
the **B.C. Teacher**

October/November, 1985 Volume 65 Number 1

Professional Dimensions



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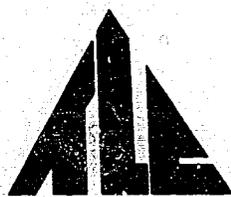
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Today I learned something new from an old friend.

You know, Thelma and I have been best friends since high school. Well, because Thelma is such a close friend, I thought I knew everything about her.

That is, until Thelma mentioned she'd just recently changed her will—to include a bequest for the Canadian Cancer Society.

Thelma said that even though she's always made annual donations to the Society, she wanted to do something extra. Because, she said, cancer can be beaten.

So then I thought, "Cancer *must* be beaten...and leaving a bequest is another good way I can help."

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This space contributed as a public service.

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Inside Insights



Monday to Friday, one hundred and ninety-five days a year, teachers are challenged to inspire their students, to lead them forward in a lifelong quest for greater knowledge and understanding. A student teacher I once knew stated, "I want each lesson to be an instructional extravaganza, to set off fireworks!" And a few weeks later, "I am happy if I have an excellent, exciting lesson at least once a day."

Six or seven classes each day, or an integrated program incorporating most subjects each day, is a lifetime of exhausting and exhilarating work. It is no wonder that most of the professional interests and activities of teachers circle in that practical realm of the classroom, for it is there in that world that teaching is played out.

Yet, as teachers, we dwell in many contexts, those that spiral out from the hub of the classroom. The school, district, and provincial domains may capture our interests at some point in our professional careers. Issues may touch the very marrow of what we believe, and we may find ourselves either defending or changing a situation in order to move closer to what we as individuals value for ourselves, our students, and society at large.

We do not have the luxury of devoting our time and energies exclusively to the world we individually create behind classroom doors, for our present global and neighborhood contexts beckon us to shed that insularity and join with others in extending our influence. Today, it is uncomfortable to sit by and watch.

This issue of *The B.C. Teacher* leads the reader through some of those other professional dimensions: through the challenges to help design a future education system for B.C. students, to fight for the denial of collective bargaining rights for teachers in B.C., and to look at the destruction of education in Central America. Colleagues share their solutions to complex educational problems through articles on a behavior management technique, on lateral thinking, and on a new approach to grading practices that emphasizes teachers' judgment over statistical data.

Put away your Monday-morning tensions, and linger for a bit in some other dimensions of teaching.

Nancy M. Flodin

PUBLICATION SCHEDULE

Publication of the first issue of the magazine this year was delayed due to funding uncertainty.

For 1985-86 only, *The B.C. Teacher* will be published three times: middle of November, February, and May.

Advertising copy will be received up to November 30 and March 20.

THEME ISSUES, 1985-86

Mid-February issue: *Community Involvement in Education*. Deadline for articles, November 30, 1985.

Mid-May issue: *Current Curriculum Issues*. Deadline for articles, March 20, 1986.

Articles should be informal and 1500 to 2500 words long; they should have educational appeal and be accompanied by a separate bibliography. No payment is available for articles. Selection of articles rests with the editor and the editorial board.

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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.

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Readers Write

ACCOLADES FOR "SPOTLIGHT ON YOUNG WRITERS," *The B.C. Teacher*, April/May '85

In these days of very negative reports about our schools, I found your April/May 1985 issue of *The B.C. Teacher* to be a breath of fresh air. The examples of student work and its quality should tell a lot of people that some really good things are going on in our schools despite the problems brought on by restraint.

John Wormsbecker,
Deputy Superintendent of
Schools,
Vancouver

Congratulations to you and to your board for such a delightful *B.C. Teacher*, including the child on the cover!

Birdie Gray,
Surrey

At 71 years of age, for the first time in my life, I am writing a "Letter to the Editor."

My usual reaction on receiving my copy of *The B.C. Teacher* is to think, "Why don't I write to ask that my name be removed from the mailing list. I rarely find much of interest in it, and why should BCTF waste the postage?"

Then I read the April/May issue! It's absolutely fascinating! The selection of student compositions, taken from all age levels, and from all across the province is simply splendid. I am amazed by the creativity shown, both in actual expression, and in the visual format.

The range of topics is also intriguing, and the students' sensitivity is delightful, indeed. This, plus the enlightening articles on various phases of the creative-writing process, makes the April/May issue outstanding.

Mr. C. P. Johnson,
Kelowna
(Retired Kamloops teacher)

I have read and reread the April/May magazine of *The B.C. Teacher* with pleasure and delight. I don't know when I have been so moved intellectually and

emotionally by the prose and poetic selections of children. I must commend the teachers of English composition for their motivation of their students.

Eva M. Pemberton,
Vancouver

GOOD SCHOOLS, GOOD DISCIPLINE

In various journal articles, much is said about what is ineffective, but few articles elaborate specific ways for the classroom performer to become more effective. Some educators might argue, "A good climate for learning is a climate with good discipline." Other educators might say, "When we discuss the rights of students, we must also discuss the responsibilities of students: to behave in an orderly way within societal norms." Many educators would agree that a major key to greater effectiveness is effective discipline. Here is something I'd like to share with classroom teachers:

What can you, the classroom teacher, do to foster a positive school climate? According to recent surveys, you can be more effective as a teacher by being effective in your handling of discipline. Here are five approaches for practical consideration: 1. Teacher creativity 2. Curriculum planning 3. Attitude 4. Behavior management. 5. Teacher reputation.

Now let us look at these approaches more carefully.

Teacher Creativity. A teacher is many things: actor, psychologist, carpenter, nurse, gardener, to name several. Your calling upon these many talents to motivate a student can direct interest and attention toward your assignments and away from the "hidden curriculum." Such a creative approach may eliminate many behavior problems.

Curriculum Planning. Careful planning of lessons to tie in with students' mental age and interests helps. Also, judicious variety in method of presentation is important. The curriculum guide

is NOT written in stone, and worth-while learning tangents can be rewarding.

Attitude. Your attitude! It is important that you approach or address your class in a positive manner and with a high degree of enthusiasm. The enthusiasm you display serves as an example for the students. Enthusiasm can be contagious.

Behavior Management. Managing inappropriate behavior has as many different approaches as there are inappropriate behaviors! Use of BEHAVIOR MODIFICATION techniques can work effectively. Once behaviors to be improved have been defined, individuals can then be challenged to reduce the frequency of their inappropriate behaviors. This approach, tied in with careful lesson planning and counselling, will work not only with individual students but also with complete classes.

Behavior modification techniques are based on a system of rewards, utilizing methods such as the Premack Principle, token economies, and contingency contracting. Any educational library will have an extensive bibliography on behavior-modification techniques.

Teacher Reputation. Once you have established your reputation for being an effective teacher, students tend to misbehave less frequently. Certainly, students soon come to respect a teacher who is fair and judicious.

Your using these five approaches to classroom effectiveness will help maintain a positive school climate. Perhaps the best approach, however, is that which you create and refine yourself.

Nelson Winterburn,
Garibaldi Highlands, B.C.

Awakening the Future: Education in British Columbia

To survive, the system that "schooled" children in the past must reshape itself to provide a comprehensive "education" for all students in the future. This education must challenge students to think, to ask the right questions, and to seek new, creative solutions to social/economic problems.

(photos, opposite right)

LOIS DALLAMORE

I should like to put in a strong bid for realism in the direction of our schools.

I'd like us to get away from the notion that the old days were the "good old days." They weren't. I'd like to get away from the notion that the little red school house with split grades à la *Little House on the Prairies* was the ideal place to learn. It wasn't.

I'm speaking not just from knowledge of teaching, but from experience — I've been there! Just after the end of World War I, in what is now the Kerrisdale district of Vancouver but was then outside city limits, I went to a one-room school with three grades in it. It was a little building packed with youngsters in the three most crucial grades in the whole school system, the first three, then called the receiving class and the first and second primers.

Some people, for reasons I cannot fathom, judge the success of our schools by students' ability to spell. In my days in elementary school, most of us certainly learned to spell, but using those words strongly and vividly in writing was quite another matter.

We were drilled in arithmetic — I can add almost as fast as an adding machine.

So what? Calculators are cheap. We drew maps, filled in place names, main crops, minerals. We learned the English kings and queens and the French kings, the dates of the big revolutions and the big wars. We weren't educated, we were *schooled*. We had facts stuffed into our heads as data into computers, to be released on someone's pressing the button. Nothing about learning to think. To question. Perish the thought!

And Grade 8 was graduation for most people.

Things were somewhat better in what we then called high school, but not really very much. History, for example — some knowledge of which is crucial to the understanding of present goings-on — proved to be completely different at university. I began to get the drift by my senior years; but not until I was taking graduate work (and with the help of Shakespeare), did I really understand what history meant.

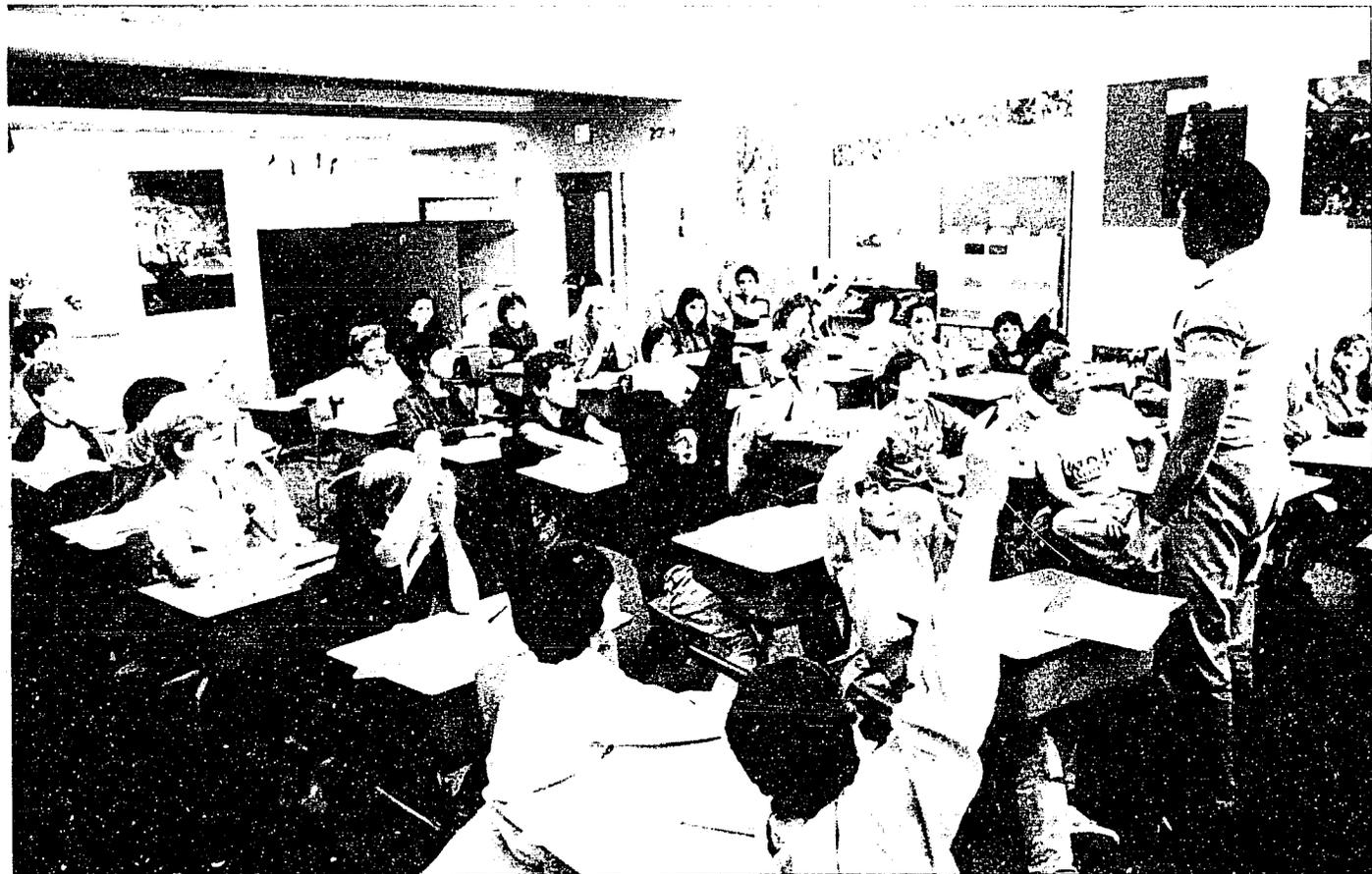
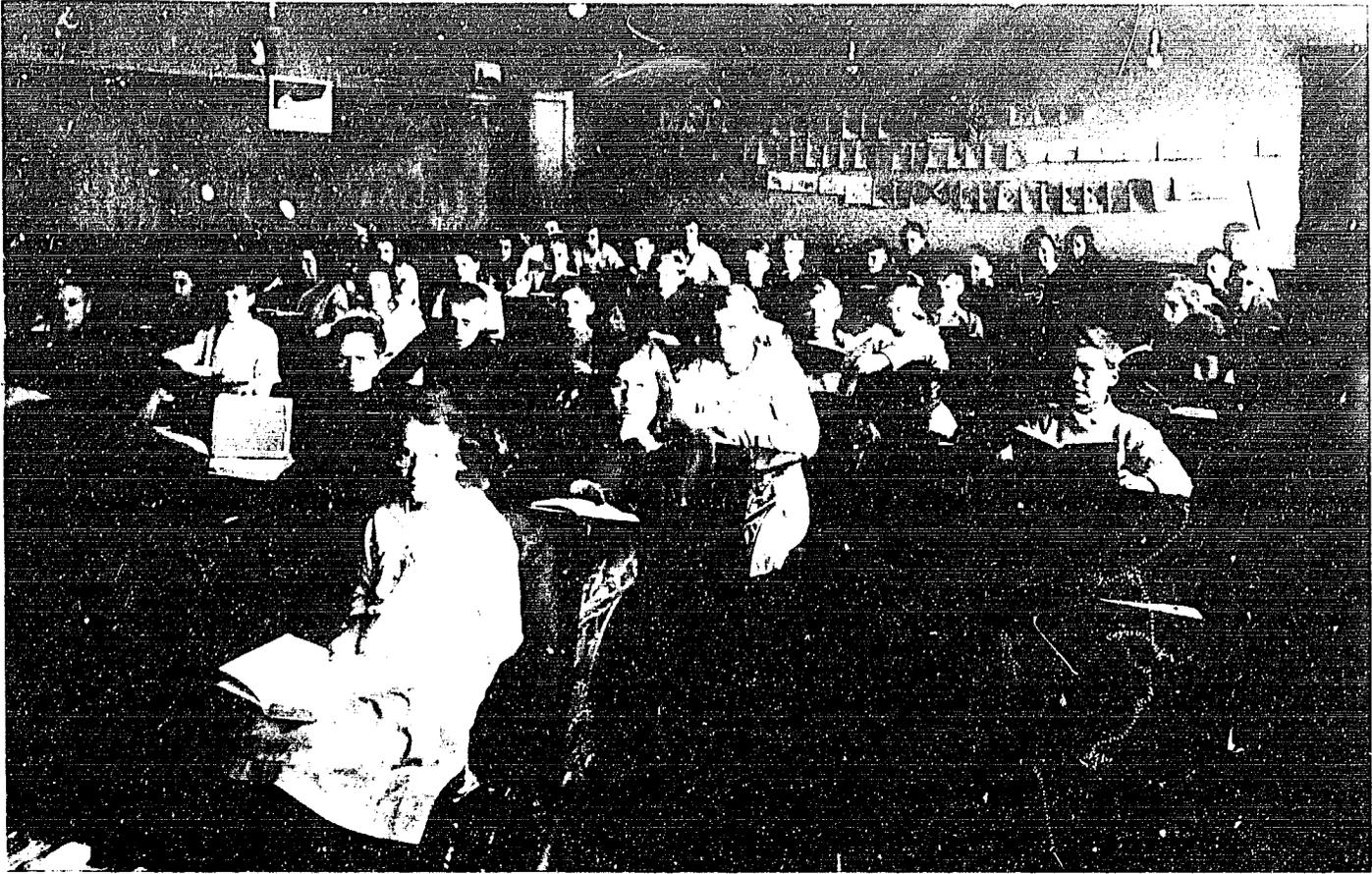
Such schooling does not satisfy. It fulfills the needs neither of the individual student nor of the society the student will help shape. To face reality means to accept the fact that the youngsters in our schools *are* our future. There they are, our future! If we deprive them of means

to become the very best they can, we deprive our future.

From my experience as a teacher and the old times I have for direct comparison, I can state categorically that our schools, up until now, have been giving our young a better education than they used to. Students in general are more well-rounded, more questioning, and better able to think than we were at their age. But we have a long way to go.

Despite the best efforts with present facilities, far too many youngsters are dropping through the net, only to become problems to themselves and to society. We need to concentrate enormous care on the first three grades, double even that on Grade 1. We need much smaller classes there still to allow teachers to know personally very well indeed, and have *real* time for, each youngster in the class. We need the very best teachers, people with top training in the field of child nature, warm personally, and with a great love of young children. Then every child can feel cared for, with those who can cope *enjoying* school and working at their best, and those who can't, immediately spotted and given extra help.

If youngsters can come out of Grade 3





Individual, personal attention paid to children in their early school years brings rich dividends in later grades. That special time for each youngster comes with smaller classes in the care of trained, loving teachers.

emotionally capable and knowing what they're doing, they'll be equipped to grow through the other years of their education, not as many do now, floundering, trying rather hopelessly to make sense of the whole business.

Once they become established in school, our youngsters have great need of *education*. Some training, of course — they need to know many things. But if in the arts and sciences, there can be dialogue between the leader, i.e., the teacher, and the students, then we're on our way to education. Such dialogue is the basis for students' learning not just lore, but how to think, how to know what questions to ask.

