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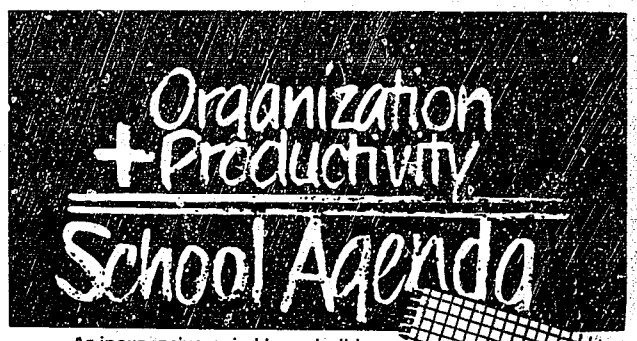

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Features

Departments

Inside Insights

How many times have you heard a teacher say, "I have my hands full doing a good job for the students in my classroom. That's enough!"?

Enough work, enough time and energy expended, and enough responsibility.

Today, we know that turning our sole attention inward, toward the task of teaching, without telling or selling what we do to the public at large, has isolated education from the rest of the community and alienated its supporters.

The recent pressures of restraint on school funding, and the growing fragmentation of families and neighborhoods, have reminded us that we cannot merely shut the school doors and do a good job. We must reconnect our expanded communities with schooling and education. (Remember, some community members think they need never come in touch with schools again after they leave them.)

Teachers everywhere, in every role and place we find ourselves, must once again reach out to our various communities.

This aspect of teaching goes beyond an annual open house for parents, and the mandatory parent-teacher conferences three times a year. We must speak out for education wherever we are: at dinner parties and fitness clubs, at grocery stores and in boardrooms. We must rekindle in our own eyes and also in the eyes of others, our spirit and pride in being teachers.

We must once again make education a high priority for all. Following the tragic explosion of the *Challenger* space shuttle, the president of the National Education Association, United States, spoke of teacher Christa McAuliffe this way: "I do not believe NASA could have picked a finer representative for the teaching profession. She epitomized teaching. I think she served as a fine role model for children to inspire them to dare to dream, to dare to aspire."

This one teacher's action in itself symbolizes the reconnecting of school and community. Something for us all to build upon.

Nancy M. Flodin

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A community on a winter's day — photos by Kirk Tougas. A Burnaby teacher, Michael Broughton — photo by Vera Turnbull.

B.C. School Trustees Association — p. 8; Elsie McMurphy — p. 11; Burnaby School Board — pp. 14-15; Douglas Porter — p. 17; Kirk Tougas — pp. 19, 20, and cover; *The Times* newspaper, Clearwater, B.C. — pp. 22-23; Vera Turnbull — pp. 24-25 and cover; Clive Cocking — pp. 26 and 28; Telecommunications Workers' Union and Bill Clark — p. 27; Barbara Cooper — p. 35.

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Readers Write

A FINAL WORD ON EFFECTIVE TEACHING

Response to Mike Suddaby "Effective Teaching: An Opinion," *The B.C. Teacher,* October/November '85

Editor:

I have been effective. One of my objectives when writing the "Effective Teaching Movement" (a discussion paper for the BCTF) was to open up discussion on the issue of school/teacher effectiveness. Open up it has. Almost everyone who speaks to me has something to say about the article. Opinions range from "pure garbage" to "enlightening and dead on." (Mostly the latter.)

I enjoyed reading Mike Suddaby's "Effective Teaching: An Opinion." His style of writing is succinct and humorous. I'm still chuckling about his description of the parade of effective teaching evangelists. Suddaby has added an important dimension to the ongoing discussion on the issue of teaching effectiveness.

I am an aggressive advocate of professional/staff development activities that improve instructional effectiveness. I am also an aggressive advocate about the proper implementation of professional/staff development programs. As Suddaby and others know, proper implementation is the vital key to the success of any professional development program, be it effective teaching, or not. Problems in implementation have been the greatest impediments to the staff-development process.

In my report, I tried to alert teachers to an educational trend. Through the BCTF Declaration of Continuing Education Principles, I attempted to provide teachers with a means to evaluate professional development program content and implementation. In addition, I suggested that teachers continue to develop a full repertoire of teaching strategies.

Let's continue the discussion and let's start to talk about the other factors that can improve the quality of the workplace: good working and learning conditions; adequate resources for professional development; adequate salaries to retain good teachers in the profession; shared decision-making in the school; on-going staff development at the school level; and an overall collaborative approach to improving school effectiveness.

Mike Lombardi,
Coquitlam

Editor:

The article by Mike Suddaby regarding effective teaching programs should be given a great deal of thought by those who so outspokenly criticize such programs. The point he makes is very clear and very rational, namely, look at the information within these programs openly and objectively, then reach a conclusion based on your professional judgment.

The article by Lee Gunderson either deliberately or wilfully misses the point. The existence of programs on effective teaching does not in any way imply that B.C. teachers are not excellent. The programs exist because our instructional skills should always be open to professional growth, and the programs offer an opportunity of review and discussion of our teaching skills not often available within our work-a-day responsibilities.

Peter Napper,
Burnaby

Editor:

Thank you for the recent discussion of the "Effective Teaching" model. Though I do not agree with his assumptions, I particularly respect Mike Suddaby as one of the few administrators who maintains a dialogue with his profession.

Though several Delta administrators have enjoyed 14 full-day workshops to learn the jargon being reinforced by American consultants, Delta teachers have enjoyed somewhat fewer opportunities to learn at public expense. However, flexible time to meet and resolve problems occurs more frequently for teachers without the daily agenda of the classroom.

My limited exposure to the gurus of "Effective Teaching" and "ITIP" disturbs me. When Ernie Stokowski, from Long Beach Unified School District, came for two full professional development days in a row, most (70%) of my colleagues felt that his reminders were useful and timely. I was not impressed with his basic assumption that many teachers are malpractising. Among other non-sequiturs, Stokowski amused his audience with the metaphor of a doctor who amputated legs rather than tonsils, as compared with a teacher who urged no one to question his creativity.

Delta teachers have been recently "blessed" with two consultants on "Effective Schools" from Rawlins Unified School District (near L.A.). Though administration paid their considerable expenses for one week, no popular response from the classroom professionals had invited them. The negative assumption about most teachers' competence was reflected again. Among many other comments, I was appalled by:

1) I am a teacher of the learning disabled and I know that ". . . the rest of you hate . . . problem kids."
2) ". . . teachers do not monitor and adjust by moving around the classroom."
3) "Students are more likely to come to class if the lesson's objective is written on the board, otherwise, . . . the teacher will waste student time."

Apparently many B.C. teachers have "bought" such a negative perception of B.C. teachers. I thank you for publishing Lee Gunderson's affirmation of the principles of our profession, to the contrary opinion of the gurus.

Daniel Wilson,
Delta

LEE GUNDERSON PRAISED

Editor:

Congratulations on the insightful article in *The B.C. Teacher* (Oct./Nov.) that expressed my exact sentiments. This is one of the most important articles to come along in education in the recent past. You clearly summarized the current B.C. situation:

"The current Zeitgeist is teacher effectiveness: education will be considerably improved if teachers become more effective."

"The problem, however, is that classrooms are not production lines. . ."

"I suspect teachers at all levels would agree that skills instruction is the easiest part of teaching."

"The teachers in B.C. are generally excellent."

I only wish the Ministry of Education would realize how valid your comments are and appoint a Royal Commission into education to get at the root of the problem — a design problem. Interestingly, the government's own report on education, *Let's Talk About Schools*, also concluded that teachers are doing an adequate or better job (excellent job according to senior administrators).

Gary D. Hunter,
Taylor

A Legacy of Guiding Education

The role of school trustees as viewed through three generations

"Education is a community business. All people living within a community have a responsibility to contribute to the education of our children."

JOY LEACH

I am a third-generation school trustee. My grandfather, Sam Bond, was a trustee in Hilliers, a small community on Vancouver Island, in the twenties. My father was a trustee in Parksville in the late forties in the then newly created School District #69 (Qualicum). Looking at the three generations of school trustees in my family reveals the changes in school trustees' roles and responsibilities over the years.

The 20s

In Sam Bond's day, while the provincial government provided approximately 79% of school costs, little money was available from Victoria for the construction of schools. The tiny agricultural community of Hilliers joined together and built a schoolhouse largely through community labor. The school trustee at that time was responsible for ensuring that that facility was maintained and that there was a good supply of wood for the iron stove, which was the heating system for the building. Indeed, the board was responsible for establishing and managing the budget, hiring the teacher, and meeting the needs of the school, usually identified by that teacher. It was always a big problem if the teacher got married, because she had to be fired!

When my grandfather's term was up, it was another neighbor's responsibility to take on the job for a term. Acting as a school trustee was essentially a matter of social responsibility to the community — much as it was a responsibility to take a turn on the Community Hall Board or to help out neighbors when they were having a patch of bad luck.

The schoolhouse was community property. It was the nexus of social, cultural, and educational activity within the community. It was an extension of the family space.

The 40s

By the time my father became a school trustee in the late forties, the Cameron Report had led to the division of British Columbia into approximately 70 school districts, all of them having local boards. It was a lively period. The postwar baby boom was on, and school boards were struggling to meet the demands for new space and more teachers. Parent-teacher associations were a major force in education. I remember my mother's telling us which class had been awarded the picture of the Blue Boy for having the most parents out for the local PTA meeting the night before.

The PTA raised money for school libraries, playground equipment, May Day celebrations and other needs identified by the principal. The PTA kept communication between school and home strong. The parent-teacher associations took a keen interest in the activity of the school boards and frequently provided candidates for the board.

In those days, a strong school-board candidate was expected to have an understanding of building maintenance, construction, transportation systems, or management. School construction was a hot item. If the pipes in the secondary school froze, my father was one of the first people called.

The 60s & 70s

By the time I ran for school board in 1976, the parent-teacher association had become passé. Parents, in many cases, sent their children to school with a "fill 'em up" attitude. The school doors closed. Professionals were responsible for teaching. Parents lost confidence as partners in the teaching process.

Communication between home and school was a difficult problem and continues to be so. In many cases, both parents were working or the only parent was earning a living when the kids were in school. Parent volunteers were beginning to burn out — too few were doing too much. Parents were looking for new ways to be involved with the education of their children. Many were not interested in the bake-sale aspect of the PTA, but wanted to be consulted on questions of school tone and programs, and school-based management.

In the sixties and seventies, local school boards became more involved with policy development and less involved in the day-to-day management of the schools within their districts. In most school districts, the time had passed when the board chairperson was the first one called if the pipes froze or the buses broke down. School trustees more frequently championed special programs, often in response to special-interest lobbying.

Considerable experimentation was going on within the districts across the province: middle schools, open classrooms, family-life education. At the same time, school boards were struggling to maintain many high-cost programs that had been mandated by either the federal or the provincial government: smaller class sizes, special education programs, mainstreaming of the handicapped student, French immersion and core French programs and English as a second language.

"Those were heady times. B.C. was on a roll....We would need new schools. We would need more teachers. More buses. Growth....The projections now seem preposterous."

While provincial and federal programs were introduced with some initial seed funding, the costs eventually folded into the total budget.

Those were heady times. B.C. was on a roll. I remember sitting at our board table in 1979 listening to the astounding enrolment projections provided by the Ministry of Education for our school district. We would need new schools. We would need more teachers. More buses. Growth. We were a growth district. The projections now seem preposterous.

The 80s

School trustees may have been among the first to detect taxpayers' discontent with the rising cost of education. By 1981, many school boards had started to put the brakes on spending. Local people were losing jobs, local plants were being cut back, delegations of concerned taxpayers started appearing at the local school board meetings. Instead of growing, enrolments started declining. Instead of building schools, we were closing them. Instead of looking for the brightest and the best of new education graduates, we were looking at lay-off policies that were woefully inadequate. By 1981, school boards were beginning to shape a system that would have fewer students, fewer teachers, and less construction.

In 1982, the provincial government introduced the most radical legislation ever seen in B.C.'s education history. The Education (interim) Finance Act removed the authority of local school boards to raise taxes for education and took all industrial/commercial taxation into general provincial revenue. The same act gave the minister of education the authority to establish annual budget limits for school districts, even though school boards were still required by law to ratify school district budget by-laws so that taxes could be collected.

The Education (interim) Finance Act is the untidy bit of legislation that led many school trustees into direct conflict with the government. Since there was only one "correct" way to vote on the question of ratification on the budget by-law, many trustees either abstained or exercised choice and voted in the negative, in defiance of the minister's budget limits. It is a sad state of affairs when a locally-elected representative of the people can be placed in conflict with the law, or "fired" from an elected office because he/she wouldn't choose to vote the right way. If a provincial government takes on the responsibility of setting spending limits it ought to take the responsibility for ratifying its own action. It should most certainly not force locally-elected school trustees to vote when "yes" is the only choice. That, of course, is not a vote. It is a test. A test that some school trustees chose to fail.

What motivated the provincial government to take such radical legislative action? It was ostensibly an action meant to restrain the extravagant spending of local school boards.

However, the B.C. School Trustees Assocation studied the causes of in-

creased costs in education and discovered that the lion's share of increased costs was produced by provincially and federally prescribed programs.

Historically, when provincial governments felt a need to restrain local spending on education, it altered the cost-sharing formula, placing a greater burden of responsibility on the local representatives to argue the case for increased local taxation for local schools.

The local contribution to schools in the early days came as much from volunteer labour as through taxation. From the beginning, a school finance sharing program existed between the province and the local level. In 1899 to 1900, 79% of school costs in British Columbia were paid by the provincial government; 21%, by the local level. In 1943, that formula had changed dramatically, and only 31.6% came from the province, and 68.4% was contributed locally through taxation. But whether my grandfather was raising the local contribution through volunteer labor to build a school and bringing in firewood or my father was working to encourage local taxpayers to support the construction of a new school or I was urging the local taxpayers to support locally-developed programs, we all were acting as local advocates for education and encouraging local financial support of our schools.

Instead of placing their faith in the local level to exercise restraint in 1982, the province seized the local tax base.

Did the province seize the local tax base in the interests of schools, or did it move into the local tax room to shore up declining provincial revenues?

Did the money taken from local school districts find its way back to school budgets, or did it get lost in the general revenue pot and eventually get spent on other government priorities? Previously local school boards could account for local tax dollars. That accountability to the community is no longer possible.

Historically, school trustees have acted as community agents working in support of local schools. School trustees, of course, have never had power as individuals to make decisions for a school district. They are elected as individuals to join a corporate board, which determines school district policies through debate, discussion, and majority vote. The local board acts within the authority described in the School Act and is generally charged with the responsibility of determining local policy in conformity with that act. Even today, boards continue with the task of making policies that will guide the professional staff of the district, plan for the future, establish priorities for expenditure, and communicate with the community on educational matters.

