and recording them on a disk (or tape, in the lowest-cost home systems). When all the facts seem to be in place, the writer rearranges them in whatever sequence serves his/her creative purpose. There are no formal rewrites, and no segment of the document is ever typed twice; blocks of text are simply moved around the screen, duplicated, modified, and merged until they come together in the desired way. Eventually, a paper copy is printed out, but (unless errors are noticed at this stage) this will be the only time the words appear on paper.

### LESSONS FOR TEACHERS

The teacher who understands this creative process will be able to help the student make the most of the power and flexibility of a good word processor. The description above leads to some logical observations:

- (1) It is inappropriate to ask to see the "rough copy"; if the student is using the tools properly, there won't be one. The student *should* be able to produce some sort of outline or plan on request — or to provide a printout of the unfinished work in its current state. One student I know begins by typing the outline on the screen, then fills in the paragraphs under the various outline headings as ideas come to mind, and finally deletes the remaining fragments of the original outline.
- (2) The total mental effort made by the student with a word processor is not less (probably more) than with traditional writing methods. The word processor does not do creative thinking; it merely saves the student from rewriting the parts of the document that are already correct. By allowing the writer to make minor corrections that might be too much effort in handwritten work, the word processor encourages extra effort.
- (3) Although the final product is not in the student's handwriting, this does not create any new opportunities for parents (and older siblings) to provide "help." I have known parents to do an entire assignment, subsequently copied by hand by their

child. The handwriting was the student's, but the work wasn't.

Right now, there is a good chance that the parent cannot help, because the student knows more about word processing than the parent! Similarly, while plagiarism is always a problem, there is no evidence that the use of word processors increases or decreases its prevalence.

- (4) There have been charges that allowing some students to use word processors gives those students an "unfair advantage" over others who don't have computers. The logical error here is in using the word *unfair*. The whole educational process is, or should be, designed to give students an advantage over the uneducated. Furthermore, we are all born with advantages of one kind or another; some are inherently more academic, some more athletic, and some just have families willing to invest in the tools of the future for their children.

The charge of "unfair advantage" probably stems from technophobia, jealousy, or the misconception that only the rich can afford home computers. This is manifestly not the case! A word processing system adequate for a student now costs about \$30 per month for 48 months — less if bought second-hand. That's comparable to such family expenses as the telephone bill, a hockey game, pay-TV, a movie, or a fast-food meal. Except for families with unemployed parents and those in the lowest income group, the home computer is becoming — may have already become — as "essential" as the family car, TV, stereo, or freezer.

If, on the other hand, the "unfair advantage" lies in the teacher's response to better-looking work, it is up to the teacher to mark both strictly and fairly, judging assignments by the amount of effort made and the knowledge displayed, and treating the surface appearance as merely a convenience for the reader.

- (5) Some believe that use of the computer will prevent the student's learning to organize work properly. There could hardly be a charge wider off the mark! Actually, the great benefit of using a word processor is the power it gives to organize and reorganize until the document meets expectations.
- (6) Some point out that the student doesn't get handwriting practice when using a computer. This is true, but one might as well point out that the student gets no exercise in the art class; they are different subjects. If



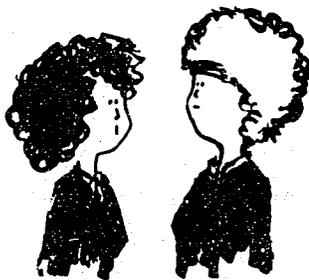
# Teachers: Remembered

In-Service	Last Taught In	Died
Jean Elizabeth Crocker (Partridge)	Prince Rupert	August 17, 1984
John E. Davies	Cowichan	August 14, 1984
John Gilchrist	Hazelton-Kirwanga	September 21, 1984
Kim Mosberg	Vancouver Island West	May 21, 1984
John Thomas Scouler, Jr.	Nanaimo	June 23, 1984
Karan P. Steele	Nelson	August 30, 1984
Susan Ailans Willis	Coquitlam	April 2, 1984
Retired	Last Taught In	Died
Helen Barwell (Anderson)	Burnaby	September 4, 1984
Hilda Berryman (Huddleston)	Victoria	August 28, 1984
William Graham	Coldstream School Board	August 26, 1984
Patricia Hamilton (Smith)	Victoria	September 23, 1984
Kathleen M. Hoyte (Wilde)	Victoria	July 1, 1984
Olive Kautner (Korenky)	Abbotsford	July 22, 1984
Margaret Lowe (Best)	Chilliwack	July 19, 1984
Margaret Lutz (Franz)	Coquitlam	August 4, 1984
Mary McKenzie	New Westminster	August 24, 1984
Edith Norton (Gibbs)	Vancouver	August 22, 1984
Isabel Pitt (Doe)	Coquitlam	September 19, 1984
F. Charles Smith	Victoria	December, 1983
Harold Symons	Burnaby	June 26, 1984
Elaine Varcoe	Trail	September 14, 1984
Ester Wine (Wilson)	Burns Lake	August 19, 1984
Arthur Whitford	Creston	September 20, 1984

handwriting is a problem (and judging by the assignments crossing my desk, it is), then it should be taught as a separate course, starting in Grade 1. I recall during my school days the whole class's copying out poems as part of just such a course, and we were restricted to using fountain pens for the same reason. We could bring all that back without restricting the use of computers at all.