I have heard talk that our schools are not training students for jobs in the work place and that students should choose a "stream," vocational or academic, at some very young age. Most young teenagers do not know their real capabilities, or the interests deep inside themselves that will grow as they grow into adulthood, so that forced early choosing would have grave consequences for many. Training for the work place cuts down on the time for real, mind-stretching education, the education that many employers have said they want. Many

have said they prefer to train their own, if they're educated. Many have noted that educated minds take to training quickly and easily, and much more satisfactorily than school-job-trained ones.

And then let us ask, training for what jobs? We are facing a completely new world, changing at mind-boggling speed — changing *now*, not at some time down the road. Computers, word processors, and robots, like the slaves of ancient Greece are working to free the masters for more human endeavors. Work as we know it is giving way to a whole new concept of the term *employment*. With what foresight and imagination these changes are dealt depends on how many we have of minds that think, of people who ask the right questions. And this needs everyone, not just a few leaders and academics.

We have vast need for people who know how to ask the right questions. Right questions depend on pinpointing problems. Right questions form a basis for working out right answers. Someone highly skilled in a narrow field, say computer programming, can pinpoint problems, ask the right questions, find the right answers. When it comes to the huge social problems, though, we need a

thinking citizenry that's not afraid to look away from the old ways that obviously aren't working to something that might have a chance if given a real try.

Look at our depressions as just one example. I started to teach during the last one, at Templeton Junior High in the east end of Vancouver. We had youngsters without coats, without shoes that could hold together, without underwear under their light cotton clothes, without the kind of food that would keep them warm and let them grow. These were youngsters from salt-of-the-earth families, but families just too poor to give their young what they needed. And look now. Food banks. People turned away from food banks when supplies run out. Shelters. People having to be refused shelter when not one inch of space remains, having to find doorways or culverts, many this winter freezing to death.

But the people are the same as in our great prosperity of a few years ago, the resources are the same, the plants and equipment extant. All over the world. And what do we do? We run along in the same old traditional ruts, apparently hoping that some fairy godmother or Aladdin's genie will set everything right. Well it won't.

We're stuck, finally, with looking at facts, not dreams. Like it or not, we need *new* answers. New answers depend on break-through questions, and break-through questions depend on minds educated to think.

Schools can't do it all, of course. Families are the basic influence, then the students' peers and the society around them, including movies and TV. But schools can do a great deal if given the personnel, other means needed, and the time. We must view secondary school as an educating time — with full emphasis on the arts as mind-stretching as well as fulfilling — not a time of training for the so-called workplace. And if we take great care to give every youngster everything humanly possible that he or she needs at the beginning of school life, he and she will enjoy school, enjoy having their minds sense new horizons, want to stay at school the full years open to them.

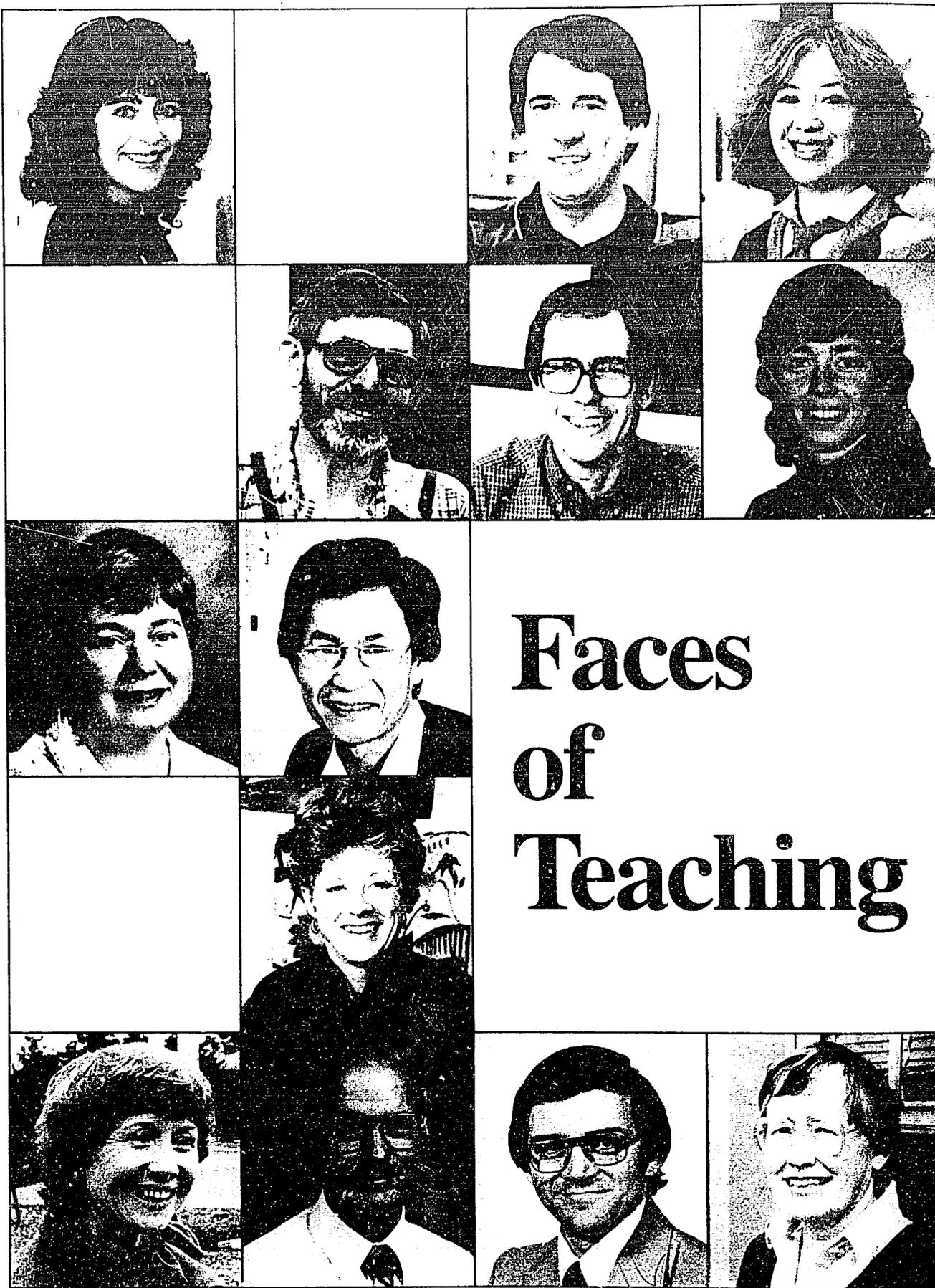
Slowly, step by step, will emerge a more knowledgeably thinking citizenry than we have now, far more ready and able to cope with the upheaving pace of change already beginning to accelerate.

Goodness knows we need one!

Lois Dallamore is a retired teacher living in Prince George, B.C. Over her 25 year career, she taught at Templeton Junior High School in Vancouver and Prince George Senior Secondary School.

Teachers : Remembered

In Service	Last Taught In	Died
Gary Balzer	Coquitlam	March 27, 1985
Leonard Bradley	Powell River	February 6, 1984
Beverley J. Chandler (Smithey)	Abbotsford	April 8, 1985
Alphonse Ell	Victoria	March 9, 1985
Niels G. Sorenson	Penticton	May 23, 1985
Beryl D. White	North Vancouver	June 14, 1985
Retired	Last Taught In	Died
Mary Allanson (Saunders)	Nanaimo	May 16, 1985
Hilda Allison (Bancroft)	Summerland	May 24, 1985
George Bishop	Courtenay	May 9, 1985
Clarence Bramwell	Vancouver	May 23, 1985
William Cameron	Trail	January 12, 1985
Vivian Camozzi	Powell River	May 28, 1985
Nora Carter (Wallace)	Vancouver	March 31, 1985
Kenneth Chandler	Nelson	April 26, 1985
Reginald Coleman	Vancouver	May 30, 1985
Thomas Dempsey		March 13, 1985
Una Dent (Armstrong)	Prince George	March 15, 1985
John Dobereiner	Richmond	June 21, 1985
Norma Douglas	Victoria	March 23, 1985
James Dunster	Vancouver	May 7, 1985
Velen Fanderlik	Trail	February 2, 1985
Vernon French	Coquitlam	June 22, 1985
Donald Gilmour	Cranbrook	March 29, 1985
Marjorie Gordon (Lynnes)	Salmon Arm	June 12, 1985
Myrle Gray	Vancouver	March 8, 1985
Pearl Hastings (Noe)	Vancouver	February 27, 1985
Luverne Hoiland (Blasdel)	Williams Lake	March 30, 1985
J.C. Constance Johnson	Salmon Arm	December 31, 1983
Kathleen Kemp (Lumsden)	Grand Forks	August 13, 1985
Doris E. Kennedy (Mitchell)	North Vancouver	November 11, 1984
Meta Kiernan (Pachal)	Kimberley	May 20, 1985
Marjorie Leng (Simms)	Vernon	March 26, 1985
Frederick McCague	Surrey	July 6, 1985
John McCharles	Surrey	April 26, 1985
Olive McKenzie	Vancouver	February 6, 1985
James McNamara	Vancouver	April 9, 1985
Bessie Miller (Lamb)	Vancouver	March 25, 1985
Malcolm Morrison	Vancouver	June 3, 1985
Evelyn Pike (Forbes)	Chilliwack	May 19, 1985
Una Robertson (Jenkins)	Barriere	February 17, 1985
Maurice Rothstein	Vancouver	March 17, 1985
Ronald Russell	Vancouver	March 9, 1985
Elizabeth Simmons (Lyon)	Vancouver	February 9, 1985
Evangeline Skelly (Peel)	Delta	December 19, 1984
Edith Stanners	Vancouver	April 15, 1985
Lillian Stevens	Vancouver	April 6, 1985
Victor Thomson	Victoria	May 13, 1985
James Wells	Vancouver	April 6, 1985
Ebba Wheeler (Johnson)	Kamloops	June 29, 1985
William Wilander	Vancouver	April 1, 1985
Gordon Winter	Cowichan	June 16, 1985



Faces of Teaching

Probing into the nature of good teaching, Gunderson argues that beyond effective skills instruction lies the domain of the "influential" teacher . . . one who delivers quality instruction with special enthusiasm and human concern for the students' individuality.

LEE GUNDERSON

The world teems with experts who know how to improve our deplorably lacking public schools. Grandfathers with Grade 5 educations speak knowingly of the good old days when teachers really taught. Television correspondents, desirous of being sensitive to the needs of their public, espouse a need to "return to the basics," without truly knowing what "the basics" are. University professors, who should know better, talk about teacher effectiveness as if it were something tangible.

Teachers, riding to work on the bus, meeting new people at parties, standing in checkout lines, are the targets of experts on education eager to share their great wisdom. Everyone has a solution for the putative problems in education, a solution usually involving teachers: teachers should have more education; teachers should provide more individualized instruction; teachers should be more sensitive to the individual needs of the students; teachers should be smarter; teachers should be more effective; etc. The current *Zeitgeist* is *teacher effectiveness*: education will be considerably improved if teachers become more effective. Indeed *The BC Teacher* recently published a whole edition dedicated to effectiveness (February/March, 1985, v.64, n.3).

Interest in studies of effectiveness is intensified by increased political and public pressure for fiscal restraint and cost-effective use of tax dollars. And the knowledge explosion magnifies the need for teacher effectiveness. But *what is teacher effectiveness, and how is it measured?*

EFFECTIVE TEACHERS

Early studies consisted of asking students to identify "effective" teachers and the traits associated with them (Medley, 1977a). Results revealed that effective teachers were co-operative, well-groomed, healthy, etc. Medley (1973) concluded that "Research in teacher effectiveness has spent 289 years in a vain attempt to identify this imaginary set of competencies. . ."

Current effectiveness studies are of two kinds: process-product and descriptive research. Process-product researchers correlate particular teacher behavior frequencies with gains in specified achievement measurements. So, for instance, the frequency with which teachers positively reinforce correct student behaviors is correlated with gains in CTBS reading scores. On the other hand, descriptive researchers correlate all observed teacher behaviors with achievement scores of students. Then they attempt to determine which behaviors are uniquely associated with significant increases in achievement data.

What are the finds of current effectiveness studies? Rosenshine (1982) generalizes effectiveness findings by stating: "In general, to the extent that students are younger, slower, and/or have little prior background, teachers are more effective when they structure the learning; proceed in small steps but at a brisk pace; give detailed and redundant instructions and explanations; provide many examples; ask a large number of questions and provide active practice; provide feedback and corrections, particularly in

the initial stages of learning new material; have a success rate of eighty percent or higher in initial learning; divide seatwork assignments into smaller assignments; provide for frequent monitoring during seatwork; and provide for continued practice so that students have a success rate of ninety to 100 percent and become rapid, confident, and firm." It sounds rather simple, doesn't it?

The problem, however, is that classrooms are not production lines in a computer-controlled mass-assembly line outputting 1000 identical units a day. Teachers who learn to affect all the behaviors noted above by watching and carefully emulating video-taped teaching experts, are not automatically effective; that is, their students' scores do not necessarily rise beyond what should be normally expected. Classrooms are environments inhabited by human beings who think, feel, act, react, and learn. Teachers must be more than robots, mechanically teaching a sequence of skills. They are much more than assembly-line workers efficiently manufacturing a product, perfect in its uniformity. Teachers do teach skills, but they do much more: they produce profound lifelong changes in students' beliefs, attitudes, characters, mores, and perceptions of the world. They influence students to expand their perceptions of their own abilities and unique characteristics, to make lifelong choices, to form positive or negative attitudes, biases, and beliefs.

I suspect teachers at all levels would agree that skills instruction is the easiest part of teaching. In fact, the most effective teachers in the province regularly

"The teachers in B.C. are generally excellent. I cannot prove this in an empirical fashion, but rather must rely on impressions I have gained from observing some 50 schools and 200 classrooms in B.C. Teachers should be proud of their accomplishments."

teach individuals who, without instruction, would never learn the skills they are taught. These effective teachers work in the very best of educational environments. Their student-teacher ratio is one-to-one. They never have to collect hotdog money or have their lessons interrupted by the principal, announcing on the loudspeaker that the girls' softball team will meet in the gym after school. Students are never late, and they seldom miss class. Papers never need correcting, report cards never need filling out. These special teachers would inspire Rosen-shine, since they exhibit effectiveness behaviors: they carefully structure their lessons; they proceed with their lessons in small steps; they provide overactive practice; and they provide for frequent (as a matter of fact, constant) monitoring of the lesson. They use consistent and frequent rewards as recommended by many studies of "more effective schools" (see Kaser, 1985). And truly they are effective! They never have parents complaining. Their students seldom misbehave. And their students learn a great many skills from the time they begin school until the time they graduate. Indeed, it's possible to count them, to keep a record of just how effective the teachers are. Their students, the killer whales, seem happy and well-adjusted — a tribute to their teachers.

It is idiocy to view the classroom solely as a place where students are effectively taught and efficiently learn skills enabling them to perform well on standardized tests; so let us turn our attention from teacher effectiveness to teacher influence.

INFLUENTIAL TEACHERS

Ruddell (1980) observed the language development of 522 primary students over a five-year period. Five years after the original study, we located the 132 students still enrolled in the school district and asked them to answer items on a literacy questionnaire. For purposes of this article, two questions were significant: (1) name the teachers who were

influential in your school career and (2) tell why they were influential.

The students reported a total of 75 teachers who had been influential. Ruddell found that their responses fell into five categories: (1) personal characteristics (sensitivity, openness, supportiveness, etc.); (2) understands learner potential (teacher understands uniqueness of student); (3) attitude toward subject (teacher loves subject); (4) life adjustment, (teacher cares about students' well-being personally and academically); and (5) quality of instruction (teacher is an expert in subject, teacher has clarity of expectation, teacher presents subject matter effectively). Students' responses showed they valued quality of instruction most, followed by life adjustment, attitude toward subject, personal characteristics, and understands learner potential. Ruddell isolated the responses of high and low achievers and found that the high achievers responded similarly to the low achievers, but they reported a mean of twice as many influential teachers (1.7 vs. 3.7).

Influential teachers are significant to their students. Adelle, a Grade 12 student, noted that her influential teacher "taught me to enjoy math." John stated, "He was very funny, and crazy about English." Drew suggested her teacher "taught me all I know about computers." Andrew was convinced that "he inspired me to go on in math." In many cases, students reported that their influential teachers thought about them in special ways: "He told me I had something very special" (Grade 12), "We were great good friends" (Grade 10), "an inspirational teacher who got me interested in drama, which is my career now" (Grade 12), "Mrs. G. is the reason I am going to further my education in law; she told me and my mother that I had leadership abilities and would be a good lawyer or counsellor." (Grade 12).

Many wrote about teachers' instructional techniques. "She explained things well," wrote one Grade 12 student about a Grade 6 teacher. Matt's (Grade 11)

Grade 3 teacher "was very good at teaching current events, English, biology, and science." Mrs. H. "was very, very strict, pushed me into working harder, and taught us higher grade work." "She made things simple for me" sounds like effective behavior.

A majority of the influential teachers reported were at the secondary level. However, the teacher reported by more students than any other teacher was a Grade 2 teacher. Some typical comments: "She was a happy, open person who made school bearable," "I learned more in her class than in any other class." "I learned a lot of things," "taught me how to read and gave me a sense of right and wrong," "She always gave me praise," "She made learning fun." "She helped me become a better reader," "She made me like school," "She had a good way of teaching." No one said that Mrs. S. helped him/her score higher on an achievement test.

BRITISH COLUMBIA'S TEACHERS

Generally, across the province, students advance a year for every year they are in school. This would not be accomplished if B.C. teachers were not effective. The concept of effectiveness warms the cockles of politicians' hearts, because they have the notion that teacher effectiveness and cost effectiveness are similar. Education, they think, can be made more cost effective by having the greatest number of skills taught to the greatest number of students by the fewest number of teachers over the shortest period of time.