"But whether my grandfather was raising the local contribution through volunteer labor to build a school and bringing in firewood or my father was working to encourage local taxpayers to support the construction of a new school or I was urging the local taxpayers to support locally-developed programs, we all were acting as local advocates for education and encouraging local financial support of our schools."

Summing up

The role of trustee has changed radically since the introduction of the Education (Interim) Finance Act. Even with the anticipated return of boards' access to the residential tax base, school boards are severely limited in their efforts to enhance the schools within their districts, beyond the provincial allocation of funds. School districts will have to raise taxes collected from homeowners if they want to increase spending beyond provincial guidelines, a small step toward restoration of local autonomy. There are many school boards that will find such a move totally unacceptable.

Consequently, the act continues to make boards agents of the Minister of Education, not of the community. Without an increase in the provincial government's share of school funding, boards will not likely burden homeowners with additional school costs. After the fact, the Education (Interim) Finance Act was amended to provide for local referenda to raise funds in support of local initiatives; however, not a single board in B.C. chose that route. School trustees who had urged their communities to support their schools through increases in local taxes found unconscionable the notion of asking their communities to replace funds that had been seized by the provincial government.

The exclusion of the local authority from B.C. schools' finance will, in my view, deny the schools within our province the historical enrichment that has traditionally come from their host communities. Even though a pretense is made that a partnership still exists between the provincial and local level, all the financial authority rests with the province, and as the former minister of education, Brian Smith, has stated so clearly, "He who pays the piper calls the tune."

Local school boards are still important, and I am full of admiration for those people who are continuing to serve as school trustees. But I do believe a local-level financial responsibility for school funding must be restored if the role of the locally-elected trustee is to be meaningful. Communities must be stakeholders in their schools and be able to demand accountability for how their funds are being spent. Individuals have enough difficulty relating to government. The further away from the community power rests, the more alienated from the system the individual becomes. If parents and the broader community are closed out of school governance and school spending, they are further distanced from their role as partners in education and as teachers of their children.

Education is a community business. All people living within a community have a responsibility to contribute to the education of our children. If schools are seen as provincial institutions the community may be encouraged to abandon that responsibility or come to believe that it has no right to comment on the education being provided within the provincial institution. If school trustees become the agents of the provincial government, who then will act as the agents for the community in education?

Joy Leach is currently director of development, Simon Fraser University, and formerly a Nanaimo school trustee (1976-84) and past-president of the B.C. School Trustees Association.

CONNECTIONS

The British Columbia Teachers' Federation takes education to the community.

ELSIE McMURPHY

"We are all part of the whole: coalitions, alliances, networks, contacts, exchanges — call them what you will. As we break from our insular ways to make the connections that strengthen interdependence, we strengthen the power of all."

In addition to the standard wintertime crowd of truck drivers, business commuters, and seniors, the ferry had an unusually large number of children the other night. They ranged from babes-in-arms to the ten-year-old sitting near me who informed her mother in those confident tones adopted by youngsters who have recently discovered that parents are fallible: "My teacher says so!" That set me to looking at my fellow travellers and wondering how their lives might have been touched lately by teachers.

For, over the past few years, *outreach* has been a major emphasis of our actions within the B.C. Teachers' Federation. Our efforts to communicate with a community beyond the 30 per cent of the population who have children in school have led us to develop amazing networks: any of those ferry passengers could have connected with the BCTF through a number of circumstances. The underlying purpose of our activities has been to gain support for teachers and education, to develop an informed public, and to showcase our professional expertise, our proprietary rights to our profession.

The woman in the brown suit could have been our SFU contact for the technological change conference. The man in grey flannels could have been the president of the Chamber of Commerce that wrote a letter to its school board supporting a needs budget. The blonde woman could have been the one who invited us to speak about education at the Health Sciences Association conference.

ALLIANCES WITH LABOUR

Our experiences with outside agencies have been varied, broad, and, in some instances, in-depth. One of the clearest demonstrations of how our involvement with outside agencies allows us to build toward our objectives of support, information, and professionalism has been in technology. Through our informal contacts with the B.C. Federation of Labour, and through Operation Solidarity, we have seen an alliance develop, a merger of educators, labour, and policy-makers, around the topic of technological change. Specifically, under the co-ordination of the Pacific Group for Policy Alternatives (a socially conscious equivalent of the right-wing Fraser Institute economic "think tank"), representatives of the BCTF, the B.C. Federation of Labour, and SFU have been planning a conference whose goals are to provide information and to build a mutual sense of the problems and solutions relating to technological change. The three themes of the March 13-15, 1986 conference — work and technology, education and technology, and the community and technology — reflect the facets of our lives as workers and as teachers, in a democratic community, and our concern with the impact technology will have on education, negotiations, and legislation. That we can meet with others of different perspectives to combine our forces and expand our knowledge is healthy, forward-looking, and stimulating.

Our participation in the technological change conference is by no means our

only involvement with labour groups. The events, the attacks, of the last few years have caused us to see ourselves somewhat differently, to recognize that, self-determining professionals as we most certainly wish to be, we are employees who value the strength and support of a confident, collective organization.

Not only do we see ourselves differently, but we are recognizing our allies inherent in other labour groups, who now view us differently, too, partly as a result of a series of exchanges of speakers to major conferences or conventions. We have had the opportunity to tell the education story to the carpenters, nurses' union, Health Sciences Association, Workers' Compensation Board Employees Union, and other Operation Solidarity members, and we have, in turn, invited representatives from various unions to address our bargaining conferences, RAs, or AGMs. Beyond this exchange, though, as many locals will attest, lies the very real support offered by labour in time of need. In the Kitimat dispute last spring, for example, the Canadian Association of Smelter and Allied Workers was first on the scene with help in a variety of much appreciated ways. Other unions or labour councils have been instrumental in creating pressure to resolve bargaining impasses, and they have played a direct and important role in helping to elect progressive school trustees.

DEFEND EDUCATION SERVICES COALITION (DESC)

Speaking of trustee elections, another "net" that "works" is DESC, the Defend Education Services Coalition. Founded in 1982, DESC has brought the strengths of parents, teachers, students, and education support workers to focus on services to the public school and college systems. In addition to having held a very successful series of trustee election workshops last fall, DESC has broadened the base of attention to public education through such activities as the Week of Support for Public Education, highlighted by a Lower Mainland "mayors' breakfast," and the hiring of a provincial parent involvement co-ordinator whose job is to provide support, information and encouragement to any concerned group of parents.

JOINT PROJECTS

BCTF members might be surprised by the range of contacts we have. Last year, the B.C. Medical Association published the results of a joint BCTF/BCMA school health survey. Our work with the BCMA in the development and distribution of that survey subsequently led to our co-operation in their successful campaign to change the legislation regarding infant and child safety seats in automobiles. We participate with other concerned constituents in groups whose names indicate their purpose: Arts in Education Council, Peace Education Coalition, Committee To Improve the Teaching of English. The BCTF has worked, of course, with parent and student groups, as well as advocacy organizations for social work, human rights, handicapped citizens, and children's rights, in planning various conferences and seminars.

These are but a few of many examples over the last few years that could be cited; local associations have also made numerous similar successful efforts to develop the dialogue and understanding that are essential if schools and teachers are to continue to play a vital role in shaping and being shaped by the community ethos.

No one is an island. We are all part of the whole: coalitions, alliances, networks, contacts, exchanges — call them what you will. As we break from our insular ways to make the connections that strengthen interdependence, we strengthen the power of all. Teachers in B.C. can be proud of the leadership we have given in nurturing in so many groups and individuals a consciousness of their stake, their investment in public education.

I'll bet there weren't many people on the ferry the other night who would have said, "Education? I've no connection."

Information about any of the organizations mentioned above may be obtained from the BCTF.

Elsie McMurphy is the first vice-president of the BCTF currently on leave from the Saanich School District.

Community Outreach

A new BCTF program designed to link teachers and the community

PETER McCUE

Teachers continue to provide many exciting, positive experiences in their classrooms and schools, but who hears about them? We know from various polls and studies that examine attitudes toward public education that the more contact people have with their schools and the more they know about the programs, the more consistent they are in their support of public education.

The 1985 BCTF Annual General Meeting called for the development of a community relations, or outreach, program and asked that provincial specialist associations, through the PSA Council, work together with the Professional Development Advisory Committee to develop program ideas for the BCTF.

Now in its early stages, the Commu-

nity Outreach Program is intended to demonstrate that many of our teaching colleagues possess specialized knowledge that can benefit parents and others in our community, and reciprocally, that many people in our community have much to offer us. Community Outreach will require a two-way communication that will help us build good will, cooperation, and support for the public education system in British Columbia. Community Outreach will recognize, value, and assist communication flow. Community Outreach will be the sharing of our expertise and that of others, which might mean utilizing the skills and talents of particular provincial specialist associations, the varied resources within the PD network, or the untapped talent in many local associations.

In trying to influence opinion in both the public and the school community, we must remember that attitudes are shaped primarily as a result of personal experience. People who have been in schools recently know that teachers are continuing to do good jobs in their classrooms. Teachers, support staff, and all who are working in our schools work hard every day to ensure that our educational system and our particular schools are worthy of high regard. Simply doing this good job is not enough. Working hard in itself won't ensure positive attitudes about public schools. We must inform people and involve them in the process so they will have positive experiences and positive attitudes.

A recent musical production of "Pyjama Game" at Nanaimo District Senior Secondary School had more than 60 students work in an unusual way to draw attention to their play. These Grade 11 and 12 students spent two days doing yardwork and other chores for senior citizens whose names had been provided by one of the seniors' groups. The students had approached various individuals and members of the business community to have them sponsor the students at so much per hour for the work done for the seniors. As a result, seniors in the community received much-needed assistance and had a positive interaction with students working in the school musical. The business community saw the students providing a community service and saw their willingness to go out and do something to raise funds for a school activity that they believed in. The school, in turn, gained positive publicity and garnered much good will. Everyone gained in the exchange.

Perhaps the next time cuts to the school's fine arts program are being contemplated, the sponsors and the people who had work done for them will recall the experience. The involvement with those students could shape and influence many of their attitudes toward education and what some call the "frills."

In any outreach program, the entire school must have a part in the process. All research tells us that face-to-face communications are an integral part of shaping attitudes. Everyone who is part of the school shapes attitudes when he/she talks to others.

"Working hard in itself won't ensure positive attitudes about public schools. We must inform people...."

In examining ways that information about our schools and programs is spread throughout the community, we must keep in mind the vital role played by our secretaries, custodians, and other support staff, as well as the role of the teaching staff.

Many people in the community have little or no contact with teaching staff. It's not enough to limit communication to the teacher alone, important as that role is. The custodians, secretaries, and other support staff all have their network of friends and relatives, whose attitudes are influenced by what they hear about schools from these individuals.

What could be worse for a school than to have invested months of effort into producing a new program and not to have involved, or at least advised, any support staff? The school secretary is often the one first approached by the public for information. If the secretary has not been informed of a new program or where to direct possible questions, and is asked about it by a member of the public or a friend and is unable to provide any information, it could be devastating. Months of hard work can be undone by the impression that is left when a question cannot be answered.

Students are also an important component in the outreach program. Their experience of education and of teachers will shape their attitudes as the parents, voters and taxpayers of tomorrow. Therefore, it is important that students be consulted or at least well-informed in any communications program.

Every subject, every classroom, and every school in British Columbia has something happening that is worth informing the public about. We can't assume they already know. Why not look around you and see what there is to tell? Consider some ways of improving communications with your various publics.

What works in one school may not work or be the prescription for another, but the sharing of ideas and experiences can spark innovations and positive outreach methods.

Some schools have found it positive to invite both parents and members of the public to visit the school on a regular school day. Community members can see the school in action. The success of such a day depends on having hosts and hostesses at doors to greet and guide visitors. Invitations by way of letters, newspapers, and some phone calls boost attendance. Evaluation forms given to visitors before they leave can also provide useful suggestions for improving the format. The key to success for this kind of day is clear communication regarding the format and making sure people know what to expect when they arrive.

Because not all parents can attend an open house during the school day, an evening open house or some evening time during the school year is very important. An evening at school can pay dividends in terms of community support and allies for education.

The provincial specialist associations and PD associates within the BCTF can develop brochures in their areas of expertise for both students and parents. Some examples already exist, such as those that introduce a child to school or explain what to expect from a school counselling service. Workshops for parents can also be provided, and, where appropriate, parents can participate in ProD days. Fostering relationships with the local media is also important. The possibilities for community outreach are limitless.

Every specialist association, every local association, every school, and every classroom teacher has a job to do that will build support for public education in this province. If the people who live in your community feel that your school is doing a good job, they will give your school support. They have to know. If you don't take the time to tell them, who will?

Peter McCue is a counsellor at Nanaimo District Secondary School, president of the B.C. School Counsellors' Association, and a member-at-large on the PSA Council Executive Committee.

Community Schools

Waiting at the Crossroads

Silver threads among the gold, was a program developed at Lochdale Community School in Burnaby. A number of intermediate pupils adopted residents at a nearby seniors' rest home. The pupils visited their senior friends on a weekly basis for arts and crafts, music, and other special events.

JACK STEVENS
AND ELLIOTT GRIEVE

When the prophet, a complacent
fat man, arrived at the mountain top,
he cried, "woe to my knowledge!
I intended to see good white lands,
and bad black lands,
But the scene is grey."
— Stephen Crane

If one were to travel down the community school road in British Columbia today, one would see a landscape in many shades of grey. Stephen Crane's poem effectively expresses the problem of community school advocates as they ponder the future of the concept that appeals to so many, yet is so often misunderstood.

Community schools — the modern version — in British Columbia are celebrating their 15th anniversary this year; yet the skeptics are still asking if community schools will last. Arguments about their nebulous nature and lack of precise definition continue to be heard.

Community schools are different things to different people. They embrace a multifacetted educational philosophy called *community education*. Both supporters and opponents of community schools agree that there is great disagreement regarding definition, meaning, and role of community education.

Some people believe that community education is a developmental process designed to improve neighborhoods. Others say that community education challenges public education to revitalize its role and to assist in the co-ordination of interdependent, community-based resources, and learning experiences that meet the needs of individuals, families,

and communities. Still others say community education is an old idea of returning to the "Little Red School House," which served as the common meeting ground for all community residents and interest groups. Some see community education as a movement to "open up" school facilities; community education is synonymous with after-school and extended-day programs, adult education, or recreation.

At a pragmatic level, community schools continue to gain support and popularity as a legitimate and useful method of connecting the school and the community. They have proven to be cost efficient and effective vehicles for delivering much-needed social services.