## KWANTLEN COLLEGE STUDENTS MUST USE WORD PROCESSORS

At the new community college where I teach engineering technology, we have a firm rule that all formal assignments must be produced by the student personally on a word processor — we don't even accept typewritten work. As the students have learned to use the power of the word processor to make both large and small revisions on the run, their



*"Computer literacy means knowing just enough to want a computer, but not enough to know what to do with it."*

Source: Tim Weaver<sup>©</sup>

reports have become a much clearer reflection of their true understanding and ability. We have also taken steps to integrate the computer into all of their theoretical studies (a topic that would justify a separate article!).

Rather than teach this skill at the start of the first year, we expect students to enter our program already possessing it; for those who don't, we are running an extra-cost summer night course in word processing — a "remedial" course, if you will. Not many years hence, we will probably drop that, too, since we expect the schools to have already taught this as an essential skill. Already five or more engineering schools in the U.S.A. require all freshmen to own a specified brand of computer; we have specified only the operating system — a more flexible approach. The earlier the students learn word processing skills, the better, and it's an understanding teacher who can accommodate and encourage students' using these new tools wherever possible.

Alan Chattaway is a faculty member at Kwantlen College Technology Centre, where he teaches engineering technology.

# PUBLIC EDUCATION

## - PRIVATE \$UBSIDY

**KIRK SALLOUM**  
and **NORMAN ROBINSON**

In the current climate of fiscal restraint and escalating costs, schools and school districts are finding that public funds are inadequate for financing needed educational programs and services. As a result, many schools and school districts are looking at private funding as a way to pick up the financial slack.

Schools and school districts have always relied on private funds to supplement the public moneys they receive. Secondary schools have charged student

activity fees. Students and teachers have raised money through activities such as car washes, hot dog sales, and carnivals, and the money has been used to purchase needed equipment or services for schools. Parents have also been active in raising funds for schools. Just about every school in the province has a piano, an adventure playground, or a set of computers paid for through the fund-raising efforts of parents.

In the past, the infusion of private

funds into schools provided the little extras. Today, schools are looking at private funds to meet basic costs.

In California, for example, schools and school districts have turned to private sources to finance many programs eliminated with the passage of Proposition 13. Many corporations and small businesses have been asked to donate equipment.

In British Columbia, school districts are turning to charitable organizations,

such as the Vancouver Foundation, to seek funds for such diverse educational purposes as the purchase of computers and the establishment of race relations programs.

No study has ever been done on the extent of private subsidies of public education in British Columbia, and the time seemed right to do one.

To conduct this study, we chose a sample of 13 school districts representative of all the school districts in the province. We chose school districts on the basis of location, enrolment, and family income, education, and unemployment status. Within each of the sampled districts, we chose a sample of schools. The samples included elementary, elementary-secondary, junior secondary, senior secondary, and secondary schools. Schools were chosen on the basis of their enrolment and grade levels.

We gathered information for this study in two ways. We used a survey to probe the sources and expenditures of private funds at the school and school district

levels, as well as the amount of time school personnel spent seeking private funding. We also used an open-ended questionnaire to elicit general responses from principals and superintendents regarding private funding in public education. Thus, the findings of this study were an extrapolation for the province based on a sampling of 13 school districts and 66 schools (48 elementary, three elementary-secondary, four junior secondary, and eight secondary) with an enrolment of 24,300. The district sample constitutes 17.3% of the provincial school districts or 15.3% of the provincial enrolment. The school sample constitutes 4.2% of the provincial schools or 4.9% of the provincial enrolment.

In 1983-84, schools in the B.C. public school system brought in approximately \$14.8 million in private funds. The sources of these funds are shown in Table 1.

Table 2 provides a breakdown of how the \$14.8 million in private funds was spent.

This study brings to light the significant role that private funding has in public education. The findings showed that \$4.7 million of the \$14.8 million went to subsidizing curricular programs, and \$5.5 million was spent on extra-curricular programs. A further \$1.0 million was spent on consumable supplies. The total amount spent on subsidizing curricular and extra-curricular programs was \$11.2 million. Nearly all the money goes toward the purchase of instructional supplies and transportation (for example, for sports trips). The total amount of money spent on instructional supplies and transportation services in B.C. schools in 1983-84 is estimated at \$160.3 million. The \$11.2 million in private funds represents a 7% subsidy.

In their responses, superintendents and principals pointed out that private donations, whether monetary or non-monetary (for example, equipment), subsidize and enhance educational programs.

#### IS PRIVATE FUNDING DESIRABLE?

There are hidden costs in repairing, maintaining, or replacing equipment purchased with private funds or donated. Educational programs cannot operate efficiently on the unpredictability of private funding.

Does private funding lead to an inequitable distribution of funding among students? That \$5.5 million went toward extra-curricular programs raises the concern that funds are being directed toward a minority rather than the majority of students (for example, financing trips for school teams).

The inequitable distribution of funds also applies to scholarships, which go to a minority of students. The findings showed that schools and school districts heavily subsidize scholarships. At the school and school district level, \$2.4 million was given out for scholarships. In contrast, the provincial-level government scholarships, using the Ministry of Education's formula of \$1,000 per scholarship for 3% of the Grade 12 enrolment, total \$1.1 million. Who should be responsible for investing in students' educational futures — the school district and school, or the provincial government? Not only must the educational community ask itself whether subsidizing public education through private funds makes schools and school districts dependent upon charity for quality educational programs, but it also must ask whether subsidies at the school level are cost effective.