We should not dismiss studies of effectiveness, but we should not look at effectiveness findings as our salvation. The schools in B.C. are not deplorably lacking — look at the achievement data. Our classrooms are taught by effective teachers. More important, they are taught by teachers who are influential.

Ask people in the street to describe teachers who were important to them. They will report teachers who were significant in terms of their personal development, belief systems, knowledge of right and wrong, etc. They will seldom say "the teaching style was excellent; it allowed me to learn more skills that year than any other year I was in school."

Teacher influence is extremely important, yet difficult to identify or to study. It is more than coincidence that students who are high achievers report twice as many influential teachers as low achievers report. It is significant that the comments high achievers make about their influential teachers are enthusiastic

while low achievers' comments are neutral. It is, further, more than coincidence that so many teachers were inspired by their own teachers' love of a subject and, subsequently, became teachers of the same subject themselves.

The teachers in B.C. are generally excellent. I cannot prove this in an empirical fashion, but rather must rely on the impressions I have gained from observing some 50 schools and 200 classrooms in British Columbia. B.C. teachers should be proud of their accomplishments.

CONCLUSION

When next you find yourself cornered by a self-appointed teaching expert demanding that you personally do something to improve education, respond confidently: "I've taught 175 secondary (34 elementary) students this year. They have, on average, advanced in their skills the equivalent of a year. I have taught them thousands of facts and hundreds of skills. I have read and corrected thousands of papers. I have, through love of my subject, inspired many students to continue their studies. I have, by example, developed an appreciation of right and wrong. I have supported students so they have become confident in their own abilities. I have made school bearable for students who never liked school before. I have returned to university and pursued extra courses to increase my knowledge, often at night, and usually during the summer. I have done all this, and much more, despite the negative comments made about teachers in the press and on television, despite more students being crowded into my classroom every year, and despite everyone's thinking he/she knows how to do my job better than I do."

So instead of talking about what's wrong with education, let's talk about what's wrong with a system that promulgates the belief that absolute amateurs can understand learning and the intricate relationships that exist in classrooms between teachers and students and between students and students, and prescribe appropriate change. If you want to know what's wrong with education, ask an expert, ask an *influential teacher*.

A bibliography is available on request.

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

Effective Teaching: An Opinion

MIKE SUDDABY

"I have met the enemy, and he is us." (Pogo)

"Just because you're paranoid doesn't mean they're not out to get you." (Richard Nixon)

Over the past five or so years, in response to the increasing research on effective schools and direct instruction, a number of B.C. school districts have implemented various "effective teaching" programs, most of them variations of the Madeline Hunter International Theory into Practice (ITIP) approach, or reasonable facsimiles (Teacher Expectation Student Achievement (TESA), and Project TEACH). BCTF staff have expended some negative energy on these developments, most recently in the form of a memo to all locals from Mike Lombardi, and in an otherwise thoughtful analysis of the current education scene by Mike Zlotnik in *Education and Culture* (SFU)*. As one who has supported an effective teaching program in one district (Maple Ridge), I submit that blanket opposition to such programs is counterproductive to the interest of teachers.

Even allowing for the limited definition of *effective teaching* suggested by Zlotnik and accepting Lombardi's straw man argument, I would argue that there is still no cause for alarm on the part of teachers. There is a great deal to be gained by both students and teachers by using the skills and techniques involved in "effective teaching" to improve the quality of the workplace.

Lombardi writes of an "effective teaching" movement — shadows of Hari Krishnas or the Cultural Revolution! The mind boggles with a picture of streets crammed with superintendents, supervisors, and principals each clutching a Madeline Hunter video tape and chanting, "Anticipatory set! Anticipatory set!"

Seriously, to elevate some relatively desperate attempts at organized profes-

sional development to "movement" status is not a reflection of reality. On the other hand, given the history of 1970s "movements" (free speech, community control of schools, staff committees), perhaps to label something a movement is to ensure its demise, and from this point of view, Lombardi's approach makes sense.

Lombardi speaks of potential dangers arising from over-reliance on a scientific way of approaching instruction, and then reiterates the BCTF Declaration of Continuing Education Principles. He lists a series of "emerging problems" with some of the instructional-effectiveness professional development programs. No one (I hope) would disagree with these concerns, although the implication of number four ("Many packaged programs are being promoted by superintendents and other officials at the district level and by administrators at the school level") is interesting; i.e., if something is promoted by a superintendent, a district official, or an administrator, it must, *ipso facto*, not be much good. Such an attitude may be an effective theoretical negation of the attempted control mechanisms of a bureaucracy, but, once again, it distorts reality. There have been, and are, a number of people in these positions of "power" who promote programs, "packaged" or otherwise, because they think they may help teachers in their jobs, and ultimately, help kids. I appreciate that it is more exciting to analyze the current scene in terms of a conspiracy rather than in terms of districts trying to provide *practical* in-service to teachers, but I also appreciate

that such an analysis may do a disservice to teachers.

From my understanding of effective teaching programs, none of them would disagree with most of what Mike Lombardi writes in his memo. What concerns me is the implication that because some of the programs have some of the negative features that he mentions, all programs have these features. That is patently not so. Lombardi suggests that "the many variables that effect student learning. . . require a full repertoire of teaching strategies, along with the general rules for their application." This is precisely what the teaching effectiveness program argues, at least in this district, and attempts to reinforce. It also attempts to provide teachers, supervisors, and administrators with "an educated eye that scans individual classroom settings and makes situation-specific judgments."

The assumptions behind this district's effective teaching program (which are not all that different from those in other Lower Mainland districts) are also very similar to the principles outlined in the Declaration of Continuing Education. These are, in effect, the principles of any effective staff program, as outlined by, for example, Michael Fullen, Bruce Joyce, or Showers and Joyce. This district would agree entirely with Lombardi's conclusion: "As professionals we should promote and participate in professional development programs that recognize that there is no single universal way to learn (or to teach), promote the attainment of a wide variety of teaching approaches, help teachers understand learning theory, and help teachers to 'monitor and adjust.'" So, while I think it important that teachers — even those teachers who work in district offices — should always be conservative toward and skeptical of new programs, I also think it is counter-productive to throw the bath water out with the baby.

Mike Zlotnik's reference to teaching effectiveness in his article disturbs me more because he defines it as "American managerialism. . . focusing on a narrow sub-set of measurable cognitive outcomes," and suggests that its advocates promote "a crude caricature of technicism." It seems to me that to dismiss effective teaching because it is "cognitive" based, as opposed to "affective" or "aesthetically" based, is short-sighted. I suggest that the problem is one of confusing *ends* with *means*. Effective teaching is simply a means, and a rather useful one, to ends of much greater significance. Because districts or principals

or teachers' associations promote a program that reinforces things that effective teachers have always done — clarifying an objective, assessing where students are, analyzing the socio-psychological forces in the classroom, monitoring what is happening and adjusting instruction accordingly, being aware of and using a wide repertoire of teaching approaches — does not mean that they are striving to make subservient robots out of the children in their classrooms.

Leaving aside the ultimate ends of schooling — the nurturing of philosophical anarchists? — consider some preliminary goals:

- (1) teachers in control of their own workplace and working lives;
- (2) positive classrooms and student self-concepts.

"Because districts' or principals' or teachers' associations promote a program that reinforces things that effective teachers have always done . . . does not mean that they are striving to make subservient robots out of the children in their classrooms."

Effective teaching programs are a useful means toward the first goal, because they provide teachers with a common vocabulary with which to discuss their craft, they provide teachers with practice and process in coaching and providing positive feedback to each other (i.e., tools for the analysis of teaching), and they provide a base for a set of criteria to be used in self-evaluation of teaching and, when it's necessary, summative evaluation. In the latter case, the teacher and the evaluator are provided with possible common criteria and vocabulary on which a report is based. One result of learning, or acquiring a vocabulary, is to demythologize the cultural rituals and power structures (Friere). Effective teaching programs can be one way of doing this, thereby empowering teachers, not subjugating them.

As to the second goal, the effective teaching research suggests, at least to me, that when teachers consistently apply the elements of instruction discussed in these programs, kids do learn more — hardly an earth-shattering conclusion. Not only that, but the socio-psychological climate in such classrooms becomes more positive, as measured on affective criteria. Given that kids' self-concepts depend, at least in part, on success in school and a positive atmosphere, and that teachers' self-concepts are linked to how successful, competent, and in control they are, it seems to me that any program or methodology that can provide students and teachers with greater success, and therefore more positive self-concepts, is worthwhile.

That the concepts of "effective teaching programs" are themselves linear and sequential does not mean that such programs cannot be used for organic ends. Many of us would agree with Tom Sergiovanni that "teachers need to be liberated as much as possible from the hierarchical constraints implicit in their roles if they are to interact meaningfully." Effective teaching programs can be used to complement this objective. "The real problem is not technical reason (in this case, the effective teaching programs) as such, but its universalization, the reduction of craft to technique alone." The proper response then is not in a radical break with technical reason but in properly locating it within a comprehensive theory of rationality."

To sum up, an attack on the "Effective Teaching Movement," without considering the power of the contents of these programs in advancing the welfare of students and teachers, both from a political or control aspect, and from a professional aspect, is in itself a technocratic and linear reaction. If we wish to move toward workplaces and societies in which the principles outlined by Mike Lombardi are commonplace, and in which citizens have a healthy skepticism toward the technicism of which Mike Zlotnik speaks, then we need all the ammunition we can get. It seems to me that the content of many "effective teaching programs" provides us with useful means. We should use them properly, not reject them out of hand.

Mike Suddaby is an assistant superintendent in the Maple Ridge School District.

*Mike Lombardi's memo on the "Effective Teaching Movement" and Mike Zlotnik's article referred to in this comment, are available on request from the editor. Lombardi and Zlotnik have been invited to respond in a future issue of the magazine.

and
The Gordian Knot



The Gordian Knot:

Teaching Lateral Thinking

DAVID PENNER

"In the winter of 333 B.C., the Macedonian general Alexander and his army arrive in the Asian city of Gordium to take up winter quarters. While there, Alexander hears about the legend surrounding the town's famous knot, the "Gordian Knot." A prophecy states that whoever is able to untie this strangely complicated knot will become king of Asia.

This story intrigues Alexander, and he asks to be taken to the knot so that he can attempt to untie it. He studies it for several moments, but after fruitless attempts to find the rope-ends, he is stymied. "How can I unfasten the knot?" he asks himself. (To be continued)"

Roger von Oech
A Whack on the Side of the Head

Teachers, perhaps more than any group, are aware of rate of change in the world. Because you are helping children prepare for life, your teaching must go beyond information only. You must provide students with tools that they can use to process information in individually provocative ways. Thus it is in everyone's best interests to seek out ways in which to learn not to avoid difficulties, but to take from them the lessons they covertly carry. One such tool is often referred to as lateral or divergent thinking. It encompasses a set of techniques designed to promote learning from change and with change, and it can play an important role both in and out of class.

PERCEPTION

The structure of your mind has a lot to do with your perception of life.

To borrow an idea from Edward de Bono (1970), let's consider a flat plain of jello onto which hot water is dropped. Each drop creates a small crater.

As more drops fall, a topography forms in which certain craters meld to form large-scale features. In turn, these features provide a constraining network into which new drops are channelled. In time, the features become well established, and very little changes in the overall structure.

The jello surface represents your mind. You begin with a uniformly flat field, an untouched surface to be altered by the processing of information. As you moved through your early life, various confrontations noticeably affected your mind. The ways in which you characteristically handled changes quickly became canalized in your early childhood, the deep jello craters. These major craters became the drainage swamps into which the majority of incoming information flowed, to be processed and acted upon with tried-and-true methods.

Canalization persists because it is a quick and simple way in which to deal with the world. For much of day-to-day life, it is a fairly efficient means of dealing with information. But it does have some serious limitations, particularly the resulting inability to restructure old patterns to fit changing needs.

The mind channels data toward the deepest hollow in the landscape: the memory surface that is the easiest to activate. Unfortunately this surface is an amalgamation of many different events, none of which specifically applies to the new data. What results is a less-than-optimum use of information. And it is this inefficiency that lateral, or divergent, thinking remedies.

LATERAL THINKING

Lateral thinking aims to restructure your mind, to help you escape from old patterns inherent in vertical or logical thinking, the primary thinking style of western society. It takes the old and adds a new outlook, a freshness that breaks bonds and promotes novel solutions and interpretations. Jerome Bruner (1979) eloquently states, "It is inevitable that at times we get trapped in the familiar and suffer its boredom." I would add, and the familiar's limited ability to cope with change.

Vertical thinking is concerned with the "bottom line." It uses information to provide a solution. At an early age, you focussed on answers, on the correct way of doing things, forgetting about the processes and concentrating on the results. In contrast, lateral thinking is distinguished by using information to re-pattern your thought processes. Ideas are important in and of themselves, not just for their results; for they might lead to something not yet apparent. The difference is fundamental to understanding the value of and need for lateral thinking. Lateral thinking promotes flexibility; vertical thinking, conformity.

Take a minute to try this exercise: list 15 possible outcomes if people walked backward instead of forward. Did you find it difficult? Like many people, you may have come up with one or two quickly, struggled to get a few more, and given up. You may have found the exercise easy, or you may have thought the whole thing ridiculous. I wanted to show how tied we are to the right answer, and the effect it has on our flexibility. When facing new situations, we tend to seek the first easy solution, which is not always the best. But unless there are many ideas to choose from, there is no way to know that. The focus of the exercise was to generate many answers; to break fixed patterns of thought and make you aware of the process of thinking.

As Bruner states, discovery comes from rearrangements of current information in new and provocative patterns; not from gaining new information. In a world of ever increasing change, present and future citizens must possess the tools

to challenge and adapt the information they receive; they need to comprehend the process of thinking and their ability to control it.

As a teacher, I've often been frustrated by my students' lack of independent learning. Too many of them resist trying something new, often because they can't be sure of finding the all-important *correct* answer.

Teachers can use lateral thinking to begin building an awareness of how we think and of our ability to direct the process. It is possible for people to take effective control of their lives at any level.

METHODS

You can change your thinking patterns only by actively practising techniques geared to encourage new forms of thinking. Lateral thinking is not a gift for a few (not everyone is going to experience the same degree of success, however).

Many of the following "starters" were taken from Roger von Oech's book, *A Whack on the Side of the Head*. The book has many suggestions presented in a clear, practical, and humorous manner. There are many other books with similar ideas.

- *The Second Right Answer*

Much of life is vague. In many cases, a single right answer is neither feasible nor desirable. To build your realization of this when confronting an issue, a topic, or a problem, don't stop at producing one answer. Purposely seek out at least one more answer. Try rephrasing your question to ask the exact opposite of the original. Play around and see how your perspective changes. That is what lateral thinking is all about.

- *Break Rules*

"Every act of creation is first of all an act of destruction." Picasso. Facing challenges in a changing world requires many different skills, one of which is flexibility. When you tie yourself to rules, either consciously or unconsciously, you lose the flexibility to work and play effectively. Deliberately break some personal rules, especially ones you've had for years, and see what happens. Get up late; leave the dishes for a day; let the children monitor themselves. Breaking

rules can promote new patterns. Besides, it's a great way to learn what priorities govern your life, and how much sense they make.

- **What If?**

Adults are so pragmatic, their imaginations wither. Take a lesson from children and start again to ask "what if" questions: What if I were laid off? What if pigs could fly? Such ideas can open your mind to the wonder and capability of the imagination. Einstein did much of his work using just this tool, generating ideas that are still revealing new understandings of our world. With minimal investment in time, and none in equipment, anyone can develop this powerful skill. Play with it; pick a topic and see what happens.

- **Adapt**

Become an active seeker. Look at everything with the idea of learning from it. By keeping your eyes open, you have a greater chance of stumbling onto something new. Try new ideas, books, music, and art; be open to as much as you can. Set aside time to look for ideas, not as solutions to a problem, but for themselves. Ideas have strange ways of crossing artificial barriers, with often surprising results.

- **Take a Chance**

Von Oech claims that everyone has a "risk muscle." Unfortunately, this muscle rapidly degenerates without active exercise. Exercise, in this case, involves seeking out risks. Try new things; make mistakes; but learn from them. Remember how it was when you first learned to ride a bike? You were balancing, steering, and pedalling all at once, having fallen a number of times. Your original efforts guided later ones, till you finally mastered bicycle riding. By taking a chance, you learned something new. Risk taking can produce the same results today.

- **Self-fulfillment**

As teachers, we are all aware of self-fulfilling prophecies as they refer to students. But such phenomena also apply to us. When you see yourself as innovative and effective, you stand a better chance of *being* innovative and effective. Believe in yourself, both as an individual and as an educator.

PRACTICE

Teachers would like to see all students develop to their fullest potential. To this end, we spend a considerable amount of time on practising the various concepts we introduce in class. We can't introduce a new topic, let it lie dormant, then claim it is mastered. Similarly we can't effectively teach material we don't understand ourselves.

You yourself need to use lateral thinking before you can properly introduce it into the classroom. Our allowing insufficient time for us ourselves to become proficient in it leads to frustration and disinterest later in the class. Lateral thinking does take time and effort, but it isn't a monumental task. Much of what has been discussed in this article can be practised in a short period a few times a week. Make it part of your routine, and it will soon become indispensable. Then you can introduce it into your class in a purposeful manner.

Lateral thinking, divergent thinking, call it what you want, offers you a greater chance to live more effectively. It is a technique, a process, that can be applied at any level. It does not try to replace the vertical thought patterns typical of Western education. Rather, it augments logical thinking, thus giving you a broader base from which to operate.