Yet, like many programs and services for people in British Columbia, community schools have been sacrificed to the ideological god of restraint. Ironically, their sacrifice — in the name of government economic priority — comes when unemployment is devastating families, when human services are being eliminated, when the very fabric of neighborhoods is unravelling. If ever there were a time for schools to reach out, to play a much greater role to assist people to cope in neighborhoods, it is now.

Our neighborhoods are becoming diverse collections of people who have little in common. Often the workplace or the fitness club is more of a community than the resident neighborhood. We are becoming a community of limited liability. Neighborhoods have become less distinctive and internally less homogeneous, but at the same time, there is a growing dependency on the neighborhood to fulfill the needs of the elderly, the disabled, the unemployed, and children. The world of children — especially the very young — remains their neighborhood, the place they call home, where they have friends, play, and go to school.

Schools are the common denominator in every neighborhood, a focal point, to develop services and programs that meet the needs of those who depend on their neighborhood for services.

Some educators maintain that schools are already asked to do too much. Others argue, "It's not our job so why should we expand our services when we aren't given enough money to do the job we have been mandated to do?" Yet, how can we abandon this traditional role of the school in the face of the current human and social need?

Public schools have always served as a valuable social and educational focus for our communities. The roots of the community school concept can be found in the history of education in this province. Teachers usually lived in the communities in which they taught. Schools were small, and the values and interests of parents and the community were usually the same as the interests and values of their children and teachers. Co-operation, mutual respect, and a spirit of community existed. It was not talked about; it was felt.

To understand the roots of the modern version of community schools in this province, one has to look back at the enigmatic decades of the sixties. The late sixties and early seventies in British Columbia were characterized by innovations and experimentation in education; it was a time of great suburban growth, which resulted in demands for services, and a time when people demanded more personal involvement in issues and decisions affecting them.

Two distinct roads brought the community school concept to the province during that time. The first road was travelled by those who advocated construction of integrated community-education facilities and argued convincingly that existing public buildings — specifically

After-school and week-end recreation programs are popular and take place at most community schools, where many of the programs are planned, and funded by neighborhood residents, who serve on the community advisory council.

schools — should be used more effectively. That position gained considerable support from adult educators, recreation leaders, and municipal politicians, who were struggling to meet expanding needs and demands for education and leisure programs. The result was a number of innovative partnerships that produced a great array of collaborative programs, services, and jointly funded, locally planned, multiuse structures. Examples of such co-operative projects are Britannia Community Services Centre (an award-winning facility in Vancouver), Champlain Heights Comm. ity School in Vancouver, James Bay Community School in Victoria, and Seacove Community School in North Vancouver.

A second road brought, from a different direction, a coalition of people who believed in involvement, shared decision-making, decentralization, community-based learning, and even community control or direction. This group, which was really a coalition in spirit, support, and practice, was a broad-based cross-section of people whose belief in citizen participation drew them to embrace the community school concept.

Citizen involvement had stopped the third crossing from the North Shore, had stopped a freeway through Chinatown, had stopped Kitsilano from becoming a highrise haven, and had influenced government policies and services. The promise that people could influence decisions affecting their neighborhoods and schools was a powerful incentive to get involved.

At the same time, social policy research and reports such as the *C.E.L.D.I.C. Report — One Million Children* supported the neighborhood as the place for the most effective social-service delivery, particularly preventative services for children.

All this contributed to a strong "grass roots" advocacy for community schools to be established in the province.

By the middle seventies, close to 100 schools officially were designated "community schools," while hundreds of others embraced components of the community education philosophy. Thus the community school became the interface, the co-ordinating link for badly needed services, both statutory and non-statutory, both traditional and innovative. Each community school developed a representative council of residents, parents, teachers, agency representatives, and students. Councils conducted neighborhood needs assessments, developed objectives and priorities, raised money, and implemented a diverse array of programs and services. Daycare, hot-lunch programs, information centers, seniors' services, teen drop-ins, environmental programs, adult education programs, and a smorgasbord of social services were the order of the day in the "lighted community school."

In the process, citizens learned, in a real-life setting, decision-making, planning, programming, policy-making, and conflict resolution. They learned how to deal with city hall, the school board, and, most important, bureaucrats. Politicians recognized the councils as being influential and in tune with their communities.

"If ever there were a time for schools to reach out, to play a much greater role to assist people to cope in neighborhoods, it is now."

In many community school classrooms, teachers were utilizing community resources to enrich curriculum units and were enjoying new, rewarding, and mutually supportive relationships with parents.

Things today are different. We are in a time of social and economic retrenchment. Government no longer gives social services priority. Financial, political, and philosophical differences, and lack of training programs for school administrators, teachers, and social service and recreation staff, have all hurt and hindered the community school concept in the eighties. Like many other educational innovations, community schools have also suffered implementation problems.

Perhaps community school proponents promised or expected too much from a complex concept. Some say that because the concept is multifacetted, there is no sense of direction, which is essential if community schools are to fulfil their potential.

If community school advocates knew the answers in the sixties and seventies, their response to the social conditions of the second half of the eighties is uncertain. Advocates are taking time to reflect, to try to identify familiar benchmarks with the hopes that they can arrange them into patterns that can give community schools renewed direction and vitality. The establishment of new community school programs in Nanaimo and Prince George has countered the collapse of programs in Surrey and West Vancouver. Approximately forty "designated community schools" are operating in B.C. today. Interest in the concept continues to come from the grass roots.

The issues and problems people and neighborhoods face continue to grow and to repeat themselves: poverty, unemployment, alienation, denial of human rights, bureaucracies, inadequate health care, inadequate child care, inadequate education, and much more.

We are at a crossroads. One route will lead to more confrontation, fragmentation of neighborhoods, breakdown of families, alienation, and simplistic, isolated solutions. The other route will lead to a search for solutions for both community and education — where all will collaborate, share the risks, and the benefits; and where self-help and mutual help will move in partnership. It is along this second route that the community school concept will continue to provide support and leadership. In choosing our route, it is important that we proceed with humor and tolerance — both of ourselves and of others. After all, as Evelyn Underhill has suggested. . . "Sanity consists in sharing the hallucinations of our neighbors."

A bibliography is available on request from the authors.

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Education and Business:
The Business of Education

TIM KELLEY

Raised eyebrows — that's what I got when I made the career switch from advertising account executive to Grade 1 teacher. Besides trading in a well-paying job for an uncertain future, I was moving into territory where reasonable business people wouldn't tread. After my decision to leave the agency became public, I met on the street a sales manager I knew.

"Where are you going?" he asked.

"Back to school to get enough credits so that I can teach primary school," I told him.

I smiled, and he gazed at me dumbfounded. I could almost hear his wheels working.

"How in the world could you do something like THAT?" he was thinking. "I always thought you were a rational guy."

In business offices and boardrooms, there is a mistrust of education and educators. I have been there, and I can report that when the talk turned to teachers, the tone was usually negative. Now a teacher, I find these same feelings of distrust of business people among my colleagues. Other teachers give me the impression that working in the business community (especially a business like advertising) is alien, almost hostile territory. Teachers and business people seem to perceive an uncrossable chasm between our two work experiences. The feeling is that the aims of the two professions are contradictory.

This feeling of mutual suspicion and distrust is unwarranted. The belief that the world of education and the world of business are mutually exclusive is the big myth. My experience as a teacher has been very similar to my work in marketing and sales. The things I do as a teacher

and the things I did in business are almost the same! The approaches I take, the strategies I employ, and the ends that I attempt to achieve haven't changed much. The philosophy by which I did business in advertising and promotion is the same one I use as a teacher.

To refer to a teacher as an education salesperson is pretty close to the truth. When you're in front of a class trying to teach a lesson that the children really aren't too interested in, you've got to SELL it! Most of the techniques and tricks teachers develop over the years to get across a point are sales techniques. In advertising we used to call it the "dog and pony show." When you've got a client who really isn't hearing what you're saying or isn't too interested in what you've got to sell, you've got to go into the bag and pull out the 'A' material. A song-and-dance routine or a lesson with enough pictures, graphs, and charts to stimulate the client's/student's interest may be called for. Maybe you've developed a unit over time that has a sure-fire "grabber" at the beginning. You present your material with enough intrigue to insure that you "hook them." That's advertising. That's promotion. I use such things every day with the children.

Whether you're working on an advertising campaign for floor wax, or trying to teach a primary class basic subtraction facts, you face the same problem. The material is not the most exciting. To get your point across, you've got to be creative. You've got to sell your product without directly talking about it. As they say in advertising, you want the public to buy the steak but you've got to sell the sizzle. How can you make number facts more interesting? What gimmick or game can you come up with to make the exercise more attractive? How can you package the facts so that the kids learn them without knowing they're being taught something?

As in advertising, you've got to keep updating your campaign. Something that sold last week may be passé this week. What new ideas do you have up your sleeve? What new ways can you market the information?

An advertising client can spot a phony a mile away. If you are insincere or don't really care about the client's needs, the client will find a new agency. You've got to serve the client properly, which sometimes means making hard decisions. You have to put yourself on the line. Sometimes the client will not want to hear what you have to say. What you believe to be in the client's best interest may conflict with what the client wants to do. Sometimes the client will not want to be venturesome when it is appropriate; at other times, the client will not show discipline when it is necessary. To succeed in advertising sales, you must not give in to something that you know is incorrect just because it will make your client happy. You will be doing no favors, and in the long run both of you will suffer.

A good account executive has to stay informed. What's new in the field? Is there a better way to do things? If you are not updated, you won't be able to do your job, and your credibility will be damaged. Without credibility, you lose the respect of your clients. Without their respect, you can't function effectively.

"One thing that education has failed to do is properly market itself to the business community."

Students are our clients. They need to be served. We often have to determine for students what is in their best interests. One child may need to be pushed out of her "comfort zone." Another might need tighter discipline. Our job requires us sometimes to make difficult decisions on the students' behalf. As teachers, we've got to stay abreast of the latest findings in our field. If we are not current, our effectiveness will be greatly reduced.

We can learn much from the way people in business operate. So often we think that the "bottom line" business community operates on one level, while we operate on another. We also operate with a "bottom line," although it's not preceded by dollar signs. Our "bottom line" is the kids that come out of our classrooms. Have we helped them to be the best that they can be?

When I finished working on an advertising or promotion campaign, I always analyzed what happened in terms of how successfully I met my original objectives. Did I do what I said I was going to do? Was the client well looked after? What did I learn? If I did this again, how could I do it better? I still ask myself these questions every day after school.

On the broader view, business aims and education aims need to be similar if we are to survive. If we do not produce children who are able to succeed in business, we haven't done our job. Similarly, business must understand that it is in its best interest for the children of this society to have the best education possible. Our society can no longer compete at the production level with the "cheap labor" economies of many parts of the world. Our only chance to compete is with innovation, creativity, and technical expertise.

We all have a vested interest in teaching our children how to think and succeed. The "bottom line" for all of us is that we're in this thing together. The techniques we employ in our jobs are similar. The results we'd like to accomplish should be the same. Yet we are divided. It doesn't make much sense. The education and business communities need to increase their dialogue and mutual understanding.

We need to have business people come into the schools. We need to go into the boardrooms. We can learn from business. We can teach business. One thing that education has failed to do is properly market itself to the business community. Do business people really know what we're all about? Do they understand what is going on in our classrooms? Do they realize why we do what we do in the way that we do it? The answer is no. We are susceptible to the unreasoned arguments of our critics because we haven't done an effective enough promotion job of our own "product."

Suspicion and confrontation must end. No one is winning. No one is getting what he/she wants from the education system. It behooves us to make the first step. Teachers should encourage school boards to ask business leaders to become partners in education. We should invite business into our classrooms. How can business people help us make a better society? The more they are able to see the similarities of method and our mutual goals, the better chance we have of strengthening the school system. What can they teach us? What can we teach them? We encourage our students to talk and co-operate. It's time we did the same things with the people of the business community.

Tim Kelley is currently a Grade 1 teacher at Blue Mountain Elementary School in Maple Ridge.

Hazel Trembath

a multicultural school

JUNE WILLIAMS

Should you be strolling through the halls of Hazel Trembath Elementary School in Coquitlam, don't peek into Judy Mukuda's classroom, not unless you have time to spare. One glimpse, and you won't be able to resist Judy's welcoming smile. "Come on in. It's lovely to see you!"

Perhaps you'll be able to observe her teaching a lesson on the human family to enthusiastic primary pupils. You are likely to meet parents who are guests in the classroom. You will certainly feel the acceptance and warmth in that room.

Hazel Trembath Elementary is one of the growing number of schools in B.C. that have recognized that implementing a multicultural approach to education is essential for pupils from all backgrounds to grow and learn successfully. Introduced four years ago as a response to parent and staff concerns, the multicultural program is now integral to the functioning and curriculum of the school.

The positive attitudes taught and learned in Judy Mukuda's room are being learned in every classroom in the school, from Kindergarten to Grade 7. Sometimes the multicultural focus is obvious; at other times, it is subtle. In every case, the multicultural component is unique and dependent upon the style of the teacher, the pupils, and the particular situation. A number of principles related to the school's success have emerged.

- **Staff Unity**

The staff is committed to a school-based multicultural program. Members participate in in-service sessions together, exchange ideas as they plan their pro-

Primary children in Judy Mukuda's Coquitlam classroom are reaping the benefits from both an enthusiastic, sensitive teacher and a staff committed to an integrated multicultural program.

grams, share their positive and negative experiences, evaluate, and plan again. Though the multicultural program varies from classroom to classroom, consistencies in philosophy and in approach give the program meaning throughout the school.

It is school policy that an expression of racism must be confronted. Children, as well as teachers, regularly challenge racial slurs. At the time of writing, a group of Indo-Canadian pupils have identified a particular abusive situation, and requested help from the staff in challenging it.

• Administrative Support

The principal of the school, Sandra Boyle, is consistent in her support for the program, and at the same time respectful of the judgment of the school's teachers in deciding upon the extent and scope of their involvement. Her support and leadership are vital factors in the success of the program.

• Working with the Community

The school staff listen to their community, and that practice led to the establishment of the multicultural program in 1982.

At that time, they paid attention to minority parents who expressed concern that their children felt unaccepted by the other pupils, or regretted their skin color. The teachers at Hazel Trembath didn't know if or how they could improve the situation, but they decided to try.

Today, Hazel Trembath teachers continue to co-operate with the community. Parents are invited into classrooms to share something of their cultures with pupils. In turn, teachers make a special effort to explain the multicultural program to parents and welcome their input.