**TABLE 1**  
**Sources of Private Funds for B.C. Public Schools — 1983-84**

Sources of private funds	Dollars (in millions)
<b>School-raised funds</b>	
Fees	4.8
Gifts	0.7
Fund-raising	5.3
Other (vending machines, cafeteria profits, picture sales, etc.)	1.3
<b>School subtotal</b>	<b>12.1</b>
<b>District-raised funds</b>	
Trust funds, foundation grants, gifts from citizens, business, etc.	1.0
<b>Scholarships</b>	
Privately donated (excluding university, government, school board scholarships)	1.7
<b>Total</b>	<b>14.8</b>

**TABLE 2**  
**Expenditure of Private Funds in B.C. Public Schools — 1983-84**

Expenditure of private funds	Dollars (in millions)
Curricular program	4.7
Extra-curricular programs	5.5
Scholarships	2.4
Turned over to school districts (consumable supplies, workbooks, etc.)	1.0
Other (donations, other expenses, surplus)	1.2
<b>Total</b>	<b>14.8</b>

This study showed that \$12.1 million in private funds was raised at the school level. The findings further indicated that in 1983-84, the average teacher put 15.5 hours into private-funding activities, for example collecting fees and sponsoring fund-raising. Based on a provincial figure of 28,000 full-time-equivalent teachers, having an average salary of \$34,000 per year, the amount of time teachers spent seeking private funding in 1983-84 can be estimated at \$14.8 million. (This excludes the thousands of hours administrators, secretaries, parents, and students put in.) Consequently, private funding is not cost effective at the school level.

Although it can be argued that fund-raising has educational value for students, some activities place students at risk. For example, the Federation of Women Teachers Associations of Ontario endorsed a resolution this year calling for a ban on door-to-door knocking by students to raise school funds. Many of the traditional activities such as school carnivals are important because of the opportunities for learning offered to the students. Such activities foster school-community interaction and enhance public relations.

Private fund-raising should probably be low key at the school level. The desirability of subsidizing programs and scholarships, the hidden costs of accepting donated equipment, the unpredictability of private funds for financing, and most important, the cost effectiveness of private funding must be looked at seriously.

Concerns still remain in deciding which educational programs should be subsidized by private funds and which should be funded totally by tax dollars. The various organizations in the educational community must determine the limits to which private funding should subsidize programs and services. This issue and its many concerns must be dealt with, because the general taxpayer is questioning the expenditure of educational tax dollars, and parents are viewing private subsidies as hidden tax.

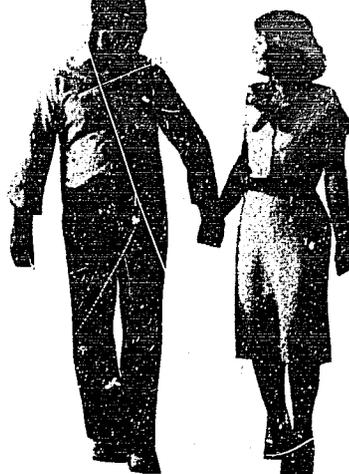
#### BIOGRAPHICAL NOTES

Kirk Salloum is a teacher from the Cariboo Chilcotin School District, currently on an educational leave and completing his studies in the Administrative Leadership Program at Simon Fraser University.

Norman Robinson is a professor of educational administration at Simon Fraser University.

NOTE: Financial support for this study was provided, in part, through a grant from the Educational Research Institute of B.C.

# SINGLES



## Your Search For An Ideal Companion

Your responsibilities in educating Canada's youth are not only challenging and demanding, but also time consuming.

The long hours you spend in instruction, counselling the young toward the attainment of their goals, and marking papers late into the evening, do not leave much time for you to meet that special person. For you, Computate may be the answer.

Computate is an automated, high-quality introduction service offering an honest and realistic way of bringing single professionals, like you, together. It is the result of a blending of modern technology with centuries-old courting values, making the search for that special companion much easier.

Our extensively researched Profile Questionnaire allows for the assimilation of up to 850 bits of information, not only about yourself, but also about those individuals with whom you feel you would be highly compatible; and it can be completed in the privacy and comfort of your own home. Coupled with this is Computate's guarantee of full client confidentiality of information.

Why not investigate further? We welcome and encourage your enquiries, and would be pleased to forward further information on request. Call us at

**688-1444**

or write today — COMPUTATE SERVICES INC., P.O. Box 48264, Bentall Centre, Vancouver, British Columbia, V7X 1A1. All major credit cards accepted.

**COMPUTATE SERVICES INC.**

*When they choose a path in life*

# MAKE SURE THEY'RE HEADING IN THE RIGHT DIRECTION.

## *Personal Career Directions*

*The Ultimate Computer Aid  
to Career Counselling.*

Choosing a career is one of life's most important decisions. And the more pertinent information that can



be brought to bear on that decision, the better.

To foster career awareness and streamline decision making, Software Research Corporation has developed Personal Career Directions, a micro-computer-based career counselling tool which sets a new standard in computerized counselling.

Stored information consists of a tutorial and three main data banks: Occupations, Educational Opportunities, Financial Aid. A Counsellor Utilities disk and extensive documentation complete the package.

Through an interactive process,

students or clients enter their personal data (including interests, aptitudes and desired earnings) and are guided towards appropriate occupational areas - helped along the way by the "scan" and "why not" features. A history file enables the user to complete a session at a later date. Counsellor facilities include "Quicklist" and "End of Day Routine" for printing off summary records of all sessions.

"Educational Opportunities" 'remembers' the short list of occupations and provides information on appropriate post-secondary institutions and programmes.

"Financial Aid" enables a search for federal and provincial loans, grants and awards, along with an estimation procedure.