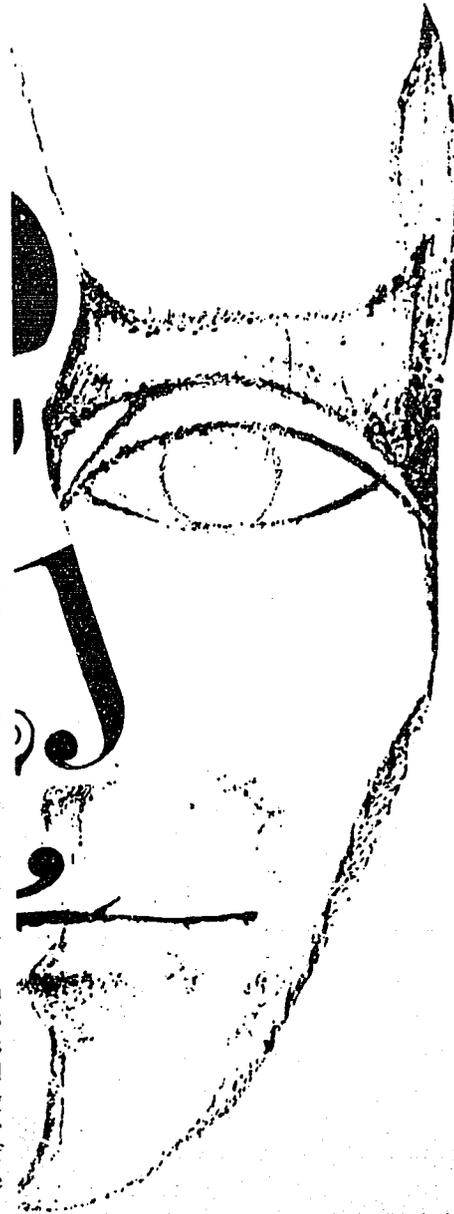
The choice is up to you: you can continue to build solely on the old patterns, or you can face rapid change with a method that builds on the new patterns inherent in change. Lateral thinking lets you accept, desire, change; change will come regardless. The pattern breaking of this technique presents a means to use change for positive growth. Instead of watching from the outside, you can take effective control of your life.

Back to Alexander:

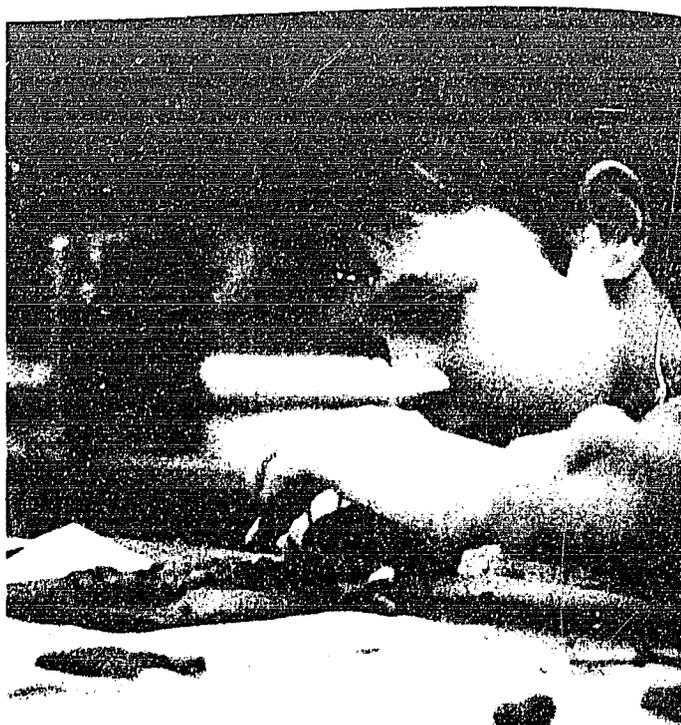
"He gets an idea: "I'll just have to make up my own knot-untying rules." So he pulls out his sword and slices the knot in half. Asia is his."

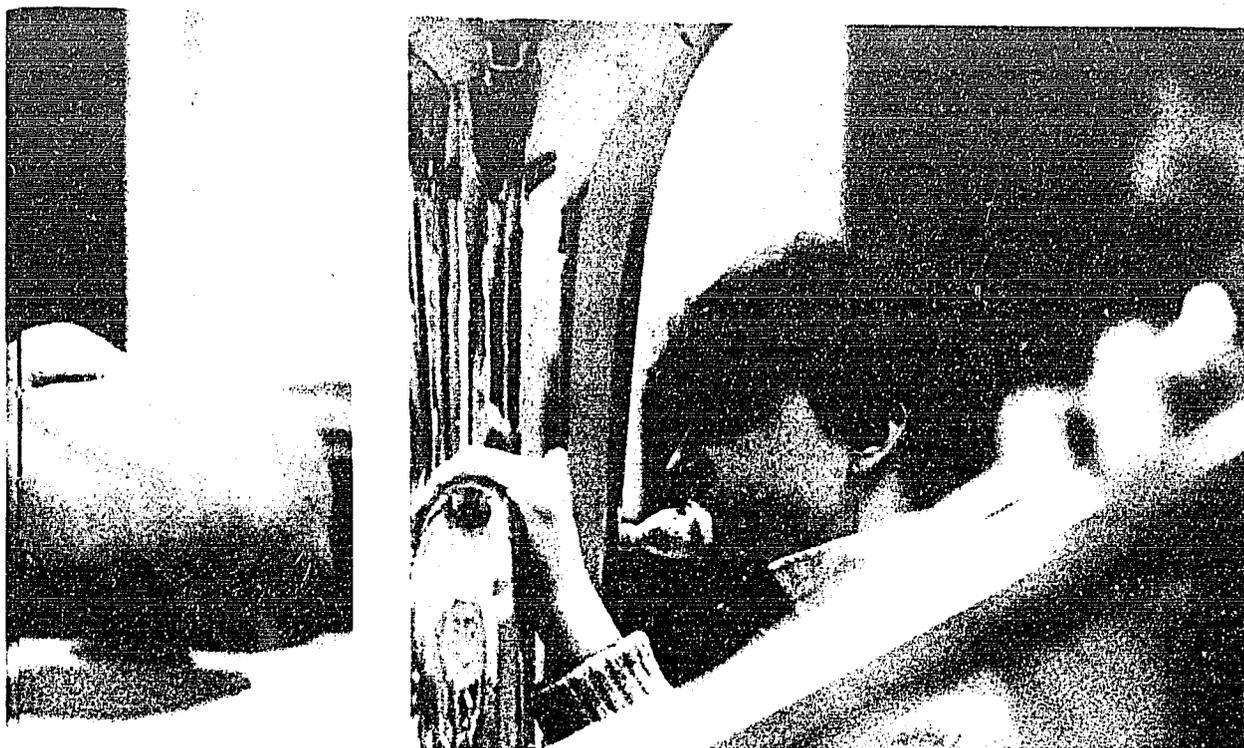
A bibliography is available upon request.

David Penner is currently teaching Kindergarten through Grade 4 in a two-room school in the Ft. Nelson School District. Managing so many grades has heightened his awareness of the need to foster in each student an independent, creative approach to learning.



Learning
includes
many
ways
of
knowing





This photo essay was prepared by Peter Scurr, teacher at Delta Secondary School, Ladner, B.C.

Teachers: Retired

Most of the teachers listed below retired in 1985. A few had left teaching earlier but were granted deferred allowances. The federation extends to them all best wishes for the future.

Mable T. Alder, Central Okanagan
 Majorie G. Armstrong, North Vancouver
 Eileen E. Ashley, Central Okanagan
 Florentine E. Backmeyer, Kamloops
 Elizabeth N. Bancroft, Victoria
 John C. Bastow, South Cariboo
 Yvette M. Bayfield, North Vancouver
 David M. Bennett, Vancouver
 Viola L. Benson, Peace River South
 Alfred F. Blashill, North Vancouver
 Phyllis Brett, Nanaimo
 Constance E. Broadhurst, Victoria
 Charles Brookman, Victoria
 George W. Brooks, Victoria
 Bernard G. Brown, Victoria
 Robert W. Brown, North Vancouver
 Vera M. Buchanan, Merritt
 Kenneth A. Bugden, West Vancouver
 Jacqueline L. Bunker, Coquitlam
 Beverly H. Campbell, Vancouver
 Reginald C. Carstairs, New Westminster
 Joan C. Chamberlain, Central Okanagan
 Alexander S. Chambers, West Vancouver
 Michael A. Clark, Abbotsford
 Olive E. Clark, Coquitlam
 Dorothy L. Clode, Lake Cowichan
 Leonard G. Compton, West Vancouver
 Patricia J. Conboy, Kamloops
 Helen J. Connor, Richmond
 Jack E. Cooper, Vancouver
 Robert H. Craig, North Thompson
 Peter D. Croft, Nanaimo
 Charles E. Curmi, Kettle Valley
 Harry R. Densmore, Kamloops
 Mary T. Derouin, North Vancouver
 Fred De Vries, Langley
 Frank Dick, Vancouver
 William G. Dickson, Vancouver
 Joan E. Dobell, Cowichan
 Edith E. Engelking, Coquitlam
 Christina Farrell, Burnaby
 Edward T. Fowler, Coquitlam
 Barbara R. Fraser, Kamloops
 David S. Fraser, Courtenay
 Rebecca B. Fraser, Vancouver
 Frederick C. French, Cowichan
 Patricia M. Fricke, Coquitlam
 Cyril D. Gagnon, Victoria
 Doris E. Gardner, Saanich
 Catherine M. Godfrey, Victoria
 Edmund Graumann, North Vancouver
 Beverley A. Gregg, Coquitlam
 Lorna E. Griffiths, Victoria
 Helene Grigg, Chilliwack
 Robert I. Grosz, Quesnel
 Roy E. Gunn, Quesnel
 Gordon F. Hall, Victoria
 Helen V. Hammond, Revelstoke
 Charles G. Harris, Richmond

Leslie R. Harris, Vancouver
 Cyril A. Hartnell, Courtenay
 Margaret M. Harvie, Cowichan
 Violet B. Hawkins
 Hilda M. Hirtle, Central Okanagan
 Arthur G. Holland, Victoria
 Charles Hopper, Central Okanagan
 Gerald T. Horne, Victoria
 Jessie E. Hunter, Richmond
 Bertram S. Hyde, Kamloops
 Daisy G. Ireland, Coquitlam
 Douglas W. Innes, Prince Rupert
 Donald H. Irving, Southern Okanagan
 Harold G. Irwin, Victoria
 Gary L. James, Courtenay
 Ralph S. Jamison, Victoria
 Joan C. Johnson, Kelowna
 Lois C. Johnson, North Vancouver
 Dale Johnston, Shuswap
 Stewart Johnston, Nanaimo
 Arlette Jumelle
 Rhoda J. Kent, Coquitlam
 Douglas S. Kerr, Kamloops
 Agatha E. Klassen, Chilliwack
 Mary Klassen, Vancouver
 Mary R. Kruse, Prince George
 Lillian L. Lancaster, Kamloops
 Audrey R. Lane, Surrey
 Laura Lange, Qualicum
 Lela M. Lanyon, Campbell River
 Richard W. Lawson, Alberni
 Kathleen I. Lees, Victoria
 Wilfrid Lessard, Alberni
 Mrs. Ellen V. Lightbody, North Vancouver
 John B. Lock, New Westminster
 Harry Locke, North Vancouver
 Audrey A. Lockerby, Shuswap
 Ronald Lyon, Kamloops
 Agnes M. Mabee, Kettle Valley
 Effie Macrab-Fraser, Penticton
 David R. MacDonald, Victoria
 James A. MacDonald, Gulf Islands
 Marianne S. MacDonald, Surrey
 Marjorie W. MacDonald, North Vancouver
 Gertrude Mah, Richmond
 Ricciotti R. Marcuzzi, Surrey
 William Marjoribanks, Central Okanagan
 Florence E. Martini, Saanich
 Istvan Mate, Coquitlam
 Alan H. Matheson, Coquitlam
 Audrey L. Matheson, Richmond
 Hilda Matthies, Vancouver
 Eva A. Mawson, Coquitlam
 Gwendolyne B. McCutcheon, Chilliwack
 Dorothy P. McKay, Surrey
 John A. McKenzie, North Vancouver
 Robert E. McLauchlan, Coquitlam
 William H. McLean, Coquitlam
 Charles J. McPherson, Mission

Emmy I. Meronek, Southern Okanagan
 Grace E. Morris, Penticton
 James C. Morris, Penticton
 Gordon E. Munro, Shuswap
 Gurdial S. Neel, Richmond
 Peter Neumann, Chilliwack
 Shirley L. Nieuwejaar, Courtenay
 Joy V. Nixon, Trail
 Ellen J. Oldridge, North Vancouver
 William D. Oliver, Victoria
 Andrew R. Orman, Penticton
 Vivian E. Osing, Campbell River
 Helenor M. Paolini, Trail
 Arthur T. Paul, Smithers
 Isaac Peters, North Vancouver
 Lorna M. Polt, Penticton
 Mervin B. Polvi, North Vancouver
 Henry J. Rafferty, Vancouver
 Ernest H. Redekop, Kamloops
 John Regan, Central Okanagan
 Neil B. Reid, Sunshine Coast
 Joachim H. Reuter, North Vancouver
 Harold G. Riggs, Victoria
 Phyllis Rivers, Nanaimo
 Mary Robertson, Chilliwack
 Alvin W. Robinson, Alberni
 Frederick W. Robinson, West Vancouver
 James W. Roots, Victoria
 Natalie Rozen, Vancouver
 Helen M. Runkle, North Vancouver
 Leonard Sampson, Langley
 Paul L. Schleicher, Coquitlam
 Benjamin Schmidt, Grand Forks
 Margaret E. Schmidt, Central Okanagan
 Austin A. Scott, Saanich
 Walter G. Scott, North Vancouver
 Frank Shelest, Kamloops
 Olga E. Silvey, Sunshine Coast
 Barbara J. Simmins, Richmond
 Donald E. Sinclair, Victoria
 Satwant Singh, Terrace
 Melbourne D. Smith, Nechako
 Pauline A. Smith, North Vancouver
 Iris Stacey, Burnaby
 Charles D. Stowell, Powell River
 Margaret E. Strome, Kamloops
 Rodwyn Sykes, North Vancouver
 Margaret Tait, Vancouver
 Ruth I. Taylor, Victoria
 Harry Thompson, Powell River
 Joy J. Thompson, North Vancouver
 Ruth E. Thomson, Chilliwack
 David K. Tresize, Victoria
 Irene C. Tyler, Chilliwack
 Martinus C. Van Der Pol, Castlegar
 Sent Jan J. Vandermeer, Coquitlam
 Frank A. Vaselenak, Delta
 Herman O. Visco, Abbotsford
 Armin H. Wall, Coquitlam
 Verna I. Walsh, North Vancouver
 James K. Waterman, Sooke
 Edwin A. Weddell, Kamloops
 Frederick H. Williams, Victoria
 Amanda E. Willis, North Vancouver
 Margaret I. Wrench, North Vancouver
 Nellie W. Yu, Vancouver

SOFT DRINKS. THE HARD FACTS.

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

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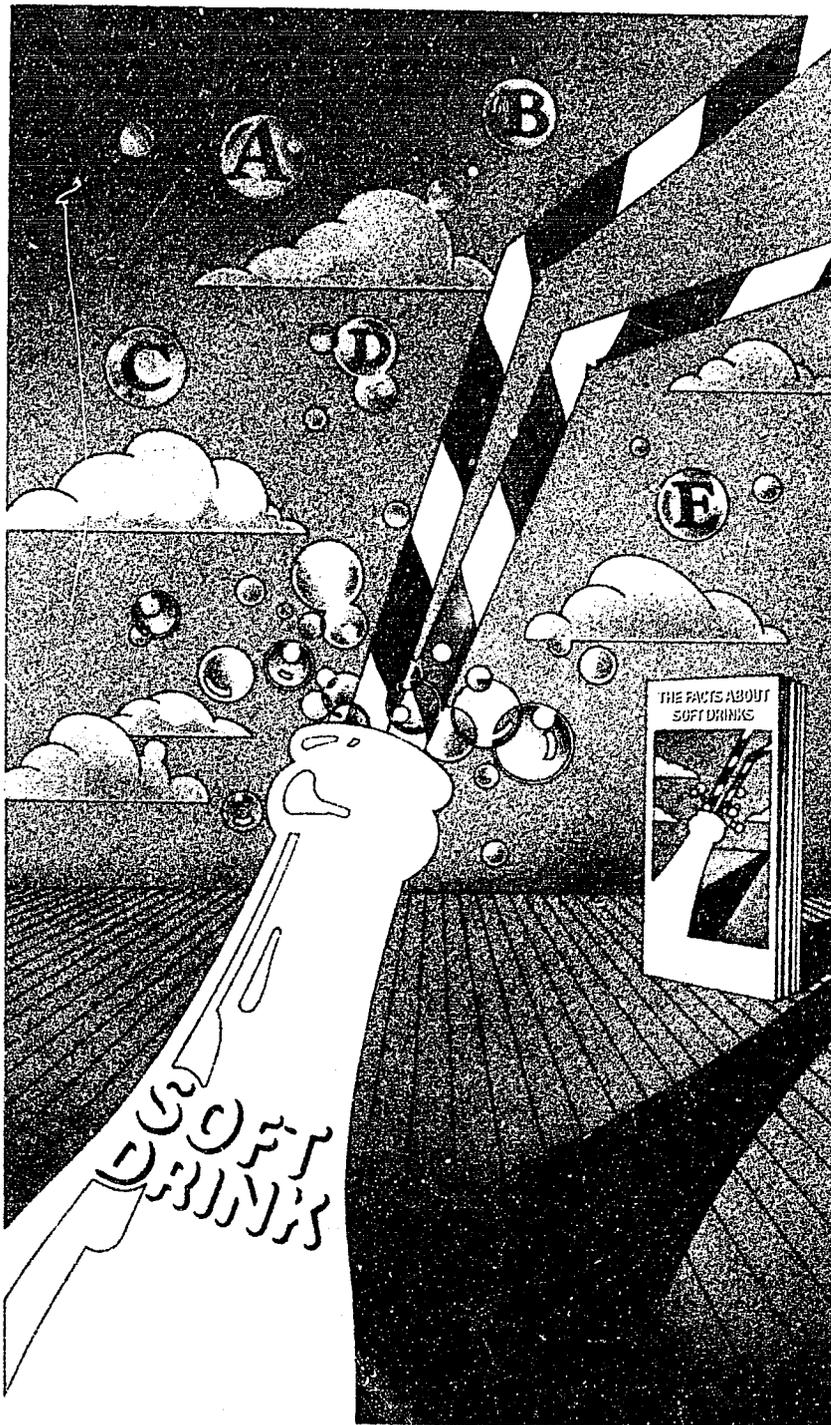
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SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

The President's Notebook



Pat Clarke reflects upon the meaning of membership in the BCTF from first year teaching to presidency.