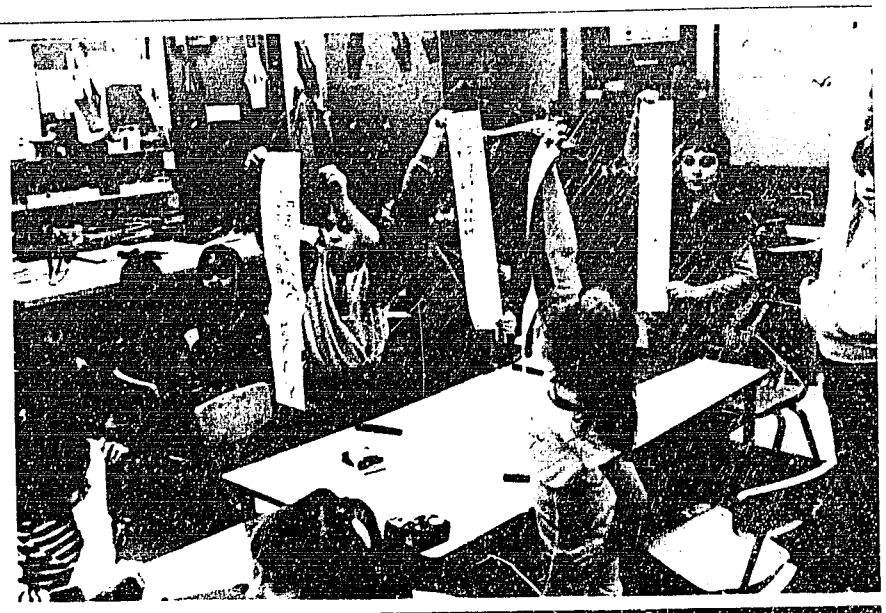
• Willingness To Recognize and Address Racism

The teachers at Hazel Trembath recognize that racism is real and that it hurts children. Racism doesn't have to be overt or violent to have a powerful and damaging impact, and when racist incidents occur, the staff are prepared to handle them with sensitivity.

Through modelling, class discussions, role-playing, and the use of other techniques, pupils learn to relate to one another with greater sensitivity, thoughtfulness, and appreciation.

The self-confidence pupils gain through this process is not always readily visible, but when it is, the encouragement it provides far outweighs any difficulties teachers face.

In September of her Grade 2 year, Sharon confided, "I'm taking swimming lessons, because if I wash my skin



Parents and the community are viewed as essential resources in the Hazel Trembath School multicultural program. Here, a parent, Mr. Chen, shares his cultural heritage by showing primary children how to make Chinese numbers.

enough it might get lighter." The following June, she wrote a poem for the school newspaper that concluded, "The best thing about me is I'm brown."

• Multicultural Education Is for Everyone

Everyone has a culture and a heritage. Not everyone has a background that he/she can identify as "ethnic," but everyone has grown up somewhere, and in the process has been influenced by social and cultural attitudes and practices. The teachers at Hazel Trembath are helping their pupils to explore and become aware of their own cultural heritages, and to extend that appreciation to others.

Pupils trace their family trees, learn that all Canadians have either aboriginal or immigrant roots, research the country of origin of their ancestors, and investigate what it means to be a Canadian.

• Integral

The staff at Hazel Trembath, like those of many schools, began their venture into multiculturalism by focussing on special events. With experience, however, they decided that to be effective, their program had to go beyond special events, to integrate the multicultural approach into every aspect of the school's life — the curriculum and the overall functioning of the school.

For that reason, each class now has its own multicultural program, integrated into the ongoing day-to-day work. Special events still have their place, but they are no longer the primary expression of the multicultural program.

• Realistic Planning

When the staff at Hazel Trembath first decided to proceed with a program of multicultural education, they were somewhat unsure as to how to proceed. They called on the services of the BCTF Program Against Racism and arranged for a variety of resource people to come to their school. Once they became familiar and comfortable with the concept of multicultural education, with a spectrum of curriculum materials and with the resources available to them, they planned their program.

The Hazel Trembath staff continues to plan their multicultural program carefully every year. The teachers individually determine the approach appropriate to their situations. They consider their teaching loads, the nature of their pupils, their particular style of teaching, and the limiting factors such as other commitments and constraints upon their time.

Early in the school year, they share their preliminary plans with each other. They prepare an integrated timetable to allow for the sharing of resources and for team-teaching where appropriate. They agree on practices that will apply to the entire school, and they plan for success by building in processes for ongoing support.

The support comes largely from the sharing that takes place at staff meetings, where teachers exchange their experiences, both positive and negative. They give one another feedback and encouragement and, perhaps most important, give one another the courage to continue with a program that, given the problems in our society, is bound to have disappointments as well as successes.

A final and crucial component of the planning is the time regularly taken to evaluate the program and revise the plans as necessary. Included on the agenda of every staff meeting, this item may take anywhere from ten minutes to half an hour.

FOUR YEARS IS A GOOD START

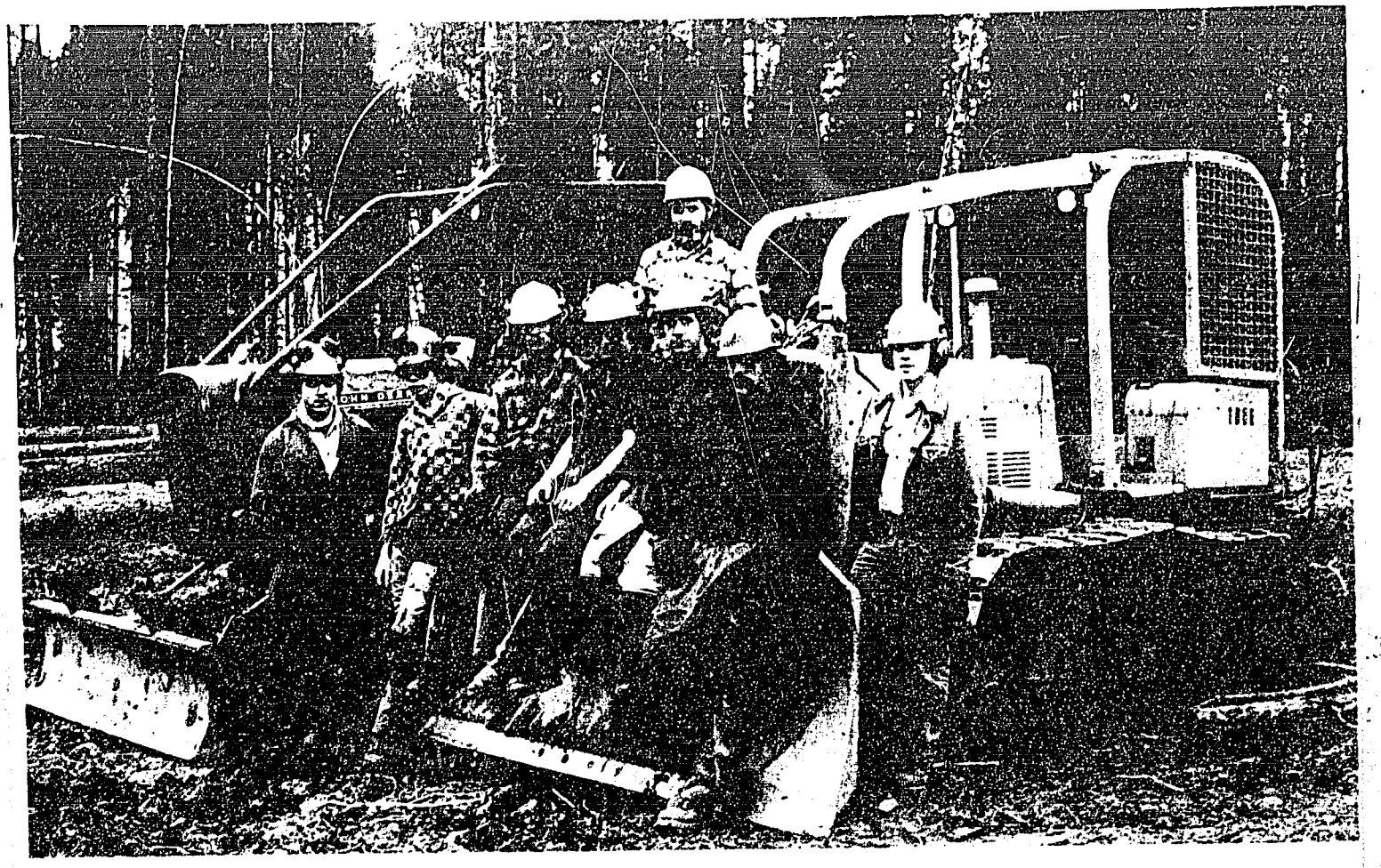
The past four years at Hazel Trembath haven't always been easy. Staff members don't feel that they have found "the one best way" to implement a program of multicultural education. They often have more questions than answers. If you asked for a copy of their multicultural program, they would probably tell you, "We're still working on it." They do have the satisfaction of knowing that they've made a start, and that the program does make a difference to their pupils and their community.

"The ultimate program," says principal Sandra Boyle, "is integrated into the curriculum by the curriculum developers and publishers. Otherwise, I think we're being defeated by the amount of preparation we have to do. Such a multicultural program would mean no extra work or time for the teacher. Even with such a curriculum, we could not have a successful program without some kind of sensitization to what it's like to be a member of a racial minority in our society. We had to become really committed to trying to improve things in our community."

The BCTF Program Against Racism provides workshops, resources, and support services.

For further information contact June Williams, program co-ordinator, 731-8121.

June Williams is currently the co-ordinator of the BCTF Program Against Racism and a teacher on leave from the Vancouver School District.



Carving Out a Logging Curriculum

Awareness, belief, and commitment have launched many community-based programs and locally-developed courses. Knowing their students and their communities, educators have designed school experiences that better meet two essential criteria for learning: relevance and usefulness. Here is the story of the development of one such community-based course: the Clearwater Secondary School logging curriculum.

Picture above: Students in the Clearwater Secondary School logging program and teacher Bob Slingsby (back row) appear here with one of the machines purchased through the program.

Picture opposite right: The success of the program is evident in the high enrolment figures and the continuing support of the industrial community.

JIM LONDON

Clearwater is a scattered community of 7,000 people near the junction of the North Thompson and Clearwater river valleys. Like many communities in Canada, it started as a railway station, but today its major transportation artery is #5 Highway, which handles traffic from Kamloops to Edmonton.

Situated at the entrance to Wells-Gray Park, Clearwater provides services for a burgeoning tourist industry, but its main industry is lumber production. The teenage children of loggers and millworkers in the North Thompson valley attend classes at Clearwater Secondary School (CSS) in a ten-year-old complex housing 450 students and 29 teachers.

In the spring of 1981, I met with District Superintendent of Schools Bill Jory and with Jean Nelson, a school trustee working in forestry, to discuss the possibility of setting up a forest-based locally developed course in the district's only secondary school. We initially agreed that the program should be non-academic, designed to satisfy the needs of those students who would be leaving school either before or after graduation to work directly in the forest industry.

The two major employers in the North

Thompson school district are Weyerhauser and Clearwater Timber Products, softwood lumber producers that export most of what they produce. Those two companies employ a number of logging contractors who provide timber for the mills. Traditionally, less than a third of CSS graduates have attended post-secondary institutions. The majority of graduates, as well as those who left school without graduating, have found employment locally in either the forest industry or service industries.

Initially the North Thompson ad hoc committee decided, after investigating forestry/logging courses being offered elsewhere, that the teaching emphasis at CSS should be on practical logging skills. Moreover, while academically orientated students would not be discouraged from taking logging, the aim would be to satisfy the needs of students who likely would be seeking employment immediately in the woods.

In developing a logging curriculum for CSS, we followed the Hilda Taba model (Wiles and Bondi, p. 35), which calls for a seven-step process: diagnosis of need, formulation of objectives, selection of content, organization of content, selection of learning experiences, organization of learning experiences, and determination of what to evaluate and how to do it. From the beginning, we recognized that "before initiating change, schools need first to realize their local, unmet needs." (Trump, p. 19).

The organizing committee faced three major problems: locating a qualified teacher for the course, acquiring a block of timber to cut; and providing the necessary equipment for our neophyte loggers. Each was solved with relative ease.

No methods courses on logging are offered by faculties of education in British Columbia. None was needed by the veteran industrial educator who volunteered to develop a curriculum and teach the fundamentals of logging. Bob Slingsby had been teaching at CSS for two decades, and during his early years in Clearwater, had spent his summers working in the woods. He knew the industry and, just as important, he knew people he could call on to help make the program work.

Officials in the B.C. Forest Service were enthusiastic about the concept. Without hesitation, they located a block of forest lands close to the school and provided CSS with the necessary cutting permits and very reasonable stumpage fees.

From the beginning, we believed that the CSS logging program could become self-supporting if it were properly managed and had community support. School District #26 (North Thompson) released $4,000 for the initial purchase of power saws, small tools, and safety equipment, and Trustee Nelson and her husband provided, on "permanent loan," an old John Deere skidder. Since then, revenues from log sales have been used to purchase two skidders, a bulldozer, and a four-wheel-drive vehicle to transport students to the bush. Moreover, CSS has hired a part-time field man to work with students and found a substitute for Bob Slingsby in the shops, and it is considering the purchase of a loader in the spring.

During the 1984-85 school year, 50 students, one out of every nine at CSS, elected to take a logging course. Also, despite the dangers in logging, we have not had a student injury in the more than four years the program has operated. The Workers' Compensation Board is pleased with the emphasis we place on safety.

Critical to the success of Clearwater Secondary School's logging program from the outset has been community support. When I asked key industry people in 1981 to serve on an advisory committee, the response was immediate and positive. Recently, that group of nine set up a woodlot society, one objective of which is to apply to the forestry branch for a woodlot that will supply the program with timber for the next 15 years.

Benefits from the logging program have been many and varied. Within the school, the drop-out rate has been reduced significantly. Teachers, continually very helpful with students who have been necessarily absent for work experiences, have reported a more positive attitude among the non-academic students who are in the logging program. Those students have also displayed a legitimate pride in achievement; the machines they have purchased are their machines, and they care for them accordingly.

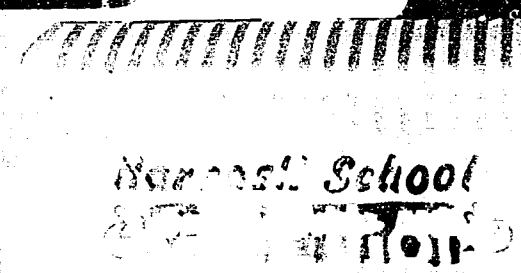
Within the community at large, local citizens speak with enthusiasm about the logging program and display an appreciated willingness to support Clearwater Secondary School in all of its projects. Employers speak with satisfaction about the program graduates they have hired. Investing in a locally-developed program pays major dividends. All educators should recognize that each public school in our province is indeed, whether called one or not, a community school.