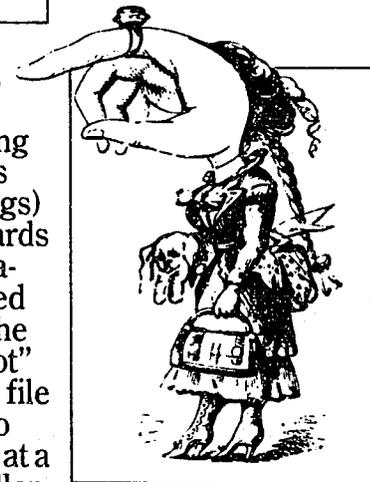
Screen displays may be printed off at any time.

Personal Career Directions is updated annually to keep all information current.

Personal Career Directions is the most comprehensive, micro-computer-based, career counselling aid available.

Join the growing number of satisfied users.

Hardware requirements; 128K MS-DOS configuration (IBM/PC and compatible machines).



For more information on Personal Career Directions call or write:  
Personal Career Directions  
Software Research Corporation  
3939 Quadra Street  
Victoria, British Columbia  
Canada V8X 1J5  
(604) 727-3744



PERSONAL CAREER DIRECTIONS  
SOFTWARE RESEARCH CORPORATION

# Books Books

Opinions expressed in these reviews are those of the reviewers, and not necessarily those of the B.C. Teachers' Federation, the editor, or the new books editor. Reviews are edited for clarity and length. Addresses are given for publishers not listed in Books in Print, Canadian Publishers' Directory, or Books from British Columbia.

GRACE FUNK

## Across the Desk have come

• the British Columbia history, represented this time by no less than six books from Hancock House, dealing with Barkerville, Powell Lake, Walhachin, the Fraser Canyon, gold, and totem poles (the last a reissue). All are inexpensive paperbacks. In addition, Douglas and McIntyre has reissued Paul St. Pierre's *Breaking Smith's Quarter Horse* and *Chilcotin Holiday* in quality paperback.

• the oddities and announcements: James Lorimer's new catalog, for instance, never comes out without an introductory essay on some aspect of the Canadian book trade, this fall about bookstores. The Alberta Teachers' Association has issued "A Multicultural Education Handbook" (Alberta Teachers' Association, 11010 142 Street, Edmonton, AB T5N 2R1, \$10.00). The Institute of Experimental Studies (P.O. Box 23, Hadlyme, CT 06439) would like you to know about "Wilderness Challenge: Outdoor Education Alternatives for Youth in Need," at \$12.50 U.S. Likewise the Faculty of Health Sciences, McMaster University, believes that its new book *Coping with Childhood Cancer* is a practical resource, and will sell it to you for \$19.95 through Prentice-Hall Canada.

• the children's books, which really deserve a column to themselves. Hancock House has put out a five-book Native Hunter series at \$3.95 each, standard Hancock House paperback format. *Your Time, My Time*, by Ann Walsh (Press Porcepic \$6.95), is a time travel set in Barkerville; *A Whale Named Henry*, by M. Wylie Blanchet (Harbour Publishing, \$6.95), has a very attractive cover and a timely topic; *James Hector, Explorer*, by Bruce Haig, is part of a Following Historic Trails series by Detselig designed to get children out into the field — all are useful additions to Canadian children's reading. Douglas and McIntyre produced an enticing catalog of Greenwood Books, with no less than nine new titles, although it is a little odd to see William Steig's *Rotten Island* with a Canadian imprint. *La Mer et le Cèdre* is a translation of Lois McConkey's book, and Douglas Tait's illustrations are, of course, as clear and beautiful as they always were. *Crazy Ideas*, by Ken Roberts of Richmond Public Library, isn't quite as good as hearing Ken tell stories, but it's still pretty entertaining. William Pasnak's fantasy *In the City of the King* is supplied with a cover by Ian Wallace, whose own *Chin Chiang and the Dragon's Dance*, set in Vancouver's Chinatown, is considered likely to win next year's illustrator's award.

Another fantasy, by Jacqueline Nugent, describes a strange and frightening country *Beyond the Door. A Nose Is for Smelling* is just that, written by olfactory expert R. H. Wright. Not just books, Troubadour Records is ready to celebrate Christmas with *Raffi's Christmas Album*, and to celebrate children with *Special Delivery: Fred Penner's Third Album for Kids*. To complete the current Canadian offerings are the *Canadian Children's Annual*, 10th anniversary edition, full of very many good things, and including the works of eight British Columbia authors. Two Canadian distributors are pushing American lines. Oak Tree Press (314 Judson Street, Toronto, ON M8Z 4X7) has sent along *The Funny Song Book*, *Weird and Wonderful Science Facts*, and *Writing Secret Codes and Sending Hidden Messages*, all from Sterling Publishing and all sure-fire attention-getters. Raincoast Book Distribution (15 West 6th Avenue, Vancouver, BC V5Y 1K2) found a small story with appealing illustrations: *The Boy Who Could Make His Mother Stop Yelling*, by Ilse Sandheimer. A sample of the many excellent children's books to choose from this fall.

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

## Books Received

Clark, Karen J. *Language Experiences with Children's Stories: Activities for Beginning Reading and Oral Language Development*. Calgary, Braun and Braun, 1983. 250 pp., paper, \$16.50, ISBN 0-9690605-2-1. Order from Braun and Braun, 1245 Varsity Estates Rd. N.W., Calgary, AB T3B 2W3. Teacher's handbook with reproducible worksheets based on six well-known folktales. Activities include rebus stories, pre-reading activities, "big book" suggestions, and much oral activity. To be used with "Once Upon a Time" books. Also of use to parents.

Gutteridge, Don. *Brave Season: Reading and the Language Arts in Grades Seven to Ten*. London, the University of Western Ontario Faculty of Education, 1983. 212 pp., paper, \$12.95, ISBN 0-920354-03-3. Textbook for student 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.