PAT CLARKE

I began my career as a teacher 13 years ago. At the time, I did not consider that upon entering my first teaching assignment, I became a member of the British Columbia Teachers' Federation. Given my daily struggle of surviving as a first-year teacher, the more esoteric features of federation membership were remote and, because of that, unknown. My experience as a member of a teacher organization was entirely limited to occasional attendance at local association meetings, which were generally fairly tame affairs that concentrated on ratifying a contract, voting to go to arbitration, or electing local association officers by acclamation.

Upon reflection, those were halcyon days, predictable and simpler times. In some significant respects, the teacher organization remained somewhat remote and perhaps without meaning for me, because my need for it was marginal. As long as the contract was negotiated and signed, the necessary work was done.

Those predictable and simple times, however, were, ironically, bad for the

British Columbia Teachers' Federation. We had an organization that we could, on the one hand, take for granted and, on the other — because of the comparative tranquility of our relations with our employers, encouraged by the arbitration system — never closely identify with — because it very rarely had to be a rallying point for us. We knew our organization could survive because it had a recognized purpose: to get contracts. At the same time, the organization was beset by inertia because it could carry out its operation at some distance from its members.

Events of the past four years have markedly changed this bucolic setting. Teachers, of necessity, pay more attention to the British Columbia Teachers' Federation. Rare is the week when the federation is not in the news. Teachers have become, as a group and as individuals, besieged. Our organization has become more than ever a voice. When the media want the teachers' view, they come to the BCTF. The organization is, in a sense, much more high-profile and

portant in provincial affairs than it was in the past. For that reason alone members have to pay more attention to it. We don't want to be embarrassed. If we were not particularly mindful of federation affairs in the past, we do have more motivation for interest now.

That teachers have been in a glaring and uncomfortable spotlight for some time now has made the federation more relevant to its members. Like it or not, the president of the BCTF, in particular, is going to be asked to speak for teachers frequently. Common sense would have it that most members would have enough of a hand in federation affairs that they influence who that person is. The election of AGM delegates takes on a new importance. The person those delegates vote for has the opportunity to be a terrible embarrassment.

While the federation has been in the news and has aroused members' interest to a degree, it has at the same time seen one of its traditional purposes eroded, if not lost. We can no longer effectively negotiate contracts.

While we may have shed the inertia because we are "news," that original "glue" that held us together in spite of inertia — contract negotiation — has been dissolved. The tables have been turned.

This is not to say that the federation has found some sort of safe haven in notoriety. That reason for members to be more involved is not enough to save the BCTF from irrelevance. Indeed, removing our ability to negotiate may well be part of a fairly clever plan to make the federation irrelevant to the point where establishing voluntary membership could kill it.

So what are the other factors that make the federation relevant? Well, they would not have occurred to me 13 years ago. Security was not a blanket I needed or thought of. I did not think of being sick. I did not think of being fired for misconduct or incompetence. I never did anything wrong. I am competent, I think. Of course, since then, I have

known many teachers who believed all the same things, but they became sick, or were charged with misconduct or incompetence. Now, I suddenly feel that maybe I do need a security blanket — one that insures me against ill health or will provide me a defence against a wrongful dismissal.

Security is relevant. The BCTF provides the security. I hope I never need it. I hope my wife never collects my life insurance. I hope I never wreck my car. I insure my life and my car just in case. Through the BCTF, I insure my job against illness, against wrongful dismissal.

But that is not really enough either; it's important, but not enough.

Thirteen years ago, I felt I could function effectively as an individual teacher. The system seemed to allow that; I did not feel vulnerable. I did not feel set upon. Now I do. I think there are people who would like to make my life miserable because I am a teacher. I want to protect myself from those people. I also want people to know that what I do in education, I care about, and I do accordingly to a professional standard. I can't do any of that very effectively by myself. I need a collective to help me do it, even if that collective, in this case the BCTF, is thwarted at many turns, even if it cannot effectively negotiate a contract for me because legislation prohibits that, even if occasionally the collective embarrasses me. I still want it to be there. I want it to be there because it will always be the most effective way I have of saying what I am and what I want as a professional teacher and a free citizen.

Thirteen years ago, I was a beginning teacher preoccupied with "doing my job." I still am preoccupied with doing it well means doing it with a sense of security, purpose, and identity. That is why being a member of the British Columbia Teachers' Federation is more important to me now than it was 13 years ago. I have learned a lot since then.

Tom O'Leary



Education Under Siege in Central America

RICK CRAIG

I spent my summer of '85 travelling through Central America. Not as a tourist. Not as a teacher. But rather as an interested student of education and human rights in the region. What follows are pages from my daily journal.

Everywhere, I see evidence of the serious economic crisis confronting the countries of Central America as well as social unrest, militarization, and war.

Meeting with representatives of all the major teacher organizations of Panama, Costa Rica, Nicaragua, Honduras, El Salvador, Guatemala, and Belize, I am able to see first-hand the deterioration of education and to hear from a large number of teachers who have suffered dismissal, torture, or the loss of loved ones.

Everywhere, teachers are fighting for education. In Panama and Costa Rica, teachers are lobbying for a major restructuring of their educational systems. In Honduras, El Salvador, and Guatemala, they are fighting against the military repression that has taken the lives of hundreds of teachers during the past few years. In Nicaragua, they are trying to stop the U.S. financed Contra Army, from destroying schools, and in Belize, as in Panama and Costa Rica, they are fighting against debilitating economic difficulties to prevent major cutbacks in their systems of education.

IMAGES OF TEACHING

In every country, I visit schools. In Guatemala, I visit Gloria's class. Gloria is an elementary school teacher who has taught for 20 years. She teaches Grade 5 girls in a marginal school on the outskirts of the capital. I am dismayed by the size of her classroom; it is less than half the size of my old classroom at Magee Secondary School in Vancouver. Jammed into it are 59 Grade 5 girls, all well dressed and excited to see me.

I can see how hard it is for Gloria to teach. The school has no electricity, so the room's only light comes from small windows with slats on one side of her class. The light is diffuse, and students on the far side of the room sit in semi-darkness. Gloria has only one blackboard, and it is old and badly chewed up. The class has nothing even vaguely resembling a set of class texts, and audio-visual aids are non-existent. The girls sit bunched up on benches, for there aren't enough desks, and Gloria herself has only a drawerless table on which to do her work.

After class, I talk to Gloria about the teaching conditions in her school. She tells me that education is being abused badly in Guatemala. She says that the Ministry of Education provides virtually no assistance to teachers, so it is necessary for her and the other teachers to buy their own chalk, some limited paper supplies, and other necessities. This she does out of her own salary, which is one of the lowest for teachers in the Central American region. She criticizes the government for neglecting education and spending eight times more money on the military than on schooling.

Gloria complains about the class sizes. At times, she says, the stress of teaching has made her sick, but there is nothing she can do about it, and there are no programs of help. My heart sinks as I hear stories from Gloria and many other teachers in the country.

The sadness of this reality is offset only by the eagerness with which the students do their exercise class when they see that I am watching and by their enthusiasm to learn a thousand and one things about Canada.

Later, I visit a rural school that makes Gloria's teaching situation look good. The walls of the school are made of corrugated tin, and I feel as if I have entered an oven. The students, more than 200 elementary school boys, are crammed into four little rooms, sweating and uncomfortable. The only light on their faces comes through the small wood slat windows on one side. The

floor is made of compacted dirt, and at least half of the too few desks are in various states of disintegration. In one room, a teacher, Marta, is conducting a geography lesson on Guatemala for a Grade 4 class using the room's only 3' x 4' blackboard. The boys are eager to learn, yet more than mildly distracted by my presence. Later, I visit the school latrines, two concrete toilets plugged and unusable.

I find similar situations in Honduras and El Salvador. In some cases, the schools are not safe, and parts of them have been closed by teachers. In two cases, teachers and members of the community have built latrine systems and makeshift desks and chairs. In all the countries I visit, I am impressed by the commitment of the teachers to education. They are fighting for education and for children, often in the face of government neglect.

MILITARIZATION

Perhaps the most difficult part of my travel to Central America is my encountering soldiers and guns and my sensing repression, which, at times, makes me fearful. Systematic persecution of teacher leaders has occurred for many years in Honduras, El Salvador, and Guatemala. Violations of the human rights of teachers are commonplace in these countries.

Honduras — Assault on Colprosumah

It isn't easy for me to find the largest teacher organization in Honduras. Colprosumah, with 70% of Honduras's 25,000 teachers, operates out of the back part of a natural history museum on a side street in Tegucigalpa. They have a little sign and live a precarious financial existence. When I arrive, the phone is disconnected, and they are two months behind with the rent. Still, Colprosumah is a dynamic organization. Volunteer teacher leaders are always coming to the office and then heading off to hold meetings of locals in the different parts of the country.

Colprosumah has suffered a lot since the government of Suazo Cordoba occupied their former headquarters in December of 1982. Before that, they had been pushing for increases in the educational budget, teacher salary increases, and an end to militarization of the country.

The situation is tragic. Almost no progress has been made in recent years to lessen the 42% rate of illiteracy in the cities and the 84% rate in the countryside. Many of the schools I visit are built entirely by teachers and the community



and are being repaired by teachers because the government won't provide money. Many of the schools on the outskirts of the capital, Tegucigalpa, have no water or electricity. Many do not have functioning latrines, and in some cases, the walls and roofs are so poor that classes have to stop when it rains. Most classes I visit have more than 50 students and lack even the most basic of teaching tools.

Teachers are accused by the government of being subversives and are subjected to intense campaigns of propaganda and physical abuse designed to create a climate of fear. In 1983, 300 Colprosumah leaders lost their jobs, a number were tortured, and some disappeared and presumably were killed. In a country where 40 children under the age of one die every day, one thing that prevents this situation from being worse is the commitment of teachers and many others to education.

El Salvador — The Fear

El Salvador is a country at war. Everywhere I go in the capital of San Salvador, I see soldiers and military equipment. Given this situation, I am surprised to find the headquarters of the Teachers of El Salvador (ANDES) filled with activity. ANDES has suffered severely, with over 330 teachers assassinated since



Through the William R. Long Memorial International Solidarity Fund Committee, the BCTF provides support to colleagues in other countries, particularly Third-World countries.



Teachers in Central America are determined to prevent further deterioration of education. For the sake of the children, they build desks and latrines and buy basic materials with their dwindling salaries (top photo). And, march for their rights, as do these teachers of the Colprosumah Teachers' Association, Honduras (bottom photo).

1980, scores more "disappeared," and most living with fear.

Meeting with Julio Portillo, Secretary-General of ANDES, I hear how difficult it is for the organization to operate in this climate. Julio says that ANDES did not operate openly until November of 1984, when the executive decided that it was time to return to their teachers' headquarters, years since abandoned because of government repression. For Julio, it has meant risking death, for every previous secretary-general has been as-

sassinated. He says that it took time to persuade the executive to start using the headquarters and even longer to convince teachers that it was all right to come to the office. After eight months, however, he feels that they have come a long way toward breaking the climate of fear. They struggled with the decision to put a sign up outside their headquarters. In the end, a sign was mounted, and, to their great pride, it still exists outside their offices.

As most funds are earmarked for the

war and more than 2,000 schools are closed, ANDES is fighting the government of Napoleon Duarte over the payment of teacher salaries -- more than 400 teachers have not been paid in months.

Guatemala — The Terror

The military government of Guatemala systematically violates human rights daily. Teacher organizations are underground, and teacher leaders take extreme precautions when meeting with

people. According to the teachers, the military death squads routinely seek out teacher leaders and other union leaders, using some of the most sophisticated computer and military surveillance equipment in Latin America. Within three days of arriving, I meet with the families of many teachers who were assassinated, and I hear story after story of repression and persecution. Everyone is afraid. No one wants me to take pictures, and some of the families are afraid to let me record their names.

Teacher organizations have short lives. The most recent teacher attempt to organize secondary teachers through an association called ANEEM, National Association of Secondary Teachers, was destroyed two weeks before my arrival, when one of its leaders, Carlos Caxay, was brutally assassinated. More recently, the military authorities have taken to kidnapping in an attempt to lessen world criticism of the human rights situation in the country. During the past two years, more than 70 teachers have disappeared — all are presumed dead.

Despite this repression, the teachers are organized into an underground association called the National Teacher Front (FNM). FNM has been behind many of the attempts to improve the salaries and working conditions of teachers in recent years. The situation is very difficult. Teachers receive about \$100 U.S. per month, the lowest salaries in the region. Advancement possibilities are almost non-existent, so most teachers can only look forward to the \$10 salary increments that are granted every five years. Teacher after teacher tells me how the Ministry of Education does not provide standard texts, so students have to buy whatever books are used. Teachers buy their own chalk and pencils, and the conditions of many Guatemalan schools make the Honduran schools look good.

ECONOMIC CRISIS

In almost all of my meetings with teachers, Latin America's debt problem is cited as a key factor in the education crisis. The countries owe more than \$360 billion U.S. Servicing this debt costs them more than \$40 billion per year and this is about half of their export earnings.

It is clear that the payment of this debt has a tremendous impact on the abilities of these countries to provide decent systems of education and other services. With the current International Monetary Fund (IMF) repayment programs, the countries of Latin America will pay over \$400 billion in *interest alone* over the next 10 years. This horrendous burden

for a region where the 400 million population is doubling every 25 years ensures that the economic hardship and social unrest that I witness will continue and that illiteracy will be perpetuated for a long time to come.

In Costa Rica's case, for example, the foreign debt is over \$4 billion and exceeds Costa Rica's annual exports by five times. For teachers, this has meant an effective drop in their salaries to less than three-quarters of their 1980 levels. The basic salary of a teacher in Costa Rica has fallen to the equivalent of \$170 U.S. per month.



At the same time, teachers complain that the IMF debt repayment program has led to a reduction in the budget for education. From 35% of the national budget in 1980, funds for education have dropped to about 21% today.

Costa Rica has always had the most effective system of education in Central America. Today, the country faces major teacher layoffs, deteriorating working conditions, and a growing student desertion rate at the primary level (over 10% last year).

According to Walter Acosta, president of the National Association of Teachers of Costa Rica, all three teacher organizations in the country are fighting against this erosion of education. Last year, they conducted a major teacher strike, and all three organizations are currently lobbying the government to modify its austerity program.

In Panama, the two major organizations are preparing to join a demonstration against the latest "letter of intent" between the government of Panama and the International Monetary Fund. The letter of intent is an initial agreement between the two over the payment of Panama's debt.

The teacher situation is different from most other Central American countries, as most teachers are unorganized. The

two teacher organizations group together about 20% of all the teachers. Despite this handicap, both organizations have been able to engage the government in negotiations around educational reforms and to lobby against the further cutting of the educational budget.

This debt crisis permeates all countries of Central America. Nicaragua's debt is about \$4 billion, approximately nine times its annual exports. The government of Napoleon Duarte in El Salvador has survived only because of the \$1.25 billion U.S. worth of aid that the United States has provided since 1980. Almost all of this money has been used to operate the government and to service El Salvador's foreign debt. As a result, El Salvador's system of education has deteriorated badly. In Belize, the economic situation means that teachers receive 25-30% less than their counterparts in the private sector, so it is almost impossible to keep the best teachers at home teaching. They either leave the profession or travel to the U.S. or Canada, where salaries are better.