Dr. Jim B. London is the principal of Clearwater Secondary School.

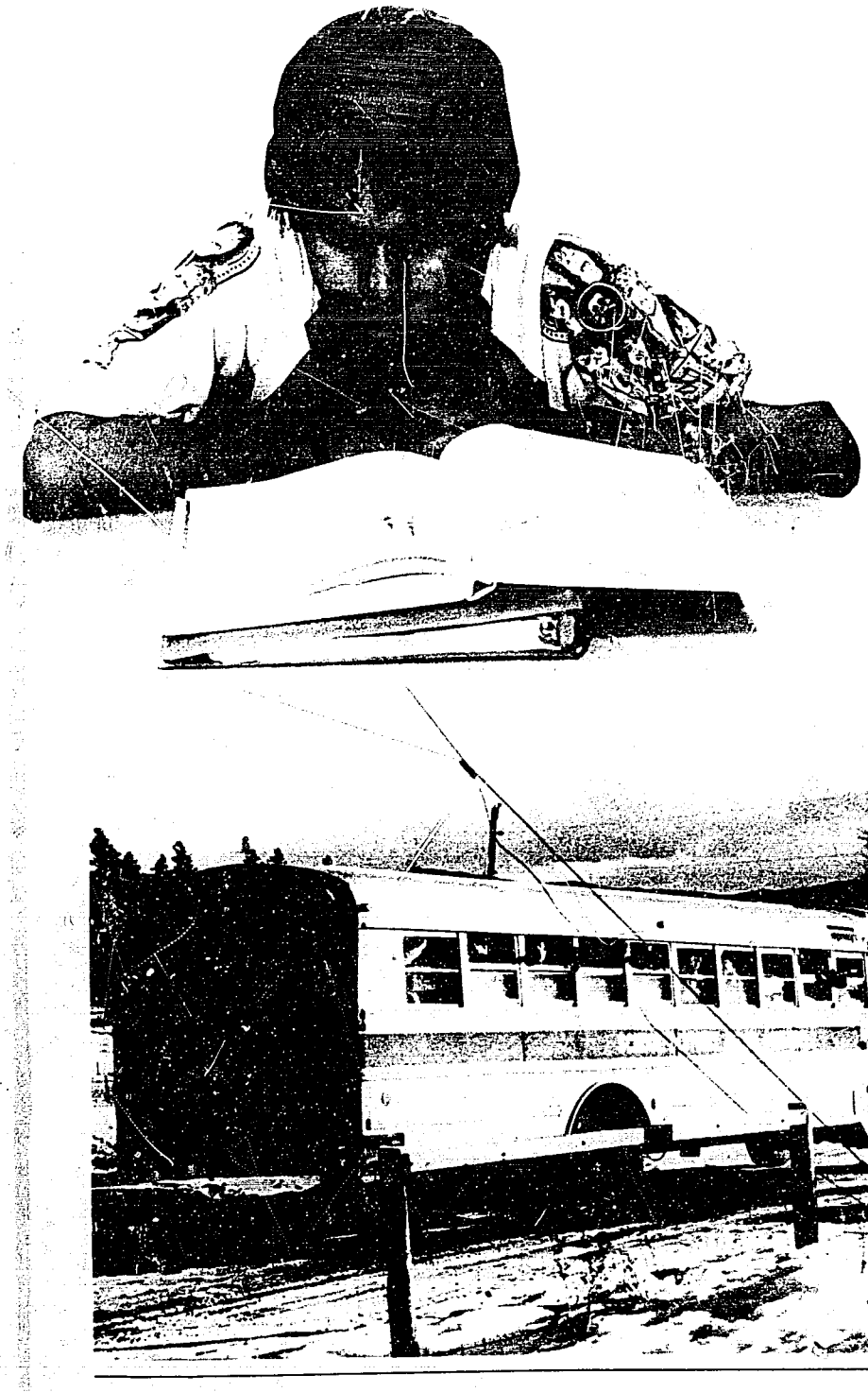
A Rural School, Narcosli Creek

Carol and Kevin Morris teach in a two-room rural school about 18 miles south of Quesnel, B.C.

School hours are from 08:00 to 14:00, however, most pupils arrive by bus at 07:30. Carol and Kevin teach all subjects and have no secretary, and free periods, recess, and lunch-hour breaks are virtually non-existent.



Many of the activities would be impossible without the interest and support of the parents of the school....The school skating rink is used by the students and the community. Water for the rink is pumped from a slough in a nearby farmer's field. The money for the pump and hose was raised by the parent-teacher group.



Recasting

A participatory approach to public relations is under way in British Columbia. In this interview, Barrie MacFadden, first vice-president of the Vancouver Elementary Teachers' Association, describes this new route to gaining public support. He speaks with Michael Morgan and Paul Hovan, of Michael Morgan and Associates, and with Bill Clark, president of the Telecommunications Workers' Union, about their successful public relations campaign on the Sunshine Coast.

BARRIE MacFADDEN

MACFADDEN: *Michael, what untapped potential does education have for communicating with the public?*

MORGAN: People love kids. Even the most hard-hearted business person loves to see little bright eyes learning things and recognizes that without those little bright eyes learning things, the whole system comes to an end. We went from horse and buggies to jet planes by investing in the future. Education needs to be presented as an opportunity to create solutions. Education has something for everyone . . . a better job or a cure for cancer.

MACFADDEN: *How do you get this information to people who don't have children in school?*

MORGAN: You bring it right into their living rooms. It's not that I love TV so much, but we know of no other way to get so many emotions into somebody's living room.

HOVAN: Television's cost per thousand is extremely efficient. A $1,500 BCTV News Hour spot is expensive, but you are reaching half a million people when the spot runs.

MACFADDEN: *What about communicating with parents?*

MORGAN: Sending home report cards twice a year is not the kind of communication today's parents want. Many parents are either too tired to help with their children's homework or don't understand it at all and feel they have no place. If a teacher just invites the parents in for a chat — not a formal interview — they can talk about the child and likely warm up. You can go from there to show that schools still teach a lot of basics and they can be pretty interesting places in which to learn.

HOVAN: This is another place where TV or videos of what goes on in schools today can help parents and the public. Many parents don't know what to ask about during parent-teacher interviews, and they don't feel welcome in schools. Seeing interesting learning situations for kids gives them some up-to-date information, and a teacher's personal invitation to come and chat makes them feel welcome.

Barrie MacFadden is committed to winning support for public education through an effective public relations approach.

Making people feel informed and comfortable about the good things taking place in public schools is the place to start.

MACFADDEN: *Skeptics say that public relations is a weak response to the pressure the government has been placing on the public school system. Do you see it as a weak response?*

MORGAN: Not doing public relations in an organized way is the weak response. When the government found the province going into a recession, it had to find money for Expo and Northeast Coal. Polling showed that the public school system and teachers were vulnerable, and the government judged that the public school system and teachers would take a lengthy propaganda barrage without mounting a major offensive.

MACFADDEN: *How does advertising fit into such a public relations plan? I've often heard it said that advertising campaigns are just pouring money down the drain.*

MORGAN: You can't expect throwing a little bit of money at a problem to ameliorate that problem. Such advertising won't work. You have to build a concrete year-in year-out program to bank good will with the public and your own members. Building up good will requires time and the personal involvement of your members. You can't spend money on isolated campaigns and say, "Well, we tried that and it didn't work!"

Public relations has become quite scientific. You really need professional help to organize effective public relations, help to burnish an acceptable image in the public minds so that when you come on hard times you just draw a little out of your "bank account."

MACFADDEN: *What are other components of an effective PR campaign?*

MORGAN: A primary component is gathering information and analyzing it. Survey your own membership, poll public opinion, conduct discussion groups with representatives of the segments of society you want to target. When you have identified a theme for your campaign, set about getting space in the media. Some space you buy, some you "steal," and some you generate yourself

through conferences, commissions, town meetings, human-interest stories, and press conferences.

This layering of information, images, and actions over an extended period aims at affecting or changing public opinion. A good example of this multidimensional approach is the campaign we did for the Telecommunications Workers' Union (TWU) on the Sunshine Coast. There the surface issue was the proposed closing of the Phone Mart in Gibsons.

MACFADDEN: *Bill, how did you explain the effect on the Sunshine Coast of transferring jobs to North Vancouver?*

CLARK: We took out ads in local papers and radio stations to make people aware of what was going on. Then we had a series of town meetings to explain the impact of such relocation.

MACFADDEN: *How did you get people in the community to come to a meeting focussing on a union problem?*

CLARK: We succeeded in convincing some people that jobs lost in the utility and service areas are gone forever. Losing only a few jobs can destabilize the economy of a small community.

In newspaper ads and handbills, we explained the financial effect of losing a hundred jobs. We also carefully explained effects on other jobs. We argued that to use technology properly, you have to decentralize the technology and not centralize the workers; the technology can be used to redistribute jobs and income on a more rational basis.

MACFADDEN: *You had to give people in the community much more information about the issues than they usually get through a newspaper headline and a small story.*

CLARK: Yes. We had to educate them that a process was going on that also affected banks, service stations, retail outlets, and insurance companies. From the company's perspective, anyone who can centralize information and work functions can do them more effectively in one building in Vancouver. But the long-range effect of this process is the re-establishment of a society of wealthy city-states surrounded by poverty.

MACFADDEN: *How much information did you get across to people through your advertisements?*

CLARK: Quite a bit. We used the ads to get people to focus on the issue and get them to the meetings. When they came to the meetings, they had a good interchange with us on the many related social issues.

MACFADDEN: *Who chaired your town meetings?*

CLARK: In Sechelt, the president of the Chamber of Commerce ran the meetings.

MACFADDEN: *How did you talk the president of the Chamber of Commerce into doing that?*

CLARK: We convinced him that while we happen to be trade unionists, we work and live in the community. We pay taxes there and buy things in the shops. We do all the same things Chamber of Commerce people do, except on Thursdays, they go bowling, and we go to union meetings.

MACFADDEN: *So you were using a model of co-operating to survive rather than a labour vs. managment confrontation.*

Bill Clark, president of the Telecommunications Workers' Union, has seen a multi-dimensional PR campaign work for both the TWU and the community on the Sunshine Coast.

CLARK: No. I wouldn't say that. Sooner or later people conclude that it's them against the multinationals or them against the government. Individuals have a hard time affecting the decisions of such large bodies unless they do it collectively. Sooner or later people take sides. As trade unionists we have to make sure we are on the side of the community. We try to downplay union activism and emphasize our common community interests.

MACFADDEN: *Have you ever worked with the Chamber of Commerce before?*

CLARK: That was a brand new venture! We used the same method in Campbell River. For over a year, as a result of a town meeting, we have had a group called the Employment Stability Committee, which is alternately chaired by the Chamber of Commerce and the Labour Council. During the year, only one business person quit; the rest have met every two weeks to try to develop common strategies to create jobs.

MACFADDEN: *Do you see this as an ongoing activity?*

CLARK: Yes. On the Sunshine Coast, after our town meetings, people decided to form a labour council. Unionists, retired teachers, business people, and retired community activists are all working together.

MACFADDEN: *Michael, how does what Bill describes fit into the broader picture?*

MORGAN: I see it as part of a developing "new approach." We collectively see that significant changes are occurring in society. People are changing. Their behavior is changing. They are looking for agents for change. Bill is one of the forerunners. B.C. is on a shift, which I believe the government is not paying attention to.

MACFADDEN: *What kind of leadership is needed?*

HOVAN: It's an attitude toward participatory democracy. People want to participate. The level at which they are most comfortable is at the local community level. It's that enlightened self-interest that appealed to the Chamber of Com-

merce. Your self-interest is most apparent within your immediate environment. That's where you can act and react. It's very difficult to attack a multinational or deal with a provincial government if you live in Vernon or Terrace. What is left for you to do? How do you participate in this thing called democracy? This is where theory begins to meet practice. Bill has followed the town-meeting concept with action planning. Media plays a large role in massaging the whole process along the way.

MACFADDEN: *How do you blend the research, media, and participatory elements?*

HOVAN: The campaign the TWU organized against an attempt to deregulate the telephone system is a good example of these elements blended together.

MACFADDEN: *How did the campaign start?*

HOVAN: The reams of information the TWU research staff has on the topic of telephone *deregulation* became the backbone of the information package given to the press. Once the research was done, the question was how to get people's interest in the subject. Our company produced a slick TV ad, which featured Alexander Graham Bell saying, "When I invented the telephone, I did it so folks could talk to each other inexpensively. But now some people in Ottawa want to make you pay more."

MORGAN: When the ad hit the airwaves, the press couldn't say it was superficial pap and union propaganda. The TWU researchers had given the press detailed, substantive research.

HOVAN: The smart "face" that was presented in people's living rooms had a whole "body" of facts behind it. Because of this, we weren't attacked by the press. When the press sifted through the TWU research, which contained a litany of problems occurring in the U.S. after deregulation, and support from experts like Ralph Nader, the press got on our side.

CLARK: We put our union's phone number on those ads and invited people who were concerned about the issue to call us. The ads ran for three weeks. We got so many calls that we had to put business agents on two shifts a day in the union hall seven days a week. We had 1,820 calls. Everyone who phoned was sent the complete deregulation information kit.

MORGAN: Concerned citizens were also encouraged to contact the Canadian Radio-Television Commission (CRTC) for more information. So many requests were sent to the CRTC that it had to delay its deregulation decision for six months while it provided all the information requested.

This mass mobilization was sparked by one TV ad, but the ad was in concert with substantial research done by the union, with union members willing to explain the effects of deregulation at public information meetings, and with swamping the CRTC with requests for more information.

MACFADDEN: *Bill, I see public relations as a very important part of your job as a union leader.*

CLARK: Yes. There is a public out there — both union members and those outside our rank – that we have to deal with. We have to pay very close attention to what is said in business magazines like *Business Week* and *Fortune* and find out what is going on.

Half the work force in the U.S. is under 35 years of age. Most are not anti-union; they just think unions are irrelevant. That's our fault. People haven't changed. They still want a good education for themselves and their children. They still want good housing. But we haven't convinced them that the best way to achieve that is through collectivity. Many see themselves as one special individual against the world. They will take care of themselves at work. But as they get picked off, they don't learn. When the worker is done, some new kid from a technical institute takes his/her place and sees himself/herself as a rising superstar. It takes 10 years to figure out what is happening and by that time the job might be in jeopardy.

Unions have to change their methods of communicating. Current information is the key. That large group out there is not anti-union. Most people are well educated now and know that sometimes they have to rely on organizations. It is just a matter of who is going to serve them.