Hart-Rossi, Janie. *Protect Your Child from Sexual Abuse: A Parent's Guide*. Seattle, Parenting Press, 1984. 60 pp., paper, \$6.95, ISBN 943990-06-8. Order from Raincoast Books, 15 West 6th Avenue, Vancouver, BC V5Y 1K2. Handbook for parents and teachers subtitled "a book to teach young children how to resist uncomfortable touch." To be used with "It's my body."

Joudry, Patricia. *And the Children Played*. Montreal, Tundra, 1983. 174 pp., paper, \$8.95, ISBN 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 learn 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 pp., paper, ISBN 0-88865-025-6. Order from WEDGE, Faculty of Education, The University of British Columbia, Vancouver, BC V6T 1W5. A check list and a

quick overview of many native and immigrant cultures, to help teachers adjust the hidden curriculum and provide true equality of opportunity.

O'Shea, Tim, and John Self. *Learning and Teaching with Computers*. Englewood Cliffs, Prentice-Hall, 1983. 307 pp., paper, \$16.95, ISBN 0-13-527762-0. Order from Prentice-Hall Canada. Subtitle: artificial intelligence in education. A careful examination of various projects and possibilities using the computer as teacher and tool in the classroom.

*Science for Every Student: Educating Canadians for Tomorrow's World*, Report 36. Ottawa, Science Council of Canada, 1984. 85 pp., paper, \$5.25, ISBN 0-662-11576-x. Order from Canadian Government Publishing Centre, Supply and Services Canada, Hull, PQ K1A 0S9. Catalog No SS22-1984/36E. Four years of investigation into science education, eight major conclusions and recommendations for immediate action; for example, Canadian content, greater participation of girls, courses in technology. Accompanied by an 11-page summary.

Thro, Ellen. *Making Friends with Apple Writer II*. Englewood Cliffs, Prentice-Hall, 1984. 202 pp., paper, \$15.95, ISBN 0-13-547183-4. Order from Prentice-Hall Canada. A very thorough instructional handbook of word processing using Apple Writer II, plus a chapter on Ile, with many examples and some practice.

## Book Reviews

Bartel, Nettie, R., Gary Owen Bunch and Donald D. Hamill. *Teaching Children with Learning and Behavior Problems*. Canadian Edition, Toronto, Allyn and Bacon, Inc., 1984. 527 pp., paper., ISBN 0-205-08153-3.

The authors of this text set out to aid teachers of exceptional children. To this end, they attempt to give a "knowledge of special education and its dynamics as they exist in Canada . . . in an overview fashion and by direct reference to Canadian research, programs and materials throughout." It is no mean task to which they set themselves, considering the great diversity of special education programs and service delivery systems in a country where education is ruled by provincial, linguistic, religious, and

geographical differences. The result of their effort, however, is an excellent discussion of the pedagogical problems involved in special education and specific techniques, programs, and assessment methods with which to handle them.

In Canada it is estimated that 12% of the population to the age of 19 require specialized education programs because of emotional and learning disorders. The authors, in their historical account of the development of special ed in Canada, and their analysis of the current state of existing programs in the provinces and territories, conclude that despite the best efforts of educators and legislators, a significant number of children with learning or behaviour problems don't receive the special education they need. These children are typically placed in regular classrooms with teachers ill-equipped to deal with specialized learning problems. This text, though designed for special education teachers, will prove an invaluable aid to those regular classroom teachers faced with learning and behavior problems.

In a series of addresses, lectures, and essays, the authors address such topics as reading, written composition, spelling, handwriting, mathematics, classroom behavior, language development, perceptual motor skills, and educational resources and materials. Typically, each chapter discusses the nature of the skill to be taught, kinds of learning problems often encountered, assessment of problems and specific remedial teaching methods and programs currently employed. Scope and sequence of skills and teaching objectives are detailed for every section. In short, the authors have presented a wealth of information and resource material in a well-organized and easily accessed manner. That Canadian research, programs, and references form the basis for a large part of every section enhances an already sound resource text.

The major weakness of the text is readily acknowledged by the authors. Canadian educational systems are largely adopted and/or adapted special education models designed in the U.S. to meet U.S. needs. The fault lies largely with a lack of legislation and funding by provincial ministries in Canada for research, programs, and training of specialists. However, using the available research and programs developed and implemented in Canada, as well as those adopted and/or adapted from American programs, the authors have produced as sound a "Canadian" resource text as one will find anywhere.

— Allan Forsberg, Fort Nelson

GATT-Fly. *Ah-hah! A New Approach to Popular Education*. Toronto, Between the Lines, 1983. 112 pp., paper, \$5.95, 0-919946; hard, \$16.95, ISBN 0-919946-36-4.

This little book may not be of much practical classroom use for most teachers in the public school system, but it could (and perhaps should) be of great personal interest. The book presents the details of the Ah-Hah Seminar approach developed by GATT-Fly, a project sponsored by several Canadian churches "to assist popular groups (such as unions, native people's organizations, organizations of the unemployed, farmers' organizations, and church-based social action groups) in struggling for economic justice in Canada and the Third World."

The aim of an Ah-Hah Seminar is to get the participants to share their personal knowledge of how political, economic, and social systems affect their lives, and particularly how these systems *disempower* them — deny them "control over their own labor and products of their labor." The GATT-Fly authors speak of their realization that bringing about social justice must also involve "the empowerment of people so that they might participate in shaping their own future." The final goal of the seminar process is the development by the group of effective action strategies "to mobilize people to act in their common interest."