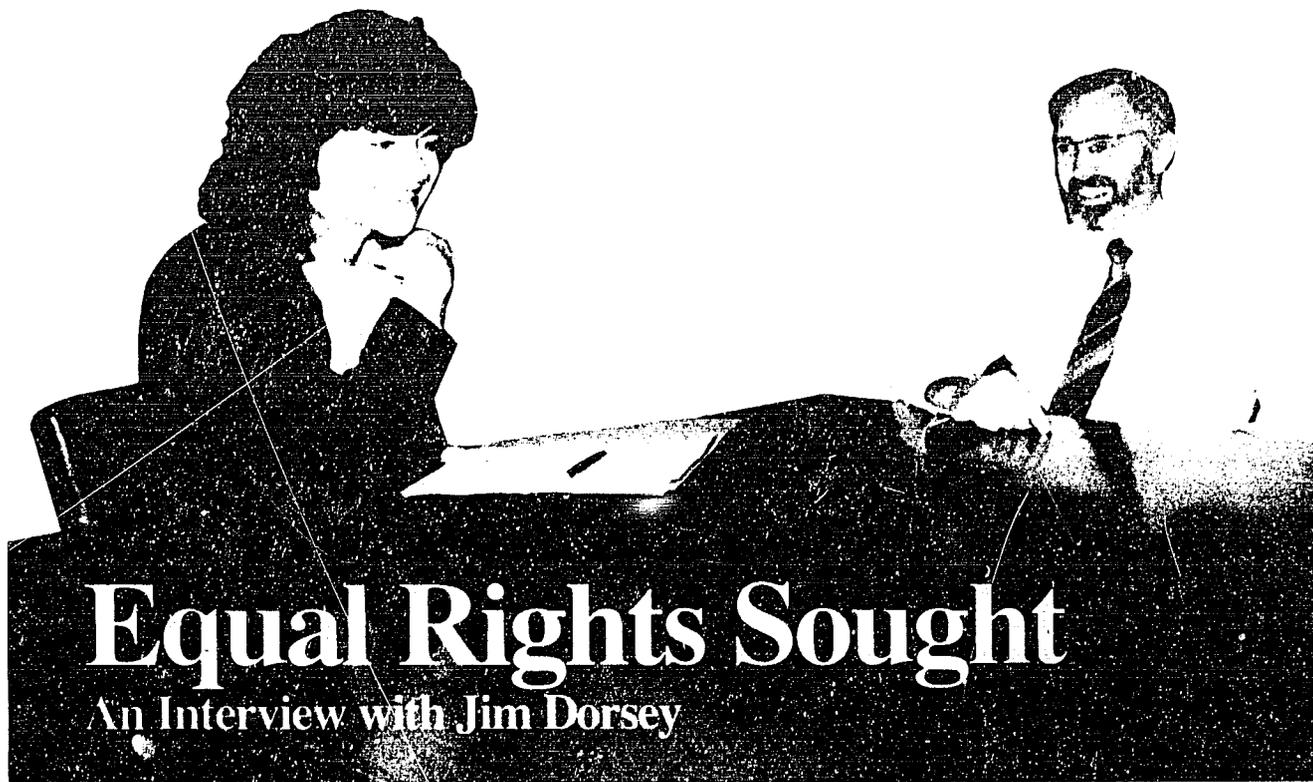
CONCLUSION

My trip this summer revealed how seriously education in Central America is threatened by the involvement of several governments in militarization, combined with a worsening debt situation.

Today, in most of Central America, education is undervalued. Teachers are responding in a wide variety of ways: from negotiating with governments to building latrines and desks. Teachers are fighting to prevent further education cutbacks and are devising creative ways of coping with a deteriorating situation. Teacher leaders in Honduras and Guatemala believe that the problems in Central America do not arise from an East-West struggle. They all point to the income disparities, the poverty, and the inadequate social services in the countries as being the cause.

The reality of teaching in Central America is different from ours, but as teachers, we all share the same commitment to education and, it is apparent to me that there is a lot that can be learned by establishing contact and by sharing experiences. This sharing made my summer trip personally enriching and valuable.

Rick Craig is a teacher, currently co-ordinating a program of legal education and curriculum development for lower mainland school districts. His trip to Central America was conducted as part of an M.A. program with SFU on popular education techniques and education in the region. He has extensive experience working in international education.



Equal Rights Sought

An Interview with Jim Dorsey

NANCY FLODIN

Jim Dorsey is a well-known labor lawyer, and a former Vice-Chairperson of the Canada Labour Relations Board. He is one of the lawyers who has been working on the BCTF bargaining rights challenge under the Canadian Charter of Rights and Freedoms.

NANCY FLODIN: What is your experience in the areas related to the British Columbia Teachers' Federation's challenge under the Canadian Charter of Rights and Freedoms?

JIM DORSEY: My experience is primarily in labor law and labor relations. No one in Canada can claim to have had a lot of experience on the charter, since it's been with us only a couple of years. Among my interests has always been constitutional law. I have had 15 years' experience in labor law and on industrial relations issues. This particular challenge melds two of my keenest interests: constitutional law and labor law.

FLODIN: Would you summarize the arguments you are advancing in support of the BCTF challenge?

DORSEY: The arguments are related to a very simple fact. Public school teachers, along with university professors, members of the military stationed in British Columbia, and members of the RCMP, have the fewest employment rights of any employee group in British Columbia. In other Canadian provinces,

groups of employees in the same circumstance as British Columbia public school teachers are agricultural workers, domestics, and generally those socially and economically disadvantaged.

Public school teachers do not have the employment rights that others do: school janitors and secretaries, Ministry of Education employees, private school teachers, college teachers, nurses, engineers, lawyers, doctors, and interns. We will try to persuade the court that that disadvantage is not in accord with the fundamental rights guaranteed under the charter.

FLODIN: *What aspects of the Charter of Rights and Freedoms are we using in the BCTF case?*

DORSEY: The charter sets out certain fundamental rights and freedoms and certain "legal guarantees." Among the fundamental rights and freedoms is the freedom of association. Among the other legal rights in the charter is the right to equal treatment — the right of equality. Other rights in the charter have to do mostly with the criminal law process — with the right to counsel, and detention, and so on.

Our position is simply that the freedom-of-association right under the charter guarantees to employees the right to engage in collective action to negotiate with the employer. The charter guarantees protection against employer discrimination if the employee exercises that right. And the charter guarantees the right to take action, should there be a breakdown in negotiations. Our position is that public school teachers in British Columbia are being denied the equality that other employees and employed professionals in British Columbia have under the law. By *employed professionals*, I am referring to doctors, lawyers, engineers, nuclear scientists, and others engaged in professions, including teaching outside the public school classroom. Our position before the court will be that the denial of equal protection against discrimination and the denial of equal access to the collective bargaining process violate the charter.

Collective bargaining is not simply an economic process. It's not simply a process designed to extract more money for the teacher from the public school district's budget. Collective bargaining is a process in which the employee influences the quality of his or her employment life rather than has the terms of that relationship dictated by the employer. We'll have to convince the court that collective bargaining is not simply an economic process but is another es-

sential ingredient of a participatory, democratic society.

FLODIN: *I understand that the only right entrenched in the School Act is the right to bargain salaries and bonuses. Period.*

DORSEY: Yes, traditionally the sole right of the teacher under the *School Act* is to negotiate salaries and bonuses. Certain other procedures under the *School Act* are triggered on the occasion of transfers and dismissals, and there are some rights of appeal under the *School Act*. Ironically the public sector restraint legislation allows teachers to negotiate matters of layoff and job security. Legislation that was designed to restrict and restrain rights of other public sector employees gave teachers certain rights that they'd never had before — a legislative draftman's oversight.

FLODIN: *Why is the BCTF mounting this challenge now? We've lived with restricted bargaining rights for many, many years under the existing School Act and now have seniority rights entrenched in most of our local contracts.*

DORSEY: In recent years, the avenues of communication through which the BCTF as a professional organization was able to express its concern about education, the role of the teacher, and rights of the student, and the interests of the parent and the school boards, have become ineffective. Collective bargaining is an avenue of communication. It's essentially an avenue for dialogue and decision-making. In the absence of other

avenues that may have operated effectively in the past, those who are most interested in education — the professional aspect of education and the quality of life of the teacher, as well as the system — are now looking to ensure that there are other avenues of communication. One of them is at the collective bargaining table, but that is not the only one.

FLODIN: *Other conditions define the quality of life in the schools. The right to bargain working and learning conditions has been denied teachers. Let's suppose that teachers do obtain some of the rights to bargain workload, personnel practices, and/or grievance procedures as other employee groups can. What will that mean for them?*

DORSEY: Some teachers would see little change, because some of the school boards have negotiated with their local



CANADA CHARTER AND FREEDOMS



teachers' associations extensive and elaborate contracts covering terms and conditions of employment that range well beyond salaries and bonuses. Some local school boards have recognized the value of teachers helping determine terms and conditions beyond salaries and bonuses. Teachers in districts that have taken a tough stand with respect to the scope of bargaining would see major changes in terms of the things that they would discuss and decide. This would all be done in the context of the budgetary resources available and the circumstances of their local school district. It could bring to the classroom teacher a sense of security and professional independence that he or she may not currently enjoy.

FLODIN: *What about other specifics such as teachers' workloads, grievances, and transfers?*

DORSEY: In most employment circumstances, the terms and conditions of employment are set by negotiation. That's the theory of collective bargaining; that's the theory of contract law. Under the *School Act*, however, terms and conditions of employment are set, and there is very limited provision for the individual to have input or to grieve. There is not even a provision for an employee to grieve that he or she is not paid what he or she is supposed to be paid.

It's unheard of in any industrial circumstance in North America for a dispute over pay not to be resolved by an established, legally founded grievance and arbitration process.

FLODIN: *Another controversial area is the evaluation of teaching. Under the School Act, authority rests with the school district and is vested in the school principal, who evaluates teachers every three years. After receiving three negative reports about his/her competency, that teacher could be gone. Will we have clearer processes for teachers whose teaching competency is in question — processes of appeal and a better sense that they are being fairly represented and that their concerns are being met? Will there be some changes in teacher evaluation as a result of this challenge?*

DORSEY: If it's possible to establish a system of full collective bargaining, the teachers would be in the same position as virtually all other teachers in Canada — in the same position as other professionals engaged in collective bargaining.

And there are volumes full of cases in which teachers had the right to challenge, and did successfully challenge, the evaluation of their competence and their abilities as employees. Daily in Canada some employee is appearing before some arbitrator and saying that the assessment of his or her competence or ability to perform, be it as a truck driver, an assembly-line worker, or a radio announcer, is in question. The third party hears the evidence and determines whether the evaluation was accurate and correct.

The standards against which those evaluations are to be made are, in most labor fields, the subject of negotiation between the employer and the employee. You need different standards of evaluation for a nuclear scientist working for Atomic Energy, a university professor on sabbatical, and a truck driver operating a rig. The standard for evaluating teachers is open to negotiation.

FLODIN: *So if we're successful in this case, B.C. teachers will get the right to bargain on all the specific aspects of their working conditions?*

DORSEY: That's the objective. You then have the right, and with it the responsibility, to put forth reasonable positions and engage in the rough job of negotiating and coming up with the compromises.

FLODIN: *Will this court challenge also clear up uncertainty as to whether teachers have the right to strike?*

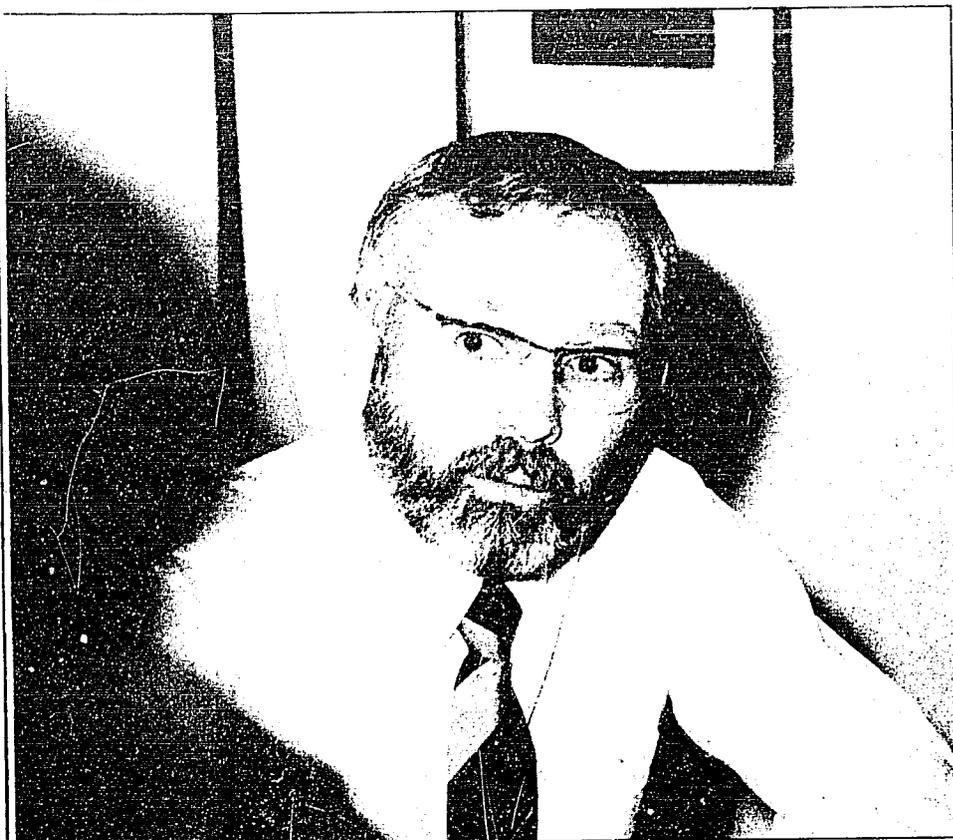
DORSEY: I doubt that. Even if the court concludes that freedom of association and equality under the charter include the right to strike, the legislature of British Columbia would put some restraints on who can exercise that right to strike, if it could be exercised at all. That would not put the teachers in an unusual position. All other employees engaged in collective bargaining have constraints on the time they can strike. In some circumstances, they are denied the right to strike, and alternative dispute-resolution procedures, such as interest arbitration, are substituted.

Interest arbitration, if that is the dispute-resolution procedure, looks at all the issues that either side wants to bring to the interest arbitrator, not simply the narrow scope that's permitted now of salaries and bonuses. Health care workers, firefighters, police, and employees who can choose to go to interest arbitration, lay before the arbitrator the full range of issues that affect their employment.



DIAN OF RIGHTS EDOMS





“B.C. Teachers have the most limited scope of participation in the teaching employment process of any of the teachers in Canada. Teachers’ organizations in other provinces have more rights to bargain about more things and more scope to participate.”

FLODIN: *Are B.C. teachers unique in Canada in being deprived of normal bargaining rights?*

DORSEY: Yes. They have the most limited scope of participation in the teaching employment process of any of the teachers in Canada.

Teachers’ organizations in other provinces have more rights to bargain about more things and more scope to participate. Not in all provinces do teachers have the right to bargain about everything; in some provinces there are some restraints; not in all provinces do teachers have the right, for example, to go on strike; in some provinces, there are restraints on the ability to go on strike, and some procedures are set up for dispute resolution.

FLODIN: *We talked earlier about university professors, but college instructors in British Columbia have fairly good bargaining rights. In fact, they can strike.*

DORSEY: College instructors in British Columbia have the same rights as loggers. The loggers in our province are represented by the IWA; the truck drivers are represented by the Teamsters; the carpenters are represented by the Carpenters’ Union; and all the other tradespeople — skilled and unskilled workers in this province — have the full range of collective bargaining rights under the Labor Code of British Columbia. College instructors are in exactly the same circumstance. Their terms and conditions of employment are regulated by the provisions of the Labor Code. They have the right to join a union or not to join a union.

FLODIN: *Do any cases under the charter provide a precedent supporting the BCTF case?*

DORSEY: At first blush under the charter, when cases came before the courts in Ontario, the courts were very receptive and elaborate in speaking about the protection that freedom of association gives trade unionists. Since then, in Nova Scotia, Alberta, and British Columbia, courts have retrenched from the position articulated in Ontario. The British Columbia Court of Appeal has expressly disagreed with the Ontario position. The other courts have followed the British Columbia court, which essentially says that freedom of association may give you the right in a free society to band together, but it doesn’t guarantee that you can pursue any objectives. What’s the sense of getting together if you can’t do anything? You can all go to

the party, but you can't have fun. Ultimately the issue, in some form or another, must be decided by the Supreme Court of Canada. Most recently the Saskatchewan Court of Appeal has expressly disagreed with the other provincial superior courts and has struck down legislation directed at unions and employers in the dairy industry.

But, the sunlight in the current piece of litigation with the BCTF is that a large portion of the case is going to be founded on the equality provision of the charter, in force since April 1985. Framers of the constitution deliberately delayed declaring that provision for three years, so that provincial and federal jurisdictions could clean up their existing statutes in order to ensure that local and federal law would conform to the equality provisions. Some of the provinces in Canada, notably Saskatchewan, are passing legislation to ensure that statutes conform to the equality provision.

The prospect is that BCTF's litigation may be one of the first in British Columbia, if not in Canada, in which the question of equality is brought before the courts.

FLODIN: *We understand that some international covenants — the ILO and the UN Charter of Rights — relate to teachers' rights to bargain. Do the covenants support the BCTF case, and will they come into play in the court action?*

DORSEY: Yes, they will. They do offer support. The charter refers to Canada as a free and democratic society, and it says the freedoms guaranteed in the charter are characteristic of a free and democratic society. To assess what is the standard of freedom and the standard of rights in a free and democratic society, it's not necessary to look only in your own backyard; we can also look in our neighbor's yards. So we look to Alberta, to all the provinces east, to the federal government jurisdiction in the two territories north of us, and to western democracies. We find in the western democracies (western Europe, the United States, other Commonwealth countries) that the right to engage in collective bargaining is subscribed to and, in some, constitutionally entrenched. Ever since the founding of the ILO, the International Labor Organization, in 1919 under the Treaty of Versailles, there have been international subscriptions to certain fundamental human rights, one of which is the right to engage in collective bargaining and participate in the decision-making about one's employment.

FLODIN: *Is it possible that if we suc-*

ceed, teachers in schools in this province could establish bargaining objectives that deal with the impact of technology on their own work, any changes they may have in their work schedules. . . that kind of thing? Will these all be fair game in negotiations in the future?

DORSEY: Yes, they'll be fair game. Professional concerns are permissible for negotiation. By analogy, teachers would be expressing the same kind of concern the pilots' union expresses when pilots, making \$80,000 sitting on the flight deck of a 747, say, "There are work circumstances entrusted to us to meet certain obligations to our passengers, and in order for us to fulfill these obligations, it is necessary, airline company, that we work in these kinds of circumstances." Both the pilots and the airline company get an opportunity to discuss and negotiate it.

FLODIN: *Would changes affecting the quality of education be a negotiable matter too?*

DORSEY: Yes, it's possible that that is a subject for negotiation. The thing that can never be forgotten, though, is the difference between being able to negotiate and being able to make a change. Negotiating and having the change are two entirely different things. But it's also conceivable that in any future legislation permitting collective bargaining for teachers, there will be some constraints on the scope of collective bargaining. This occurs in other sectors of the employment community; some things are simply put off bounds and left within the control of the supplier of the public service. There probably will be items in the teacher/school board relationship that will be put beyond the purview of collective bargaining.