MORGAN: Unions have to market themselves more — to both their own members and the public. They have to provide more services to their members, or they will lose them. Members need to see their union leaders in more than a one-dimensional role. If union members feel good about their leaders, when a campaign is mounted you have some juice to put into the mixes! Groups such as the BCTF do great things, but nobody knows about them.

It's our job as public relations professionals to make sure our client's information is accurate and meaningful, and will attract positive press attention in such a way that they will respond. If you are going to attract attention, you'd better have something to say!

Michael Morgan, Barrie MacFadden, and Paul Hovan outline the elements of good public relations — layers of information, images, and actions over an extended period of time.

Barrie MacFadden is currently first vice-president of the Vancouver Elementary School Teachers' Association and a learning assistance teacher in Vancouver.

Teachers : Retired

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

Stewart T. Abbot, Surrey
George Abbott, Burnaby
Margaret Adams, Edmonton
Albert G. Addy, North Vancouver
Charles G. Adlard, Peace River North
Johanna Alderdice, Prince Rupert
Norma E. Allpress, Cariboo-Chilcotin
Ruth I. M. Anderson, Abbotsford
Harry R. Anderson, Nelson
Norma A. Antrim, Qualicum
John T. Bayfield, Coquitlam
Rose A. Beaveridge, Prince George
Gisela L. Beissner, Langley
Menadora Benedik, Cranbrook
Albert R. Bianco, Shuswap
John W. Billman, Delta
Norma Bittner, Surrey
Helen J. Bliss, North Vancouver
Winnifred D. Bohanna, Maple Ridge
Marion C. Booth, Trail
Lorna L. Boyle, Vancouver
Winifred Bracher, Vancouver
Gwendoline T. Brown, Vernon
Joyce E. Brown, Vancouver
Ronald Brown, West Vancouver
Glen W. Brown, Central Okanagan
Mitchell Brown, Vernon
Beverley J. Bullen, Greater Victoria
Edward L. Bullen, Courtenay
Jack C. Buller, Delta
Geoffrey W. Burnett, North Vancouver
Douglas Cake, Greater Victoria
John H. Calam, Salt Spring Island
Alice M. Campbell, Fernie
Ian R. Campbell, Vernon
Eric S. Capon, Prince George
Anna C. Carlson, Powell River
Edward T. Carroll, Delta
Colin W. Castley, Greater Victoria
Garry C. Chater, Greater Victoria
Richard A. Chell, Langley
Jacqueline Chowne, Delta
Joan C. Churchill, Campbell River
Joseph A. Chute, South Cariboo
Charles R. Clarke, West Vancouver
Constance M. Cleaver, Surrey
Arthur G. Cliff, Delta
Phyllis R. Conner, Burnaby
Owen G. Cook, Surrey
Shirley O. Cooke, Abbotsford
Howard R. Cooper, Richmond
Peter G. Cordoni, Surrey
Robert B. Cormack, Princeton
Ruth Coulthard, North Vancouver
Denovan Crees, Delta
David B. Dack, Surrey
Eric S. Dakin, Coquitlam
Frances W. Daniel, Nanaimo
Mary E. Davidson, Delta
Kenneth W. Davies, Chilliwack
Alan H. Davies, North Vancouver
Kathleen F. Davignon, Langley
Beatrice C. Davis, Trail
Mildred M. Davis, Surrey
John J. Denhamer, Windermere
Katherine Denis, Langley
Thomas T. Dennett, Vancouver
Marjorie Dewey, England
Robert W. Dobie, Abbotsford
Renee Doonan, Peace River South
Michael Downing, West Vancouver
Joan M. Droppers, Sooke
John G. Drossos, Keremeos
Mary M. Dubord, Maple Ridge
Samuel Dumka, Greater Victoria
Willard G. Dunlop, North Vancouver
Thomas Dunwoody, Greater Victoria
Marion Eckman, Langley
Mary A. Edmonds, Vancouver
Alexandra J. Embree, Cowichan
Ruth E. Erickson, Merritt
Charles T. Etchell, Vancouver
Elizabeth P. Fairall, Maple Ridge
Dickson M. Falconer, Chilliwack
George H. Falk, Abbotsford
Fredida Fast, Chilliwack
Rita J. Fillingham, Coquitlam
Jeannette M. Fitzpatrick, Chilliwack
Robert C. Fitzpatrick, Surrey
William R. Foster, Powell River
William S. Foster, Central Okanagan
Irene S. Fowle, North Vancouver
Frank Friesen, Surrey
Joan M. Friesen, Lake Cowichan
Leona E. Fritzke, Langley
Albert G. Fry, Saanich
Gwendolyne M. Fulwiler, Abbotsford
Susie Funk, Chilliwack
Richard G. Futcher, Greater Victoria
Peter M. Gallpen, Central Okanagan
Peter J. Gammon, Greater Victoria
Edward I. Gaskell, Saanich
Verne D. Gillies, Creston-Kaslo
Margaret E. Gilmour, Abbotsford
Lorna R. Glass, Coquitlam
Anne Goldring, Sooke
Charles A. Gordon, Vernon
Frank W. Gower, Greater Victoria
Jacqueline E. Gowler, Vancouver
Douglas R. Grant, Coquitlam
Olive Guedes, Nanaimo
Laurence E. Hardy, Abbotsford
Robert M. Harris, Mission
George Hartford, Peace River South
Alexander Henderson, Burnaby
Donald G. Henderson, Greater Victoria
William I. Herkes, Saanich
Eileen L. Herridge, Vancouver
Winifred D. Hicock, Vancouver
Agnes Higgins, Surrey
Margaret M. Hodgkin, Greater Victoria
Sydney A. Holmes, Courtenay
Cornellious Holob, Richmond
Irene Horne, Coquitlam
Gladys E. Houghland, Delta
Elisabeth Houghton, Coquitlam
Lorna M. Hudson, Abbotsford
Leo Hughes, Penticton
Rodney E. Hunt, Vancouver
Blanche M. Hunt, North Vancouver
Alan W. Hyde, Burnaby
Beverley K. Inouye, North Vancouver
Peter J. Isaac, Chilliwack
Lloyd A. Ish, Castlegar
Albert E. Johnson, Fernie
Garth Johnson, Delta
Victoria Johnson, Surrey
Delmar D. Johnstone, Abbotsford
Helen C. Jones, Delta
Lillian D. Jones, Surrey
Stuart Jones, Campbell River
Vera M. Jones, Vancouver
Margaret B. Joyce, Vancouver
Christina A. C. Juell, Nechako
Vivian M. Jung, Vancouver
Georgina M. Kalmack, Burnaby
Christina Kelly, Mission
Thomas W. Kelly, Delta
William Kereluk, Kamloops
W. Klassen, Abbotsford
Orest Kosmynka, Delta
Alexander Kosub, Vedder Crossing
Albert E. Laidley, Abbotsford
David J. Laidman, Vernon
Sylvester J. Laturnus, Surrey
Wah Ben Lee, Central Okanagan
Alice M. Leitch, Vancouver
Jenny B. Lenihan, Port Coquitlam
Leonard M. Letham, North Vancouver
Inez J. Little, West Vancouver
Desmond M. Loan, Central Okanagan
Jean Lock, Vancouver
Norman J. Loewen, Vancouver

Irene L. Logan, Princeton
Henry V. Lougheed, Surrey
John M. Lowe, Prince Rupert
Joyce K. Lydiard, Vancouver
Doreen L. MacAdam, Vancouver
Margaret MacMillan, North Vancouver
Lorna B. MacQuarrie, North Vancouver
Leona J. Macsporran, Coquitlam
Albert Madryga, Kamloops
Herman Madsen, Vancouver Island North
Joseph Maher, Delta
Betty-Lou Malpass, Greater Victoria
Edward O. Marcum, Langley
William F. Marshall, Cowichan
Maria Martens, Abbotsford
Marjorie A. Martens, Greater Victoria
Vivianne R. Maunders, Surrey
Alan L. Maxwell, North Vancouver
Gilbert A. May, Vancouver
Frank E. McEachern, Merritt
E. Mavis McEwan, Vancouver
Norma M. McFarland, Terrace
Donald R. McIntyre, Central Okanagan
Audrey McKay, Chilliwack
Margaret G. McKenzie, North Vancouver
Nona B. McKinley, Burns Lake
Gladys E. McLaren, Vancouver
Roy I. McLoughlin, Abbotsford
Harry D. McTaggart, Langley
Lorna E. Measure, Trail
Klara S. Meiers, Surrey
Merla J. Metcalf, Powell River
Netannis G. Mills, Greater Victoria
Helen E. Milnes, Central Okanagan
Andrew W. Mirren, Langley
Hannah P. Mitchell, Greater Victoria
Kenneth W. Mitchell, Trail
Phares L. Mixon, Greater Victoria
June R. Moes, Richmond
Kenneth N. Morgan, Burnaby
Elizabeth M. Morris, Prince George
John F. Morris, New Westminster
Sinikka Morrow, West Vancouver
Pearl Moser, Delta
Shirley K. Nelson, Peace River North
Hubert Northrop, Burnaby
Virgil R. Oriente, Armstrong-Spallumcheen
Richard R. Owen, Surrey
Joyce M. Parlett, Sooke
Patrick R. J. Pauluk, Trail
Laura H. Pells, Central Okanagan
Harvey V. Penner, Chilliwack
Jacob H. Penner, Vancouver
Alex Pereverzoff, Nelson
Agnes M. Peters, Lake Cowichan
Mary D. Phillips, Cranbrook
Morris C. Phsick, North Vancouver
Mary R. Pickett, Clayburn
Glen E. Plueckhahn, Nanaimo
Mary H. Porges, Delta
Francis H. Powell, Kamloops
Ruth E. Ptashnick, North Vancouver
Edward R. Ratcliffe, Abbotsford
Ross C. Rathie, Campbell River
George P. Rawlinson, North Vancouver
Robert W. Read, Delta
Paul W. Redekop, Abbotsford
William B. Redekop, North Vancouver
Gordon J. Reid, Hazelton
Marie Reimer, Abbotsford
Ernest T. Rice, Grand Forks
Winnifred A. Richmond, Burnaby
David G. Riddle, Abbotsford
Barbara J. Ridley, Coquitlam
John D. Roberts, Lethbridge
Garvin H. Robinson, Abbotsford
R. Kenneth Robinson, Surrey
Elizabeth M. Roome, Central Okanagan
Raymond K. Ross, Surrey
Dorothy E. Ross, Richmond
Ethel E. Rowell, North Vancouver
William L. Rush, Prince George
William H. Russell, Vancouver
Donald Rutherford, Abbotsford
Allen Salter, Delta
John H. Sawyer, Langley
Hazel P. Schroeder, Mission
Maria E. Schweighofer, Coquitlam
Florence C. Scoppa, Vancouver
Lois A. Scott, Surrey
Dorothy F. M. Sharrock, Vancouver
Mary A. Sherrington, Vernon
Stella A. Simpson, Chilliwack
Harold R. Sinclair, Cariboo-Chilcotin
Edward Skalazub, Maple Ridge
Kenneth E. Smith, Kamloops
Lila P. Smith, Burnaby
Bruce M. Smith, Kamloops
David W. Smith, Surrey
William Smithaniuk, Surrey
Lucy H. Sommerville, Burnaby
Beatrice E. Speers, North Vancouver
William R. Spencer, Burnaby
Harry W. St.Clair, Burnaby
John W. Steed, Nelson
Elizabeth A. Stelfox, Princeton
Gordon P. Stephen, Richmond
Beatrice Stephen, North Vancouver
Gary D. Stevens, Greater Victoria
Kathleen G. Stewart, Greater Victoria
Nan Stirling, Vancouver
Lester Sutherland, Delta
Neil Swainson, Greater Victoria
Patricia R. Sweeney, Delta
Gordon F. Sylvester, West Vancouver
Ruth P. Syme, Abbotsford
Anthony Tadey, North Vancouver
Wilda I. Tate, North Vancouver
Jack L. Taylor, Burnaby
Jeannie D. Taylor, Powell River
Ivy Templeton, Chilliwack
Helen Thiessen, Nechako
Jack H. Thomas, Coquitlam
Ray S. Thompson, Coquitlam
Ruth N. Townsend, Abbotsford
Maria Triplett, Prince George
Sheila A. Trotter, Abbotsford
Helene Tubbesing, North Vancouver
Angelina Turner, Cranbrook
Elizabeth Varley, Surrey
Elinor L. Verkerk, Maple Ridge
J. David Verkerk, Maple Ridge
Edward D. Vogt, Surrey
George H. Waite, North Vancouver
Shirley D. Walker, Maple Ridge
Luva R. Walker, Nanaimo
Evelyn S. Warnelius, Vancouver Island North
Joseph H. Warnock, Vancouver
Lillian Wasiuta, Edmonton
Bryce Waters, Surrey
Shirley M. Watson, Burnaby
Olwen Watt, Alberni
Elizabeth R. Watt, Vernon
Victor A. Webber, Surrey
Edward F. Weeks, Summerland
David E. Welch, Saanich
Ralph R. Westberg, Surrey
Margaret E. Westerman, Surrey
Dorothy Westgarth, North Vancouver
Robert D. White, Summerland
Gordon E. Whitney, Vancouver
Erma Wiebe, Chilliwack
Henry Wiebe, Abbotsford
Walter W. Wiebe, Chilliwack
J. Donald Wilson, Central Okanagan
Barbara J. Withers, Richmond
Doreen M. Woodall, Burns Lake
Geraldine Wray, Richmond
Lloyd T. Wrean, West Vancouver
Wallace B. Wright, Surrey
Victor F. Wright, Burnaby
Geraldine E. York, Vancouver
Paul Zubick, Central Okanagan

These teachers retired in June 1984 and were granted allowances in August 1984. They were inadvertently not published in The B.C. Teacher. *The federation extends to them all best wishes for the future.*