The seminar method, developed by GATT-Fly workers over a couple of years of trial and error, is a simple one — the facilitator educes the members' own description, as it emerges, in the form of a large scale drawing: "Beginning with their own place in it the participants collectively construct a picture of the economic and political system." With this picture giving a structure and a focus, the group goes on to discuss how the system works and how it can be changed.

This brief account does not do justice to the Ah-Hah Seminar process — there is far more in the first section of the book than can be touched on here. The book's second main section provides us with examples of three actual seminars, complete with reproductions of the drawings as they developed during discussions. We share the seminar process with such diverse groups as Latin American immigrant workers in Toronto, members of a steelworkers' union from the Toronto area, and a native Indian tribal council in northwestern Ontario; from these ac-

counts we can see most clearly the process in action.

The book also provides a list of suggestions for further reading (including, not surprisingly, Freire's *Pedagogy of the Oppressed*), abstracts in Spanish and in English, and information on related publications from both GATT-Fly and Between the Lines, the publishers of this book.

A final note on practical applications: the authors say that this seminar process doesn't work as well with "groups such as teachers (who) may believe that the system works to their benefit." It is possible that British Columbia teachers might prove them wrong?

— Don Levey, Armstrong

**Lower, Arthur J. *Western Canada: An Outline History*. Vancouver, Douglas and McIntyre, 1984. 346 pp., paper, \$12.95, ISBN 0-88894-346-6. CIP.**

This is a narrative history of Western Canada from 1700 to the present time. Compressing a wealth of material into one volume is an accomplishment carried out surprisingly well by the author, and there are few omissions of conse-

quence. The organization of the book is commendable. Chapters are arranged chronologically, and within each chapter, the period is divided into sections describing a particular topic of importance. Lower has chosen the topics well; it could have been of value to include the subheadings within each chapter in the table of contents.

The text of this book is written most attractively. Many histories concentrate on analysis to the point where the flow of the subject is sluggish. The narrative style of Lower's book allows the story of the development of Western Canada to proceed with vigor and yet with sufficient depth to satisfy the reader. The text is supported by a rich array of appendices and maps. The appendices contain much material that is best shown in tables, such as statistics that can portray trends in the context of time. The need for caution in approaching statistics is underlined when noting that the table for the native population of Canada shows a decline of 24,000 between 1971 and 1976, and an increase of 29,000 in the succeeding five years. The assumption here is that different sources produced the apparent disparity. There is a full index, and the bibliography contains

many valuable references.

The many fine qualities of this book recommend it for purchase for school libraries. Pupils in Grade 7 and above should be able to read it comfortably, which suggests it could be included in elementary schools; purchase by secondary school libraries is almost mandatory. All in all, a very fine outline of the subject.

— John D. Crawford, Victoria

***Recent Developments in Native Education*. Toronto, Canadian Education Association, 1984. 91 pp., paper, \$6.00. ISBN 0-919078-84-2. Order from Canadian Education Association, 252 Bloor Street West, Suite 8 - 200 Toronto, ON M5S 1V5.**

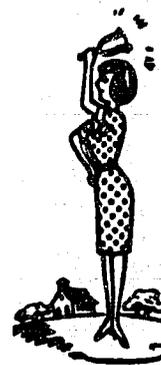
Over the past decade, there has been a nation-wide attempt to reorganize the whole pattern of native education in Canada to make it more relevant to the needs of our native peoples: Status Indians, non-status Indians, Métis, and Inuit. In the words of the report, "The history of native education has been a one-way street away from the native community to the white man's world.



## Fund raising with *Foley's*

Foley's Candles

12671 #5 Road • Richmond, B.C. V7A 4E9  
Telephone: (604) 274-2131/278-7250 (Evenings)



Start planning your fundraiser now, for a one-week sale early in the season, and see how quickly and easily your needs are accomplished:

**INSTANT PROFIT**  
(No Risk)

- we ship to you prepaid.
- product is on consignment (you pay us 30 days after receipt).
- unopened cases may be returned for full credit, prepaid, within 30 days.

**CANADIAN COMPANY**  
(Richmond, B.C.)

- our plant and head office is located in Richmond, B.C.
- service from our plant, and advice from our Fundraising Specialists, is instant!
- our quality products are recognized throughout Canada as a premium chocolate and candy line, freshness guaranteed.

**SERVICE**  
(No Extra Charge)

- your group name and logo are printed on every package.
- products are packed in sturdy cardboard carrying cases.
- collection envelopes and accounting forms are provided for every group.

WE HAVE RAISED THOUSANDS OF DOLLARS IN AID OF SCHOOL ACTIVITIES THROUGHOUT B.C.

A ONE WEEK SALE OF CHOCOLATE COATED ALMONDS, BY 500 STUDENTS WILL NET YOUR SCHOOL A MINIMUM PROFIT OF \$6400.00 (BASED ON 15 PKGES PER STUDENT).

CALL US FOR PROFESSIONAL FUNDRAISING ADVICE.



**We provide the answers  
to your computer  
software problems . . .**

Canada's leader in educational software offers:

- Consultation to help you make wise decisions.
- One-stop service.
- . . .
- . . . titles of quality software, administrative, and other software.
- If we don't have it—we'll get it!

Before you buy, consult us. Write for our free catalogue.