FLODIN: *How would this affect teachers' existing relationship with the Ministry of Education? Will our relationship with the ministry begin to change as a result?*

DORSEY: I think that will depend on how current or future governments choose to structure education-related decision-making. If the decision-making is centralized with respect to questions of curriculum, budget, facilities, classroom size, policies about the use of school buses, and other issues, then the centralized decision-maker is the one teachers as a group must communicate with and possibly negotiate with. If, on the other hand, there is decentralized decision-making about issues that are of most

concern to the teacher, then there can be decentralized discussion and negotiation at the local level.

As in other industries or other work circumstances in this community, it's likely there would be a mix of centralized and decentralized. One set of negotiations dealing with matters of common concern ends up being incorporated in what's normally called a "master agreement," and negotiations about issues that can be resolved and are of concern primarily only at the local level are in subsidiary local agreements. The structure, the levels of communications, and the subjects that can be discussed at those levels depend upon whom the government gives the decision-making authority.

FLODIN: *How do you feel about the outcome of this case?*

DORSEY: I will be disappointed if our judiciary is not prepared to say that public school teachers in British Columbia have the same rights as the school janitors, city garbage collectors, Ministry of Education employees.

FLODIN: *Will winning the legal case be enough, or will we need new legislation to effect real change?*

DORSEY: It's very unlikely that at the conclusion of the litigation, the courts would engage in writing the law for the future. That would be left up to the legislature. Conceptually, it's possible that the courts could say that the simple five words that exclude school teachers from the Labor Code should be struck out. If that were to occur, then, by operation of the rest of the statute, school teachers would be covered and then they would have the freedom to make the choices that employees have to make under the Labor Code.

“We are not an ardent group of Skinnerian behaviorists! Learning activities are still geared to individual differences, and we enjoy the spectrum of personalities in our classes.”



The “Tiles in the Jar” approach brought immediate positive results in this Delta school. Disruptive behavior disappeared. Children seemed happier, and the general classroom learning environment improved.

Tiles In The Jar

A Strategy for Managing Behavior in the Classroom

RHONA DAVIES, CAROL WONG

Today's glut of self-help books includes those advocating a "take charge" approach to classroom behavior. They blame overemphasis on psychological counselling and intervention for the demise of children's social behaviors, accompanied by diminishing adult authority. The media are seen to portray and adulate heroes whose anti-social behaviors in any real setting would warrant police intervention (National Institute of Mental Health, 1982).

Books have emerged describing disruptive behaviors that preclude a friendly and co-operative atmosphere in both the home and the classroom. Such behaviors are said to result from various causes, ranging from a blurring of the distinction between childhood and adulthood (Postman, 1984), to what many authors believe to be society's unreasonable indulgence and protection of youth (Weston, 1983; Postman, 1984; York and Wachtel, 1982).

Two valuable resources that point to solutions to the behavior problem are: *The Omnipotent Child*, by T.P. Millar, and *Assertive Discipline for Parents*, by Lee Canter. Teachers and parents in our school responded very favorably to them. Both books require a good deal of time to read, digest, and apply, however, and we needed a condensed, pragmatic synthesis to apply quickly and easily to our classrooms. So we developed our *Tiles in the Jar* behavior-management strategy.

THE STRATEGY

Before implementing any of the following steps, you must contact parents of the child or children involved to outline the purpose and application of the strategy. Parental support is vital if the strategy is to succeed.

Equipment Needed:

A glass jar with child's name on;
Small tiles or beans — something that will rattle when it falls into the jar;

Transparent tape.

You keep the jar on your desk.

1. Decide which behaviors you require from the child.
2. Decide how many minutes each tile represents; one to five minutes are usually sufficient, depending on the age and personality of the child.
3. On a small file card, write the rules, usually no more than six fairly simple rules.
Examples: Keep feet in shoes.
Finish work.
No bad language.
No shouting out.
4. Explain the rules to the child, and then tape them to his/her desk to serve as reminders. Explain the consequences, and tell the child that there will be no further reminders.
5. For each infraction, you drop a tile

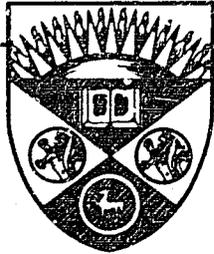
into the jar. (Tiles are effective because they are so audible.) *Give no explanation.* The explaining was done in No. 4. The rattle of the tile reminds the child to review the rules.

6. At the end of the day, count the tiles. Each one represents a minute's detention sitting in a study carrel with feet on the floor, head down and hands still. Any fiddling around or attempt at sabotage warrants the addition of another tile. A statement such as, "So who cares about this stupid stuff?" also warrants another tile, and the detention continues. (Take heart! Such statements indicate effectiveness! They show you're getting the message across.)
7. After the detention period, empty the jar to ready it for the next day.
8. When the child has managed to go for three days without a single tile in the jar, remove the name from the jar. After five clear days, invert the jar. After the second week of clear days, put the jar away, out of sight. Should the infractions start to recur, the reappearance of the jar is often all that is needed to extinguish the undesirable behaviors.

Send notes home to keep parents informed as to how the child is progressing. If the behaviors have been extinguished, give a congratulatory note to the child.

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THE RESULTS

We first used the strategy in our school with children who had been referred to learning assistance for in-class behavior problems. Its effect was immediate and observable.

Classroom teachers who at first were sceptical, quickly recognized the program's effectiveness and saw the potential for dealing with many in-class behavior problems. The children caught on quickly, and they were obviously proud when they achieved a "no-tile" day. We saw children who had been morose or depressed change rapidly into happy individuals, which made us wonder if they hadn't needed clear parameters and limits right from the start instead of all the reasoning and explaining we tend to go through as teachers.

We have used the strategy in Grades K-3 with excellent results. A particularly rambunctious group of Grade 1 offenders carried a tray full of jars to PE, music, and library sessions, having carefully explained the system to the different teachers. They did that for a couple of weeks, by which time the number of jars had diminished considerably and the classroom teacher was phasing out the program.

We are not an ardent group of Skinnerian behaviorists! Learning activities are still geared to individual differences, and we enjoy the spectrum of personalities in our classes. However, we have observed that children who are disruptive, disorganized, and antisocial are unhappy people, and all educators know that unhappy people do not learn well. While we have not conducted a scientific study on the side-effects that the strategy has on academic areas of the curriculum,

we have observed increased achievement in some of those areas for children who were put onto the behavior-management program. For now, all we can say is it works immediately, children appear to be happier, the effect appears to be long-lasting, it removes stress from the classroom teacher, and learning in general appears to improve, not only for the disruptive child, but for the class as a whole.

So, if you are experiencing disruptive behaviors but feel alarmed at the stereotypical image of Pavlov or Skinner absorbed with salivating dogs and ping-pong-playing pigeons, try *Tiles in a Jar*. You may just find that behaviorism doesn't equate with inhumanism and that you can use it successfully and still sleep nights.

A bibliography is available on request.

Rhona Davies is a primary learning assistant, and Carol Wong is a Grade 1 teacher, at Cougar Canyon Elementary School in Delta.

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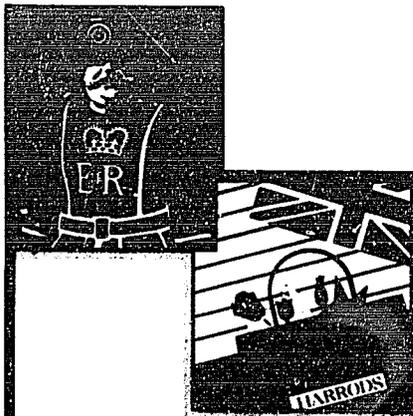
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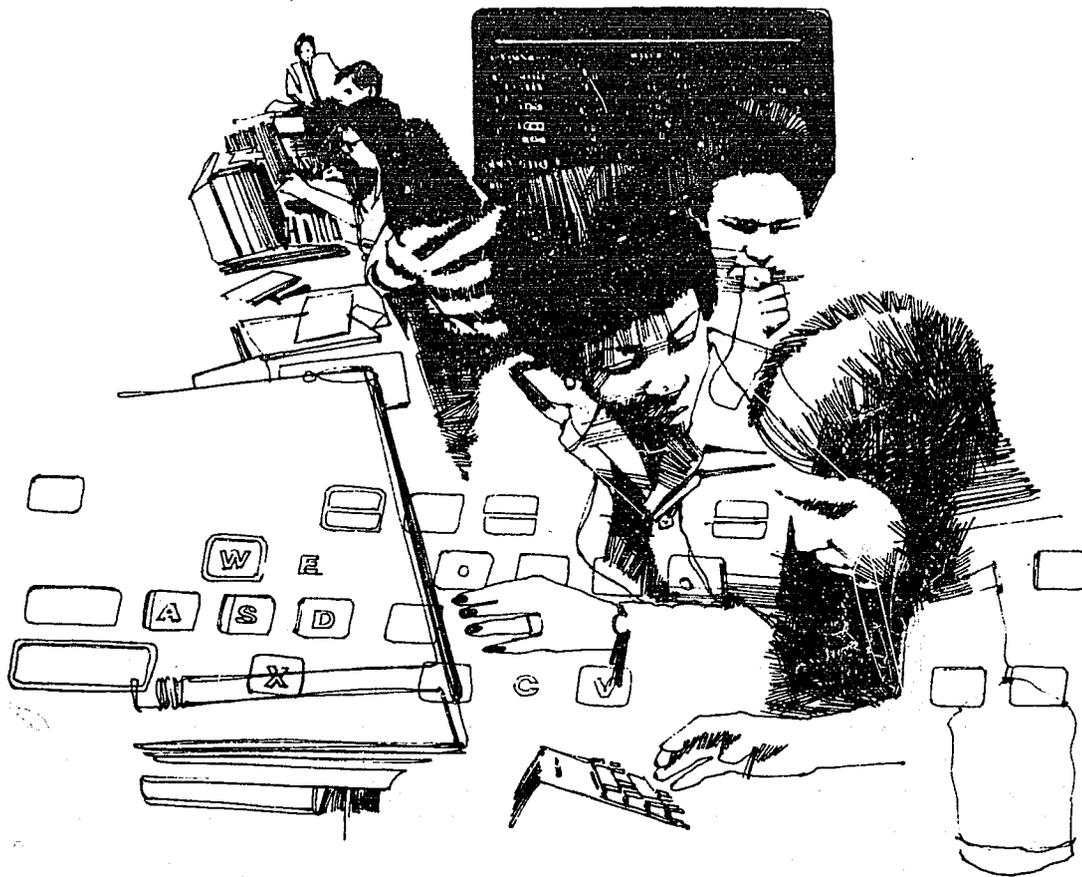
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What's in a Grade?



HUGH TAYLOR

Assigning letter grades (A-F) and marks (0-100) to a student's achievement level in Grade 12 academic subjects requires important decisions by teachers, particularly now that the British Columbia Ministry of Education, Examinations Branch, also assigns marks (0-100) to students based upon performances on a provincial examination. The average of the school mark plus the provincial mark is then translated into a letter grade (A-F). Grade 12 letter grades have, as we all know, an important long-term effect on a student's future academic career.

I shall present some thoughts on how letter grading procedures may be improved to make a student's grade a valid and reliable evaluation report. I shall discuss three points. The first point will deal with a relatively common, although irrational and incorrect, method using predetermined percentage cutoff points for assigning various letter grades. The second point will suggest an alternative method for converting numerical data into letter grades, and the third point will recommend some sources of data to consider when setting standards for assigning grades. For simplicity of presentation, the following comments will apply to Grade 12 academic courses, although the principles can be adapted and generalized to all secondary grades.

PERCENTAGE CORRECT = LETTER GRADE

Like many teachers, you may score a student's tests, projects, reports, and other assignments using numerals. You add the scores of the different variables, divide by the total possible score, change the ratio into a percent and then, finally, assign a letter grade to the student based upon a predetermined Percentage = Letter Grade schedule such as the following.

- 86-100% = A (Excellent)
- 73-85% = B (Very Good)
- 67-72% = C+ (Satisfactory)
- 60-66% = C (Satisfactory)
- 50-59% = P (Pass)
- Below 50% = F (Fail)

How and when this procedure developed within the schools of British Columbia I don't know. Perhaps an experienced cultural anthropologist-educational historian could unravel its beginnings. However, the procedure is used extensively, and teachers who do use it, unfortunately, cannot present a rationale for its use. Some will say that their principal understands it and recommends it. Others use it because it is departmental policy. Some will claim that the Ministry of Education recommends it. After studying relevant documents published by the Ministry of Education over the last ten years, I have never seen the procedure recommended by the ministry for the *assignment of grades*. In an attempt to convince the skeptics, I'll present evidence graphically to show that the Ministry of Education, Examinations Branch, does not use, except by coincidence, the Percentage = Letter Grade schedule for assigning letter grades; for example, on the Grade 12 provincial examinations.

One of the cultural myths is that any score on a test below 50% is a *failure*. The great majority of students, their parents, the general public, and many teachers believe this myth. Graph A, below, destroys the myth. It displays the minimum scores required for passing Grade 12 provincial exams administered in June 1984. The passing score was below 50% in 10 of the 13 examinations! Fifty percent was the minimum in only one subject: Spanish (SP). In Latin (LA), a student was required to obtain 61% in order to pass. In Physics (PH), a student could obtain a "Pass" grade on the examination with a score of only 31%.

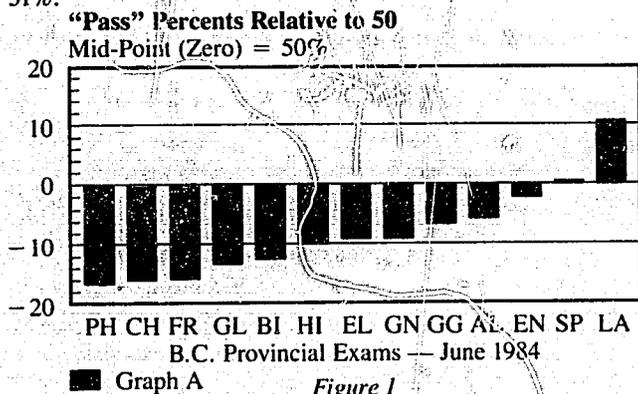


Figure 1

Similar deviations from the above Percentage = Letter Grade schedule could be provided for each of the other possible letter grades. For example, Graph B displays the minimum percentage scores for obtaining a grade of A. Again only one of the subjects, namely Spanish, had a minimum percentage score equal to 86% shown in the schedule. In Geograpy (GG), a student could obtain an A grade on the examination with a score of 71%. Other cutoff points for other grades show similar deviations from the predetermined Percentage = Letter Grade schedule printed above.

(For a detailed description of the examination and evaluation process, the interested reader should consult *A Report to the Schools on the June 1984, British Columbia Grade 12 Provincial Examination Program*, published by the British Columbia Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 2M4. The graphs and table contained in this paper are based on data found in the above-named report.)

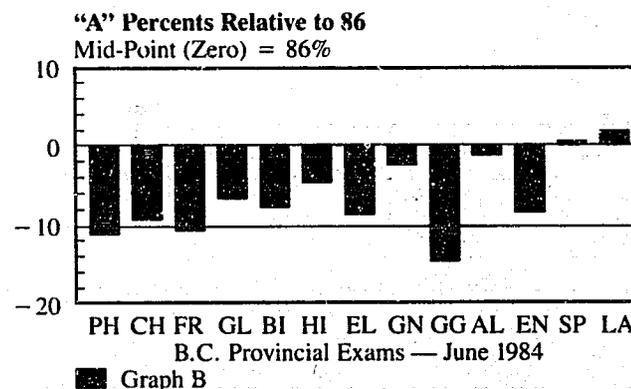


Figure 2

What can we conclude regarding the differences in percentage cutoff scores for various letter grades across the academic subjects? It is, first of all, very reasonable to expect the type of variability shown in the graphs. When absolute standards with predetermined cutoff points are used, it is assumed that teachers are able to prepare examinations in *all* subjects at the same level of difficulty. This is not a valid assumption, a fact nearly every teacher knows from experience. Second, the procedure used by the Examination Branch, which allows Pass scores to be less than 50%, enlarges the possible score range. This procedure is appropriate when the purpose of testing is to measure individual differences in order to assign grades. For example, when Fail is assigned to a score less than 50%, then only half of the potential distribution is actually used. The lower 50% of the distribution, 49% and below, is pooled into the Fail category and thus wasted. The disadvantages of using a predetermined Percentage = Letter Grade schedule have been recognized for many years. Most educational measurement texts contain a section related to the myriad problems involved.

**JUDGE QUALITY — ASSIGN GRADE —
REPORT CONVERTED SCORE**

If the foregoing commonly used grading procedure is not recommended, then how should you go about assigning letter grades to students? The answer is simple to outline but not too simple to execute. The British Columbia Ministry of Education, Examinations Branch, suggests the following three-step procedure:

1. Identify students by groups with respect to their achievement levels (i.e., the A group, the B group, etc.). Procedures for determining various cutoff points for different grades are outlined in Chapter 5 of the Ministry of Education booklet *Construction and Use of Classroom Tests*.

2. Within each group, rank the students according to their measured achievement during the course. When a tie exists, the individuals in the tie receive the middle rank. If three students tie for the rank, they would actually cover the 5th, 6th, and 7th ranks. Each would receive the rank of 6, and the next highest student would receive the rank of 8. If two students tied for 10th rank, they would hold the 10th and 11th ranks, and each would receive a rank of 10.5.