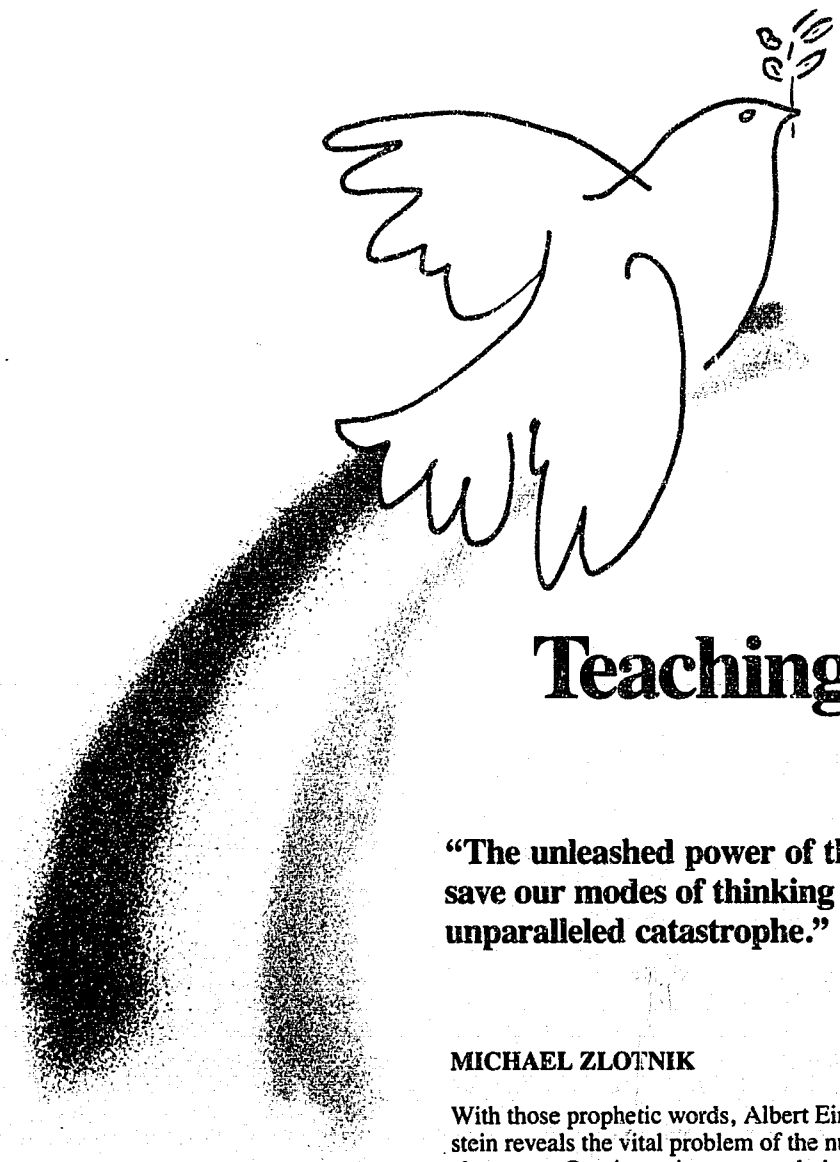
Arthur Alexander, Delta
Joseph Allen, Surrey
Carrie Anderson, Central Okanagan
Evelyn Armstrong, Vancouver
Margaret Askham, Cowichan
Laurel Baird, North Vancouver
Frank Barge, Trail
Alisen Barkley, Vancouver
Patricia Barteski, Maple Ridge
Fred Bevin, Nanaimo
Alys Bibby, Alberni
Keith Bickmore, Greater Victoria
Barbara Biggins, Vancouver
Charles Blake, Vancouver
Isabel Bodnar, Vancouver
Joseph Bolton, Vernon
Doreen Bontemps, Nanaimo
Ena Bork, Penticton
Barbara Bowen, Trail
Russell Bradbury, Nanaimo
Ray W. Briggeman, Trail
William Britland, Vancouver
Donald Brown, North Vancouver
Muriel Brown, Vancouver
Vivian Brown, Vancouver
Alexander Bunkowski, Vancouver
Rex Calhoun, Surrey
Hazel Cambrin, Delta
William Cameron, Delta
Hugh Campbell, Richmond
Geoffrey Cave, Surrey
Charles Clement, Surrey
Pauline Clement, Kimberley
Rosa Coleman, Penticton
John Crowle, Greater Victoria
John Crowther, Greater Victoria
Norman Currier, Nanaimo
Alan Daniels, Vancouver
Miriam Davie, Sunshine Coast
Raymond Davison, Greater Victoria
Elizabeth De Villiers, Greater Victoria
Theresa Dennis, Courtenay
Gwendolyn Dick, Vancouver
David Dimmick, Vernon
Maria Donati, Vancouver
William Doubt, Vancouver
Leonora Dunse, North Vancouver
Edith Edwards, Sunshine Coast
Margaret Ennenberg, Vancouver
John Enns, Surrey
Joseph Exner, Peace River South
Dennis Fawcett, Merritt
Bettie Fielder, Greater Victoria
Walter Findlay, Vancouver
Stanley Fisher, Trail
Lyle Fleming, Prince George
Beryl Forster, Nanaimo
Raymond Forster, Nanaimo
Edwin Fraser, Peace River South
Ernest Frost, Burnaby
Gerald Fry, Maple Ridge
Phyllis Fulton, Vancouver
Astrid Furrie, Surrey
John Gabbott, Chilliwack
Ruth Gaisford, Vancouver
Arthur Galbraith, Southern Okanagan
David Gale, Vancouver
Genevieve Gamache, Kamloops
William Gear, Vancouver
Eleanor Gilchrist, Alberni
Therese Goodall, Coquitlam
Russell Gowing, Saanich
Annie Granlund, Campbell River
Jules Gratien, Vancouver
May Grimm, Cranbrook
Lena Hafft, Vancouver
William Halcrow, Maple Ridge
Shirley Hall, Surrey
John Hannah, Vernon
Jack Hannam, Greater Victoria
Jackie Hansen, Coquitlam
Arthur Hanson, Mission
Katherine Harder, Chilliwack
Joan Harrigan, Surrey
David Hart, Vancouver
Frank Hawkhead, Vancouver
Alice Hawkins, Richmond
Thomas Haynes, Nanaimo
Lottie Hemeon, Greater Victoria
Ayako Higashi, Creston-Kaslo
Margery Hodson, Vancouver
Laurel Hoe, Vancouver
John Holtam, Surrey
Dickey Isenor, Courtenay
Kenneth Jackson, North Vancouver
Peter Jaenicke, Vancouver
Agatha Jarosinski, Vancouver
Herbert Jenkin, North Vancouver
Ann Johnston, Vancouver
Richard Jones, Vernon
Ronald Jones, Nanaimo
Mary Kavidias, Vancouver
Stanley Kennett, Vancouver
Ashford Kenney, Prince George
Clifford Ketchum, Vancouver
Geoffrey Kirkby, Vancouver
Kiyoshi Kitagawa, North Vancouver
Frans Koning, North Vancouver
Robert Kring, Surrey
Adelaine Kubos, Castlegar
Phyllis Kuhnert, Cranbrook
Rudolph Lacerte, Mission
Constance Lafortune, Summerland
Sheila Langhaug, Surrey
Anne Lawton, Peace River South
Donald Layzell, North Vancouver
Barbara Leask, Vancouver
Evelyn Lewis, Vancouver
Gertrude Loewen, Shuswap
Phyllis Logan, Prince Rupert
Anne Logelin, Kamloops
Mary Lund, Vancouver
Elizabeth Machan, Alberni
Hilda MacPhail, Hope
Robert Maize, Merritt
Esmat Mansouri, Vancouver
Helen Marshall, Vancouver
Evelyn Mason, Trail
Elizabeth Mayne, Greater Victoria
Lajwanti McArthur, Kamloops
Bernard McCarron, Greater Victoria
Marian McCoy, Vancouver
Alma McDougall, North Vancouver
Velma McEwan, Prince George
Edward McKierahan, Cowichan
Donald McKinnon, Greater Victoria
Gladys McLeod, Shuswap
Joan McLeod, Penticton
Eileen McRae, Vancouver
Ralph McTaggart, Vancouver
Margaret Meagher, Vancouver
John Mennie, Cranbrook
Olga Miklavic, Vancouver
Gertrude Moore, Kamloops
Margaret Morgan, Coquitlam
William Morlock, Maple Ridge
Archibald Morris, Nanaimo
Margaret Mowatt, Vancouver
Edgar Lee Muffly, Trail
Agnes Muir, Vancouver
Lennard Munday, New Westminster
Doris Nash, Nanaimo
Lillian Nelson, Vernon
Muriel Neufeld, Vancouver
Elizabeth Nicholl, Surrey
Helen Nicolle, Delta
Jacqueline Nobbs, North Vancouver
Douglas Noel, Penticton
Dorothea Norton, Coquitlam
Gerard Oteman, Courtenay
William Ozzard, West Vancouver
George Paille, Surrey
Irene Pascuzzo, Cranbrook
Alexander Patrick, Vancouver
Marika Petrakis, Vancouver
Kathleen Pickard, Howe Sound
Phyllis Pidcock, Prince George
Thomas Pidcock, Prince George
Marie Popham, Coquitlam
Malcolm Porteous, Vancouver
William Porter, Greater Victoria
Jack Potter, Vancouver
Douglas Pryce, New Westminster
Audrey Purvis, New Westminster
Angele Quilichini, North Vancouver
Bernice Quintal, Vancouver
Mary Read, North Vancouver
Arden Reimer, Surrey
Miriam Robinson, Alberni
Hector Rossetti, North Vancouver

Beatrice Roth, Richmond
Dorothy Rowse, Coquitlam
Jack Rush, Vancouver
Isobel Rutzebeck, Vancouver
Darrell Rye, Kamloops
John Salmon, Cowichan
Helen Samograd, New Westminster
Donald Sampson, Vancouver
Agnes Sanderson, Quesnel
Donald Sanford, Saanich
Joanna Scott, North Vancouver
Alice Sears, Surrey
Dorothy Shaver, Vancouver
Valerie Shuttleworth, Nelson
Thomas Siddall, North Vancouver
Violet Sketchley, Peace River South
Carolyn Slight, North Vancouver
Lucy Smithaniuk, Delta
Marjorie Spencer, Delta
Margaret Spring, Richmond
Hellen Stephen, Vancouver
Stanley Street, Richmond
Susanne Stuart, Central Okanagan
George Stubbs, Vancouver
Aino Tamm, Vancouver
John Tetrault, Surrey
Avedene Thornton, Prince Rupert
Gustave Thorsell, Powell River
Leonard Timmins, Vancouver
Desmond Truscott, Richmond
Mary Tucker, Greater Victoria
Ralph Tully, Vancouver
Vera Turnbull, Burnaby
Michael Turyk, Saanich
Gladys Tweed, Campbell River
Mildred Twiss, North Vancouver
Mary Urbash, Fernie
Crawford Vogler, Vancouver
Pauline Weinstein, Vancouver
Donal Wilson, Vancouver
John Wilson, Vancouver
Laurie Wilson, Saanich
Shirley Wilson, Peace River South
Mary Winstanley, Cranbrook
John Wittenberg, Abbotsford
Helen Wooley, Langley
Joan Worthen, North Vancouver
Thomas Wright, Gulf Islands
Gustaaf Wttewaal, Kamloops
Ching Pei Wu, Langley
Orville Zander, Vernon

Teachers : Remembered

In Service	Last Taught In	Died
Virginia E. Glanville (Babbini)	Burnaby	August 8, 1985

Retired	Last Taught In	Died
Louise Bennett (Storey)	Nanaimo	August 15, 1985
Hubert Bolstad	Chilliwack	October 8, 1985
Eva Collins (Allan)	Vancouver	September 5, 1985
Marjorie Couch (Wilson)	Lake Cowichan	October 14, 1985
Isobel Cowx (Donaldson)	Victoria	October 19, 1985
Camitle Denholme (Peters)	Vancouver	August 26, 1985
George Eldridge	Kamloops	November 4, 1985
Alfred Foubister	Ladysmith	October 11, 1985
Chrestine Goodman	Burnaby	June 24, 1985
Garnet Hardy	Vancouver	August 20, 1985
Katherine Hooson	Chilliwack	July 22, 1985
Phyliss Hutchenson (Racklyeft)	Trail	August 1, 1985
Alice Lawrence (Thorpe)	Central Okanagan	September 29, 1985
Gladys Ledingham	Victoria	August 15, 1985
William Lucas	North Vancouver	October 4, 1985
Ella MacKay (Gilpin-Jensen)	Sechelt	October 12, 1985
Lillian MacKay (June)	Victoria	October 18, 1985
Olive McGillwray (Simpson)	Prince George	October 9, 1985
Margaret Oliver (McGregor)	Mission	September 17, 1985
Eleanor Palmer (Dawson)	Victoria	July 31, 1985
Alice Stevenson	Surrey	September 15, 1985
David Thomson	Vancouver	October 22, 1985
Catherine Tupling (MacDonald)	Vancouver	July 16, 1985
Ivy Watkins (Henry)	Kamloops	August 11, 1985
Ronald West	Coquitlam	October 31, 1985
Isobel Whelan	Vancouver	September 22, 1985
Lillian Williamson	Vancouver	September 4, 1985



Teaching for Peace and Persons

"The unleashed power of the atom has changed everything save our modes of thinking and we thus drift toward unparalleled catastrophe." **– Albert Einstein**

MICHAEL ZLOTNIK

With those prophetic words, Albert Einstein reveals the vital problem of the nuclear age. Our inventiveness, technical skill, and ability to organize and administer projects of vast scope and complexity combine to grant us immense powers. At last, we have the power to feed, clothe, shelter, and care for everyone on earth abundantly. The essential capacities for educational, cultural, economic, and social development are at their peak, but the very powers that make possible a great leap forward in human fulfilment and satisfaction endanger our civilization, our species, and the earth as a life-support system.

Now, when we humans hold the mightiest material and technical capabilities in our hands, we face the ultimate danger.

Einstein, in common with other great thinkers, tells us that the problem lies with our ways of thinking.

In addition to the risks of future destruction are millions of actual casualties each year because we do not rechannel war expenditures to the enhancement of life. We also pay a psychic cost every

day — all of us. The cost is paid by children who have fears and anxieties parents and teachers avoid. The cost is paid by adults who feel the loss of meaning and purpose that comes from avoiding a crucial personal issue. The cost is paid by teachers, above and beyond the costs paid by others, because the issue being ignored strikes to the heart of our task and life as teachers.

CONNECTIONS BETWEEN PEACE AND COMMUNITY

There are two perspectives from which we might examine the connections between peace and education. The first concerns the conditions the community must provide in order for schools to be able to educate. The second concerns what teachers must teach if the community is to survive.

Education is a process by which people come to understand the real world they live in, how it got the way it is, how they can live productive and happy lives in it, what alternative future possibilities exist and what they can do to influence their future and to fulfil their destiny. Education is a long process, requiring an openness to new (or even old) and strange ideas, and to the patient cultivation of new skills, powers and ways of thinking. Education makes sense in a world that will continue, in which the deferment of immediate activity to develop knowledge, understanding, skills, and powers will grant the student the time to apply these new understandings.

This sense of an ongoing social venture, of being part of a virtually immortal community that lives on as its members are born, grow, and die is undermined in the present climate of international relations. From a more individualistic perspective, education makes much more sense if I have reasonable odds of living three or four score years than if I see my fate as death at an early age. On this score, young people today have grave concerns about the probability of nuclear war. Many children fear they won't live long enough to get a university degree, get married, and have children of their own.