**EDUPRO SOFTWARE**

Box 1216, Edmonton, Alberta T5J 2M4  
Telephone (403) 458-3303

**LAKE COWICHAN  
CAMP  
& RETREAT CENTRE**

**FOR RENT** — Beautiful secluded lakeshore setting 1 1/4 hours by car from Victoria or Nanaimo. Heated and winterized buildings. Well equipped kitchen, comfortable meeting hall and small group discussion areas. Fireplace, piano, wood fired sauna and much more. The perfect place for retreats, camp sessions, training seminars or group getaways. Exclusive Use and very reasonable rates.

Available from September to July to groups of 25 - 120. Bookings by the weekend, week or month. Reduced winter rates.

Call us!  
We welcome your inquiry.

Avila Management Ltd.  
1655 Ash Road  
Victoria, B.C.  
V8N 2T2  
477-3223

The assumption has been that any future the native person may have resides in his being assimilated into white society . . . The new mentality is that education can be based on native values and that native culture can be maintained with the help of the school."

Information Officer Suzanne Tanguay produced the report to follow a recommendation by the CEA that the association examine the current situation in native education in Canada. Robert E. Blair, executive director of the CEA, states that as a result of the recent significant changes made in native education, "band operated schools have been established across the country and the statistics indicate a sharp improvement in academic achievement and retention rates."

To gather the data upon which to draw conclusions about the trends and the successes of the reorganization that was to emphasize band control or influence, questionnaires were sent to selected school districts in areas across the country with a significant native population. Unfortunately for the value of the survey, there was only a 45% response from the boards.

The degree to which the native population has participated in the transfer of control to the indigenous people varies greatly, of course, in different areas of the country. However, it appears that significant progress has been made in some regions, but little in other districts where such change might be expected.

This report does provide a basis for a certain amount of optimism. Since 1973, when the Department of Indian Affairs and Northern Development accepted as its policy the basic goals expressed in the National Indian Brotherhood's paper "Indian Control of Indian Education," there has been a widespread effort in a number of areas in the country to involve the native peoples in native education. This involvement varies from complete local control by native boards to very limited participation in the form of some suitable teaching aids.

The material in the book is effectively organized. The reader can easily locate information on native involvement in education in provinces and districts. There is a suitable foreword, an introduction, a list of definitions, and a selected bibliography. A map shows the location of boards or schools that responded to the questionnaire.

Those who compiled the report are enthusiastic over the future of native education. Let us hope this enthusiasm is well justified and many more good results will follow.

— Roger Winter, Langley

**Kohl, Herbert. *Basic Skills*. New York, Bantam, 1984. 242 pp., paper, \$3.95, ISBN 0-553-23726-8.**

The title of this book belies its contents. A cover statement claims, "A Guide for Parents and Teachers on the Subjects Most Vital to Education." However, do not expect to read this little, 242-page paperback in one evening. To read once could take a week. Then, the really challenged parents and teachers will want to keep it handy for further thoughtful reading and perhaps for lively discussion.

Readers who have studied or read of education's two centuries in the United States — a great deal of which moved into Canada — will admire the method adopted by author Herbert Kohl to review its history. Based on his multiple sources, which appear in a very fine bibliography, Kohl invented a fictional "American teaching family that struggled to build public education from the beginning of our nation," in "Turin, Ohio, a fictional town."

Teachers will feel the joy of good ideas accepted and incorporated into Turin's school programs through generations of the teaching family. They will feel the frustration and heartbreak of having fine ideas sabotaged by ignorant but powerful opponents. They will appreciate the hard work, the persistence, and often the sacrifice by teachers of the past to bring into being many of the good programs with which some of our own Canadian teachers are working today.

From Benjamin Franklin's 1749 "Proposals Relating to the Education of Youth in Pennsylvania," our author presents a quotation found in a footnote from a Mr. Hutcheson, a professor in Glasgow in the 1690s:

The principal end of education is, to form us good and wise creatures, useful to others, and happy ourselves. The whole art of education lies within a narrow compass, and is reducible to a very simple practice; namely, to assist in unfolding those natural and moral powers with which man is endowed, by presenting proper objects and occasions; to watch their growth that they do not divert from their end, or disturbed in their operation by any foreign violence; and gently to conduct and apply them to all the purposes of private and public life.

Who could say better, what the purposes of education are? Even with our expanded understanding of some of the terminology, thinkers can recognize the

essence of Professor Hutcheson's statement is as fitting today as it was in 1690.

Author Kohl does not leave us to build our own ideas of school programs to fulfil our aims for our children. He swamps us with ideas. Many experienced teachers will recognize some of them. Many will take satisfaction from his criticism of the schools, of interpretation or misinterpretation of school programs, and of the amazingly narrow understanding of the basic skills held by North American society in 1984. Kohl asks, "Can the three R's be mastered technically through drill or is there something about reading, writing and calculating that goes beyond drill and memorization?" He then claims, "It is impossible to divorce these skills from the social context in which they are acquired, the content with which they deal, and the uses they are expected to serve in a student's life."

Kohl also states, "Significant learning involves hard work and discipline. It also involves play, experimentation, discovery, reward and fun. For the sake of health and sanity it pays to maximize the pleasure." To some modern teachers, that last statement is one of the keys to happy teaching as well as to happy learning. Too many teachers, and parents also, exclaim with displeasure about a child's errors in learning instead of patting him/her on the head, smiling softly or chuckling, and reassuring the learner that he/she will be able to try again or do better tomorrow or receive a bit of help. Frowns and resentful voices are much more common than smiles, reassurance, and encouragement — even in Grade 1. No wonder too many of our children don't try to learn, or are anxiety ridden and drop out of school as soon as they can.