3. Assign each student a converted score in the appropriate range for the group's achievement, using the schedule below.

Level of Achievement	Range of Converted Scores
A (Excellent)	86-100
B (Very Good)	73-85
C+ (Satisfactory)	67-72
C (Satisfactory)	60-66
P (Pass)	50-59
F (Fail)	Below 50

Figure 3
Setting Standards: Some Data Sources

Step 1 presents a difficult task. To identify various groups of students, you must ask such questions as: How should we judge excellent achievement? What student data do we need in order to make valid and reliable judgments? Are our standards such that we may reward too many or too few A (Excellent) or too many or too few other grades? The following section suggests sources of data that may help you answer such questions.

As a first approximation for determining what proportion of different letter grades should be assigned to students, consult the percentages in the particular academic subject in the table below, which reports the actual percentage of various letter grades assigned at the school level by British Columbia teachers for 10 academic courses in June 1984.

Percentages of Different Grades Assigned by British Columbia Teachers in Grade 12, June 1984						
Subject	Percentage of Students in Each Letter-Grade Category					
	A	B	C+	C	P	F
Algebra	12.1	26.1	15.0	16.9	18.5	11.4
Biology	11.4	29.8	15.8	18.1	17.0	7.8
Chemistry	15.4	31.6	16.7	16.6	14.2	5.4
English	6.0	26.2	17.6	20.9	20.1	9.1
English Literature	11.0	30.0	17.5	17.1	16.0	8.3
French	15.2	33.7	18.1	15.9	12.8	4.3
Geography	6.2	25.5	18.0	20.1	20.1	10.1
Geology	7.2	20.4	17.3	21.0	20.6	13.6
History	9.5	28.3	16.5	17.5	18.5	9.8
Physics	15.5	31.1	16.3	15.2	14.0	7.9
Total all subjects	9.8	27.9	16.9	18.6	18.0	8.8

Figure 4

Use the above table only as a general reference. To use the exact percentages contained in this table, you would have to have a teaching/learning situation that could be considered a typical British Columbia classroom for the subject of interest. It would be impossible to determine whether or not your specific teaching situation could be considered typical. You would have to consider questions such as the following:

1. Are the teachers fully qualified and up-to-date in the subjects they teach?

2. Are the entire courses completed during the semester/year using the emphasis of content suggested by the program of studies and the table of specifications for the provincial exams?

3. Are materials/equipment/texts in appropriate supply?

4. Do students in the school attain the same averages and variabilities as those printed in the norms of the provincially developed assessment exercises?

5. Do students in the school attain the same averages and variabilities as those printed in the norms of provincially normed ability and achievement tests?

6. Is there a high correlation between teacher assigned grades and the grades assigned by the Examinations Branch?

7. Do students who receive high grades assigned by teachers maintain satisfactory progress in tertiary institutions?

You probably have other sources of data available for helping you set cutoff points for different letter grades; for example, grade distributions from colleagues who teach the same course and who use similar class projects/tests with comparable standards. However, the provincial grade distributions printed above contain new data that will be updated each year and therefore may prove to be very influential in setting patterns for the future. It is thus a source of data that you should study very carefully.

In conclusion, assigning grades to students has become a very important task for all teachers but particularly for those who teach Grade 12 academic subjects. It is a task that requires a high degree of subjective professional judgment about what constitutes quality performance. The values/standards involved are complex, and the wisdom of the teacher is crucial. Science and measurement help form part of the grading process. However, the most important component is the teacher's value judgment. It lies outside the realm of statistics and measurement. The responsibility for making the judgment lies with the teacher and not with some predetermined numbers, be they the magic 86 or 50 percent.

Hugh Taylor is a professor in the Faculty of Education, University of Victoria.

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.

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• Other children's books on the desk: *The Computer Revolts*, by Bernadette Renaud (Press Porcépic \$5.95), is fiction written to introduce basic computer terms, plus a few unusual problems. Unfortunately, revolting computers are apt to be just that — definitions belong in dictionaries. *From Sidewalk to Seashore* (\$6.50) is published by the Federation of British Columbia Naturalists to make "naturalizing" fun for children from Hope to the Delta (and similar habitats). It has a great variety of activities, an index, and a fine bibliography. Firefly Books is distributing an activity book called *Kids Book of Fun and Games*, by Rudi McToots. It offers indoor games requiring only string, paper, and pen. Raincoast Book Distributions (15 West 6th Avenue, Vancouver, B.C. V5Y 1K2) goes on importing books that are determinedly good for you: *Period* for young girls (on menstruation); *The Joy of Birding*; *Kids Can Co-operate*, a practical guide (for parents) to teaching problem solving; and an odd little old-fashioned picture book about clothespeg dolls called *The Pegmen*.

• Not the end, by any means, but enough for this time.

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

Books Reviewed

Borgen, William. *Orientation to Secondary School*, by William Borgen and John S. Knight. Toronto, Guidance Centre, 1984. 65 pp. paper, 0-7713-0152-9.

Kids at the end of their elementary school years are at a crossroads: they are at the beginning of adolescence, and they are headed for the secondary school. Their hopes and fears are as varied as the kids are different from each other.

The schools, too, have their concerns. The elementary people are saying goodbye to a group of kids they have come to know pretty well (and with whom they may have a love-hate relationship); the secondary school is looking ahead and wondering about the new batch of raw recruits that will have to be shaped to the ways of their new situation.

William Borgen, of the Department of Counselling Psychology, UBC, and John Knight, of Samuel Brighthouse Elementary School, Richmond, have put together in this book a comprehensive program designed not only to make the transition to secondary school as smooth as possible but also to relate it directly to the life needs of these early adolescents.

Borgen and Knight present their program in three main sections: Part I, Transition to Secondary School; Part II, The Developing Self; and Part III, Decision Making and Developing Career Awareness. Not much is new and different in any of the sections; most of the suggested activities are, I am sure, being carried out in one school or another somewhere in B.C. The significant feature of this program is that it does bring together in a contextual relationship these three important factors in adolescent development.

The authors' presentation is well organized and explicit. At each stage — in

the three main sections, in the units within them, and in the activities — the rationale is explained, objectives are specified, and the nature of the activities are clearly stated. Including such things as the timing of the activity and the time span required, the personnel and materials required, and suggestions for implementation. Care has also been taken to interrelate the various parts of the program.

Activities in each of parts I and II require the use of separate student log books in which students keep personal records. ~~These~~ ~~are~~ ~~meant~~ ~~to~~ ~~be~~ ~~the~~ ~~students'~~ ~~confidential~~ ~~between~~ ~~the~~ ~~teacher~~ ~~and~~ ~~the~~ ~~student~~ ~~the~~ ~~program~~. I have not ~~gathered~~ ~~that~~ ~~the~~ ~~program~~.

I received ~~the~~ ~~program~~ ~~from~~ ~~administrators~~ ~~and~~ ~~others~~ ~~in~~ ~~secondary~~ ~~and~~ ~~elementary~~ ~~schools~~, ~~and~~ ~~particularly~~ ~~to~~ ~~secondary~~ ~~counsellors~~, but with this *caveat*: Implementing the whole program would require a large investment of time, mostly by counsellors. Given the constraints and restraints in the school system right now, that investment may be impossible.

— Don Levey, Armstrong

Dubelle, Stanley T. *Misbehavin': Solving the Disciplinary Puzzle for Educators*, by Stanley T. Dubelle and Carol M. Hoffman. Lancaster, PA. Technomic Pub., 1984. 110 pp. paper \$12.95 U.S. Order from Technomic Pub. Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604.

If you are being forced to spend more of your time on discipline and less time on teaching, then *Misbehavin'* is definitely the book to read. Built on the works of Alfred Adler and Rudolph Driekurs, it presents a practical, classroom-tested system of discipline for use in daily contact with students.

Misbehavin' is a short book, but it is filled with classroom-tested disciplinary skills that apply to everyday classroom situations. Driekurs' five basic premises about behavior, which are crucial to the development of positive behavioral patterns in all human beings, are presented at the beginning of the book. These premises are later developed in considerable detail, and the four goals of misbehavior, the use of encouragement, communication skills, and logical consequences are discussed. The language throughout is easy to understand.

Misbehavin' is an excellent book. The skills introduced and developed are useful to teachers and administrators on every level, from pre-kindergarten through Grade 12. Dubelle and Hoffman developed this disciplinary system in the Wilson Pennsylvania School District and have presented it to educators in more than 400 in-service workshops. Both authors are educators and parents. Both have had considerable experience working with elementary and secondary school children.

The information presented in this book is both current and accurate. It does not employ the largely ineffective "rewards and punishment" approach to classroom discipline but, instead, encourages students to develop a sense of responsibility and independence. It encourages the use of consequences. It shows educators how to be more effective disciplinaries by talking less and acting more.

The book was written to fill a need in education. The need is to provide educators with a practical disciplinary system to use in their daily contacts with students, since teacher-preparation institutions do not provide the skills that enable educators to discipline. And when they are unable to discipline, their teaching efficiency is reduced.

The overall presentation is lively and interesting. All educators can relate to the various examples of misbehaviors, taken from actual classroom experiences. A comprehensive summary ends each chapter.

I have used this method of discipline in my own classrooms, and I have found it to be tremendously successful. Having read many other books on this subject, I found *Misbehavin'* to be the most enjoyable to read and the most comprehensive.

— Don Thain, Vernon

Hancock, Lyn. *Tell Me, Grandmother*, by Lyn Hancock with Marion Dowler. Toronto, McClelland and Stewart, 1985. 160 pp. paper \$9.95, 0-7710-3809-7.

This is the story of the Métis woman Jane Howse (1848-1919), as she told it to a favorite grandson, Dennis Dowler of Victoria. Jane was the granddaughter of Joseph Howse, explorer and Hudson's Bay Company fur trader. She became the wife of Sam Livingston (1831-1897), prospector, trader and Calgary's first farmer. One of 13 children, she bore 14 children herself, living through the years

from buffalo hunts to automobiles, seeing the founding of Fort Calgary, watching the prairies fill up around her, while the old ways died with the buffalo, and she fed those who hungered without them.

The earliest parts of the book consist of large chunks of historical background thinly surrounded by somewhat forced dialogue that barely escapes sentimentality. The writer of such a book has a particular problem. Grandmother Jane may indeed have called her grandson "little one." But since the boy can read, cook bannock, and, more important, remember, the repeated epithet seems inappropriate. The latter part of the book is more interestingly personal.

The book hangs on the thread of the ring Grandmother Jane wore and left to her grandson. Author Lyn Hancock now wears this ring when she introduces her book. She put several years of research into the book, at the Glenbow-Alberta Institute and the archives of the Hudson's Bay Company, and she supplies a family tree, a bibliography, and an index. Douglas Tait's illustrations enhance the story. It is a story that needs to be told, of the women who made life possible for the traders and explorers; and of the Métis people, who moved west to get away from the surveyors.

— Grace E. Funk, Vernon

Hornsby, Bevé. *Overcoming Dyslexia* by Bevé Hornsby. Scarborough, Prentice-Hall, 1984. 140 pp. paper \$7.95. 0-13-646-55-2.

As the encouraging title of the book suggests, the difficulties that 10% of children in Western countries have with reading and writing need not permanently hinder their progress in school and career. Demythologizing dyslexia is perhaps the most important factor in helping to overcome it. There is nothing to be ashamed of. As Bevé Hornsby explains, dyslexics are in company with Einstein, Leonardo, Edison, and Hans Christian Anderson. The causes of learning disabilities appear to lie in subtle variations in the arrangement of cells, which cause inefficient connections between the right and left halves of the brain.

Although there is as yet no cure for dyslexia, this book shows how the condition can be relieved. Early detection allows young children to be greatly helped by teachers, parents, and specialists. This book also provides concrete suggestions for adolescent and adult dyslexics on how to help themselves.

Chapters five, six, and seven are of particular interest to teachers, because they outline a successful teaching system for dyslexics, explain the tests that are often administered to dyslexics by the learning assistant, and give a glimpse of the type of work that specialist teachers do. The regular classroom teacher who understands dyslexia will be able to assist and encourage those three students, usually boys, in every class of 30, who have various degrees of this condition.

The last chapter deals with the fascinating topic of dyslexia and the brain. With clear illustrations, the author explains how language is processed differently in the two hemispheres of the brain, and how vision and hearing are registered and interpreted in the brain. We begin to appreciate the complexities involved in understanding various learning disabilities and in designing suitable teaching approaches for young children so their brain cells are able to adapt and change. Since dyslexics often have either a high spatial ability or great verbal skill, the author recommends that dyslexic secondary students and adults consider a wide variety of occupations that suit their particular strengths.

In keeping with the author's desire to help teachers, parents, and dyslexics themselves to face learning disabilities in a positive and practical way, the book ends with an accepting "vive la différence!" Appended are useful mailing addresses, including those of the Orton Dyslexia Society in Vancouver and of the Canadian Association for Children with Learning Disabilities. The book is written in a straightforward manner, which makes it an invaluable source for all those concerned with learning disabilities.

— B. Mundel, Summerland

Lorimer, Rowland M. *The Nation in the Schools: Wanted: A Canadian Edition*, by Rowland M. Lorimer. Toronto, OISE, 1984. 113 pp. paper. 0-7744-0271-7.

This little book, only 113 pages, is a well-organized study of the lack of a Canadian education in our schools. Lorimer looks at the context in language arts, social studies, and teacher education. He calls teachers the "captured profession" and outlines in the fourth section the methods used in developing and selecting learning materials so that teachers become slaves to the process. In the final section, Lorimer gives some positive proposals for entrenching more Canadians in the curriculum.

As an example, in the section on materials development, he outlines how publishers prepare to get their material selected. He quotes Richard Lee, president of Ginn, Canada, who said that the cost of preparing the K-6 reading series was over 3.5 million dollars. Similar "packages" become multi-component "programs" and are now common across the curriculum in mathematics, social studies, music, physical education and so forth. The strategies Lorimer outlines in this type of material development favor one type of publisher, the well-capitalized, large company, often a foreign-owned branch plant. This same sort of process is starting in the electronic communications technologies where the battle for Canadian context will be fought all over again, and the slick micro-computer program or videodisc will win out over simpler locally produced videotapes every time.

Lorimer closes his treatise with an interesting proposal. Instead of a royal commission à la Berger inquiry (which would be plagued by the duality inherent in our federal-provincial system and the English-French factor), he suggests a major research project designed to assemble an exhaustive description of the content and source of ideas to which

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Canadian children are exposed inside and outside schools. It would assess the findings and make proposals for change. Following the wise dissemination of the research report, a major symposium would be convened with the responsibility of calling for recommendations for future action. He sees this as essential to a Canadian framework for education.

Lorimer does criticize teachers for not caring enough, or not knowing enough to care, about our Canadian culture. His message to the "powers that be" is strong and clear, but in these years of "restraint," who will hear?

— C. La Fortune, Vernon



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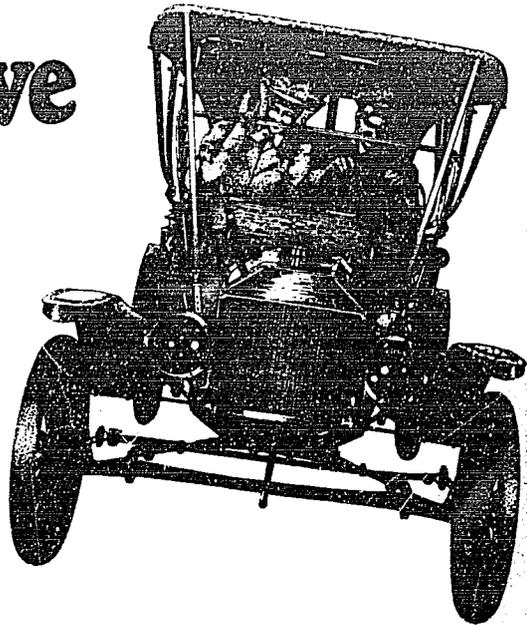
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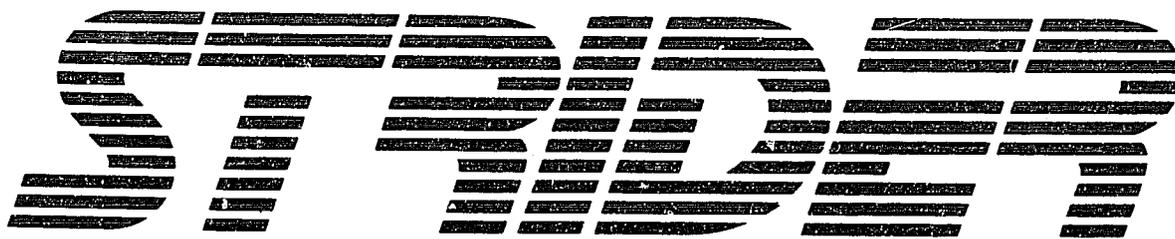
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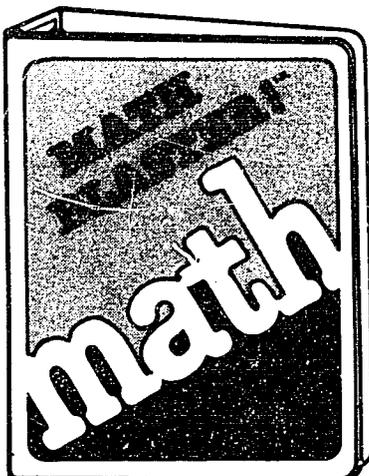


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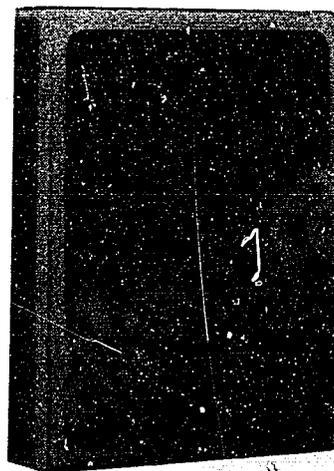
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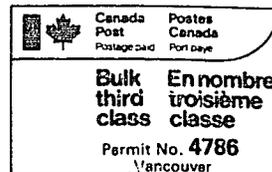


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