Kohl asks, "What are the Basic Skills involved in democratic citizenship?" He answers with, "The Basic Skills are those skills needed to be an effective citizen in our democracy now, at the end of the twentieth century." He then discusses very thoroughly the use of language, thinking to solve problems, understanding scientific and technological ideas and the use of tools, the use of imagination, knowing how groups of people function, and knowing how to learn.

Throughout his dissertation on each of these six skills and in part five, "What Can We Do Now?," the author gives many practical suggestions for school programs. He also puts together "A Basic Skills Curriculum," which is much richer in ideas than are most curriculum manuals. Teachers will stop to ponder

the multitude of possibilities in the classroom. Parents will relate to the author's ideas as they apply to day-to-day family living.

Appendix I is a very thorough critical essay "On Testing." Kohl needles those who taught during the years of standardized testing to reconsider what they thought they were doing.

Herbert Kohl admits, "It is obviously easier to dream of an ideal public education than to make it happen. Nothing can change all at once or begin to function smoothly without years of mistakes and experimentation." In North America, we have been at this mistakes-and-experimentation business for two hundred years. Today we know much more about the many ways children learn. We have many more tools and techniques for teaching to the differences among human learners — more than the pioneers in education could imagine. It is time now to know that we have excellent schools where learning is an exciting joy that keeps young people in school and sets them on a path of satisfying, lifetime learning.

— Vera MacKay, Oakville, Ontario

#### 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.



## Holiday Calendar

### Spring Break '85

**Hurry! It's your last chance to book your Spring Break getaway! Just choose your destination.**

### Summer Preview '85

**China • Japan  
Ecuador & Peru  
Thailand & Burma  
Europe • Australia**

### Specials for Retired Teachers

**Australia/New Zealand  
— Apr.  
Greece — Apr.  
China, Korea, Japan  
— Apr.  
Britain — May**

### PLUS

**Ventra announces its special 10th Anniversary Draw! Travel with Ventra in 1985 and you could WIN.**

**Just call for details!**

Telephone: **263-1951**  
Toll-free line for B.C.:  
**112-800-663-3364**  
5915 West Boulevard  
Vancouver, B.C. V6M 3X1

A wholly-owned subsidiary of  
Teachers' Investment and Housing Co-operative.

**VENTRA  
TRAVEL  
SERVICES  
LTD.**

# ROLLER SKATING IS #1

★ ECONOMICAL  
FITNESS



★ FUN  
FOR ALL  
AGES

- ★ PRIVATE PARTIES
- ★ ROLLATHON FUNDRAISERS
- ★ ROLLER HOCKEY
- ★ ROLLAEROBICS
- ★ SKATING LESSONS



SKATING  
CENTERS

10240-135th ST., SURREY  
584-6630  
8240 LANSLOWNE RD., RICHMOND  
278-9228

# **COMPUWEST**

## **YOUR EDUCATIONAL SOFTWARE SOURCE**

### **BRODERBUND: REG. EDU.**

Bank St. Writer 79.95 59.95  
Bank St. Speller 79.95 59.95

### **THE LEARNING**

#### **COMPANY: REG. EDU.**

Rocky's Boots 62.95 49.95  
Reader Rabbit 49.95 39.95

### **SPINNAKER: REG. EDU.**

Facemaker 43.95 34.95  
Trains 49.95 39.95

### **MILIKEN: REG. EDU.**

Math Sequences 1-8 568.00 450.00

### **SUNBURST: REG. EDU.**

The Factory 63.95 49.00  
Incredible Lab 63.95 49.00

### **STERLING**

#### **SWIFT: REG. EDU.**

Super Quiz II 64.95 49.95  
Arithmetic Class 64.95 49.95

### **TERRAPIN: REG. EDU.**

Logo 129.95 99.95

### **XEROX: REG. EDU.**

Stickybear ABC 51.95 39.95

#### **COMPUWEST FEATURES:**

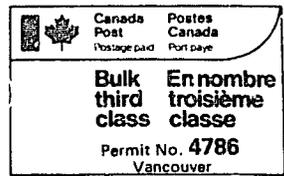
- Quick Delivery
- Full Support and Service
- Lowest Pricing
- Best selection of titles for Apple, Commodore and IBM from the leading producers in North America.

**Write or Call for our free EDUCATIONAL CATALOG:**

**COMPUWEST SALES INC.  
P.O. BOX 1353  
DELTA, B.C.  
V4M 3Y8**

**(604) 535-1817**

**IN B.C. TOLL FREE 112 - 800 - 663-0001**



# It Pays To Invest In A Teachers' RSP



## We offer:

- three investment sections (Term, Savings and Equity)
- first-rate service before **and** after retirement
- good return on investment
- personal financial planning

Defer taxes while you save for retirement with a Teachers' RSP – the plan specially designed for teachers and their families.

Call today for current rates and an RSP application form. Collect calls are accepted.

<b>Vancouver</b>	2110 W. 43rd Avenue, Vancouver, B.C. V6M 4H5	Tel. <b>261-5177</b>
<b>Victoria</b>	3960 Quadra Street, Victoria, B.C. V8X 4A3	Tel. <b>479-9302</b>
<b>Nanaimo</b>	777 Poplar Street, Nanaimo, B.C. V9S 2H7	Tel. <b>753-3402</b>
<b>Kelowna</b>	1521 Sutherland Avenue, Kelowna, B.C. V1Y 5Y7	Tel. <b>860-3567</b>
<b>Prince George</b>	130-1460 6th Ave., Prince George, B.C. V2L 3N2	Tel. <b>562-7213</b>

Offices also in Edmonton, Calgary and Winnipeg.

 **TEACHERS' INVESTMENT  
AND HOUSING CO-OPERATIVE**