For example, at the B.C. Secondary Students' Peace Education Conference, November 8-10, 1985, the students did some informal polling among themselves. One of their first activities was to frame a "yes/no" question on peace/war and to go around the room interviewing as many of their fellow students as they could in a short period of time. The results are not a scientific survey, but we have a record of 47 of these mini-surveys, and they are interesting. Some results follow: Do you think there is a strong possibility of a nuclear war? Yes: 12 No: 11. Do you think there will be nuclear holocaust in our generation? Yes: 10 No: 15. Do you think there will be a nuclear war within 25 years? Yes: 8 No: 22. Do you think there will be a major war in the next 10 years? Yes: 10 No: 20. Do you want to be alive after a nuclear war? Yes: 12 No: 17.

"Teachers are the hope of the world. This is because you can teach a new way of thinking, a new way of relating, a new way of being in the world."

Students are concerned about the prospects for nuclear war and many of them are pessimistic about their chances. While the mini-surveys are not scientific studies, the carefully controlled studies that have been done are equally disturbing. For example, Beardslee and Mack report, "Our strongest finding, we feel, is a general unquiet or uneasiness about the future and about the present nature of nuclear weapons and nuclear power . . . . One cannot help wondering from these materials whether nuclear developments are having an impact on the very structure of personality itself in adolescence, particularly in the areas of impulse management and ego ideal organization." (1982).

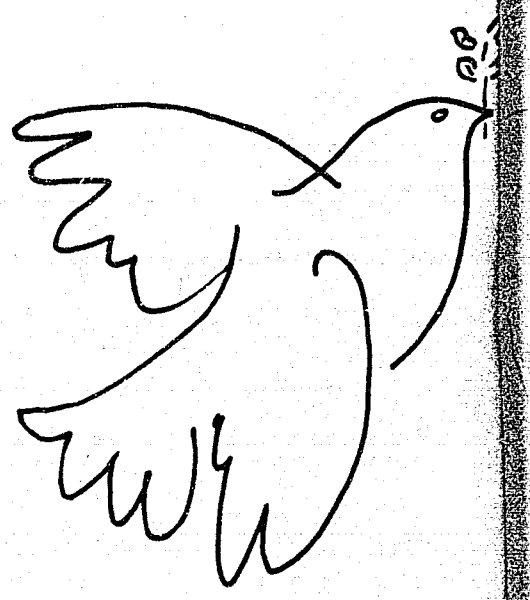
Students are reluctant to make long-term future plans, such as is expressed by a Grade 8 valedictorian in a New Hampshire school: "The whole idea of education is based on the belief that society is going to continue. If we did not believe that, no one would put money into schools, or spend their lives teaching in the schools, or go to school. To benefit from our education, society must make sure the world will survive. If the world were destroyed by a nuclear war, the investment in our education would be wasted. But society must do something more than make sure that a nuclear war does not happen. It must convince students that a nuclear war cannot happen. For unless students truly believe that the world will survive, they will not see any reason for working now. If society will do what is necessary to persuade us that the world will still be here when we finish school, we will do what is necessary to prepare ourselves for that world. Then, when we are citizens, parents, and teachers, we will do the same for our children. And that will be our thanks to you for this school and for our education."

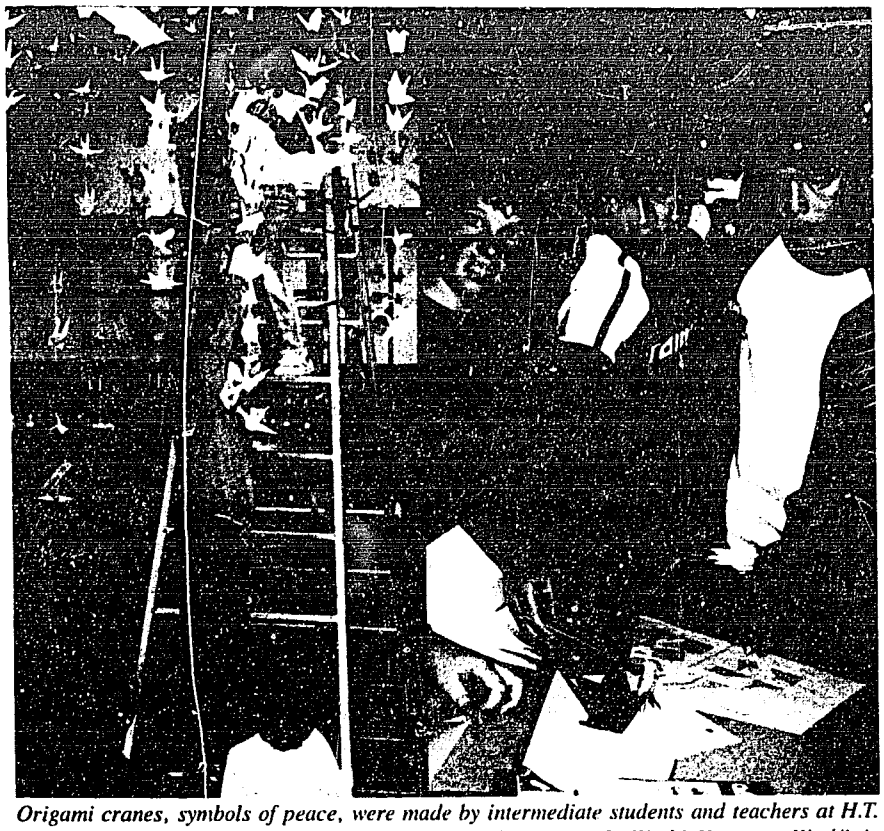
As educators, we require a commitment from our communities and our society to work for peace and to restore a rational belief in an enduring future within a worth-while world. As advocates for education, we need to speak up for the conditions for productive learning, which include the realms of spirit, hope, and public values as much as the material conditions such as resources and class sizes. In our time, that means a bias for peace.

TEACHING FOR COMMUNITY SURVIVAL

We now turn to the responsibility of schools and of teachers for the survival of communities, of societies, and of the world. What must we teach in schools to do our part in preserving life, culture, and civilization? I have been wrestling with this question for some time. Sometimes it seems as if the answer is very complex and extremely difficult to articulate in a few words. Other times, it seems short and simple.

Let's start with the short answer, and see where it takes us. The task of schools and of teachers is to educate — to help students develop the knowledge, understandings, skills, and powers to live in and shape their world. To educate, we need to ensure that students come to un-





Origami cranes, symbols of peace, were made by intermediate students and teachers at H.T. Thrift School in South Surrey as part of their celebration of "World Harmony Week" in November, 1985.

derstand: (1) What is the world we live in like? (2) What is our history? Where did we come from, and how did we get here? (3) Who are we as human beings, and how can we fulfil ourselves in the world? (4) What future options do we have as a planetary people, and how can we influence our own future?

Each of these four dimensions is challenging, and there might be a fair bit of controversy about how to pursue them and what we might expect schools to do to handle them. Nevertheless, they can be justified and I believe that most teachers can see the sense in the broad aims suggested by these questions. This way of defining education draws out the fact that education involves inquiry. It constantly poses questions. And the answers to those questions tend to require revision — frequently, sometimes radically.

Our short answer is that the task of schools and teachers in the nuclear age is to *educate* — to educate so that students grow in their capacity to deal with the four big questions above. But does this really answer the question? Einstein tells us that we have not changed our modes of thinking ". . . and we thus drift toward unparalleled catastrophe." Other thinkers tell us that while we are undergoing a profound social and economic transition from an industrial to an information society, our patterns of thinking are obsolete relics from the industrial age.

Abner Peddiwell, in his 1939 classic *The Saber-Tooth Curriculum* presents a witty satire on education. He tells of three fundamentals taught to paleolithic children in certain community schools by a great innovator named New-Fist. Those fundamentals were fish-grabbing-with-bare-hands, horse-clubbing, and saber-tooth-tiger-scaring-with-fire. When a glacier caused fish, horses, and tigers to disappear, schools nevertheless went on teaching the old fundamentals for the "eternal verities" they contained. In Peddiwell's satire, we laugh as we see the elders and the professional educators go to great lengths to rationalize an obsolete curriculum and artificially engender student interest in irrelevant studies.

Sadly, we who are the stewards for public education at this critical juncture in history, preside over a system every bit as obsolete as New-Fist's saber-tooth curriculum. Our current system, with its industrial metaphors and technicist assumptions, is obsolete in its most fundamental categories of thought. Although critical problems regarding aims, values, and philosophy exist throughout our educational system, the problem is most acute within the secondary schools.

Rather than study the real world, secondary schools study a make-believe world — the world of subjects, of courses, of disciplines, of curriculum. Disciplines, which once served as modes for inquiry and exploration of the real world, have become reified into "forms of knowledge." The study of angles inscribed in circles in our Grade 10 mathematics curriculum serves the same social and personal aims today as clubbing hairy little horses did after the glacier of paleolithic times. Moreover, our silly testing and evaluation programs have turned many teachers away from the genuine concerns and needs of their students. Instead teachers focus on covering the curriculum. This press to "cover the curriculum" is something many students experience. It teaches that schools are about an unreal world and that many teachers are too busy dealing with fanciful and archaic matters to teach about real things, happening right now.

As teachers who have tried it can attest, simply teaching the facts about our global peril and the need for new approaches seldom produces results. We humans have a remarkable capacity for rejecting or ignoring or compartmentalizing information that cannot be accommodated within our existing world view and perspectives.

That is why the great challenge of teaching today is to open up to learners new ways of thinking about themselves and the world that are incorporated into a personal transformation of their character and essential personality. Through transforming ourselves, we become capable of making our world a place fit for human beings. Through personal transformation, we learn how to live fulfilling lives in an environment much changed from that of only a generation ago. The dangers we face arise from our own thinking, from our ideas of the "enemy," our ideas of power, authority, and security, of knowledge and truth — and of ourselves. Our world is a dangerous place, and it will remain so until we change the ways we think about one another and our place on the earth.

NEW WAYS OF THINKING AND TEACHING NEEDED

"It was a thought that built this whole portentous war establishment, and a thought shall melt it away." This saying of Ralph Waldo Emerson challenges us to make the connection between something as intangible as a thought and the mighty material forces of the nuclear age.

Teachers who are interested in learning more about teaching for peace, new ways of thinking, and related matters, may wish to draw on the following resources and materials.

- Individuals can join B.C. Teachers for Peace Education (regular annual dues $20) by contacting Harley Rothstein, c/o BCTF.
- School staffs or other intact groups can inquire concerning peace education workshops offered by BCTF peace associates. Contact Holly Watson at the BCTF.
- Teachers, students, parents, and citizens can join the Peace Education Coalition, which publishes *Teaching Peace* twice a year, for $10 (individual), $25 (organizational), or $100 (founding). Contact Denis Ottewell, c/o BCTF, or Matthew Speier, 4540 West 6th Avenue, Vancouver, B.C. V6R 1V5.
- Materials inquiries can be made to the BCTF Lesson Aids Service.

Now there are any number of people who are dedicated to changing others through various forms of POWER and manipulation, whether subtle or overt. This is not what I mean. The great teachers have understood a very basic fact about POWER and the human yearning for security: there is no authentic security through the assertion of either individual or corporate will and POWER. The assertion of POWER generates resistance; manipulation breeds distrust and counter manipulation, and the truth is nowhere to be found.

Teaching for the future must focus on the cultivation of character and personality, and on the development of virtues that will bring security and justice to the community and happiness and fulfilment to the individual. Such teaching is caught more than taught. It must be modelled.

Out in the schools are some teachers who have decided to take personal responsibility for bringing about a great social transformation through their teaching in the classroom and their work with their teaching colleagues. They offer their own special way of being in the world, their own way of relating to others and of teaching truthfully, relevantly, powerfully, meaningfully, and gently. They will face no end of difficult challenges. Little in the way of official support, little money, and the constant pressure to conform to the political will of the POWER wielders is their present lot. Yet they must persist with their teaching.

Education must be directed by a concern for *truth seeking*, if we are to understand our real world, our actual options and our best interests. POWER wielders often prefer to decide what is true, right or just for others. They want education to produce canned answers to preset questions. Hence they bring pressures onto teachers to rig the inquiry or to teach the "facts" only.

I can offer no simple solution to this problem, which can produce so much anxiety and stress for teachers. Collectively teachers must work to gain the professional autonomy to teach with relevance and integrity. Individually, the task is to take whatever space one has to teach about the real world, to bring to attention the essential issues, to develop a sense of engagement, of optimism and empowerment; to foster an awareness of our modes of thinking and to develop skill and power in thinking; to model the character and virtues of responsible, autonomous and authentic citizenship for a global community.

Here and there in classrooms, teachers are bringing into being a new cosmology — a new perspective on reality, on knowledge, on morality and on society. The understandings of these teachers — not a heteronomous curriculum — will provide the unity, direction, power, truth, and capacity for self-correction and self-renewal for our youth and our communities.

They understand that there is a real world that can be altered but not ignored by our thought and action which generates the power for self-correction and self-renewal. These teachers for peace teach on the basis of a partly given, partly self-created reality, which is amenable to transformation through individual and group thought and action. Their curriculum is grounded in the concerns of real people in their actual situations. For them, teachers and learners belong to a learning community. By freeing themselves and their teaching from the twin shackles of covering the curriculum and serving the state, they begin to empower students. By so doing, they respond to the secondary school student who said, "Knowing is terrifying. Not knowing is terrifying. But not knowing is hopeless, and knowing may save us." By so doing, they unleash the transformative power of a community of connected, critically reflective, and caring persons.

Education is now at the crossroads. At this moment those who have decided to teach for a peaceful, just, and liberating future are a scattered minority whose ideas, practices, values and commitments appear odd or even improper to the mainstream. If these teachers remain a tiny minority, *Homo sapiens* is doomed to extinction. If they succeed in penetrating and transforming mainstream thinking, their teaching will be the fulfilment of Emerson's prophecy.

The Reagans and the Gorbachevs can buy us some time, but they can provide no enduring solution to the most vital issue of all.

Teachers are the hope of the world. This is because you can teach a new way of thinking, a new way of relating, a new way of being in the world. By having the courage to face reality openly, honestly, and optimistically with your students you can give them hope that they do have a future. If you are given the time, you may truly educate enough of this next generation so that we might begin the transformation to a just, peaceful, democratic, and inclusive global community.

Throughout this article, "POWER" is used to denote power over others and "power" to convey capacity of "can do."

A bibliography is available on request from the author.

Dr. Michael Zlotnik is the director of the BCTF Professional Development Division.

SOFT DRINKS. THE HARD FACTS.

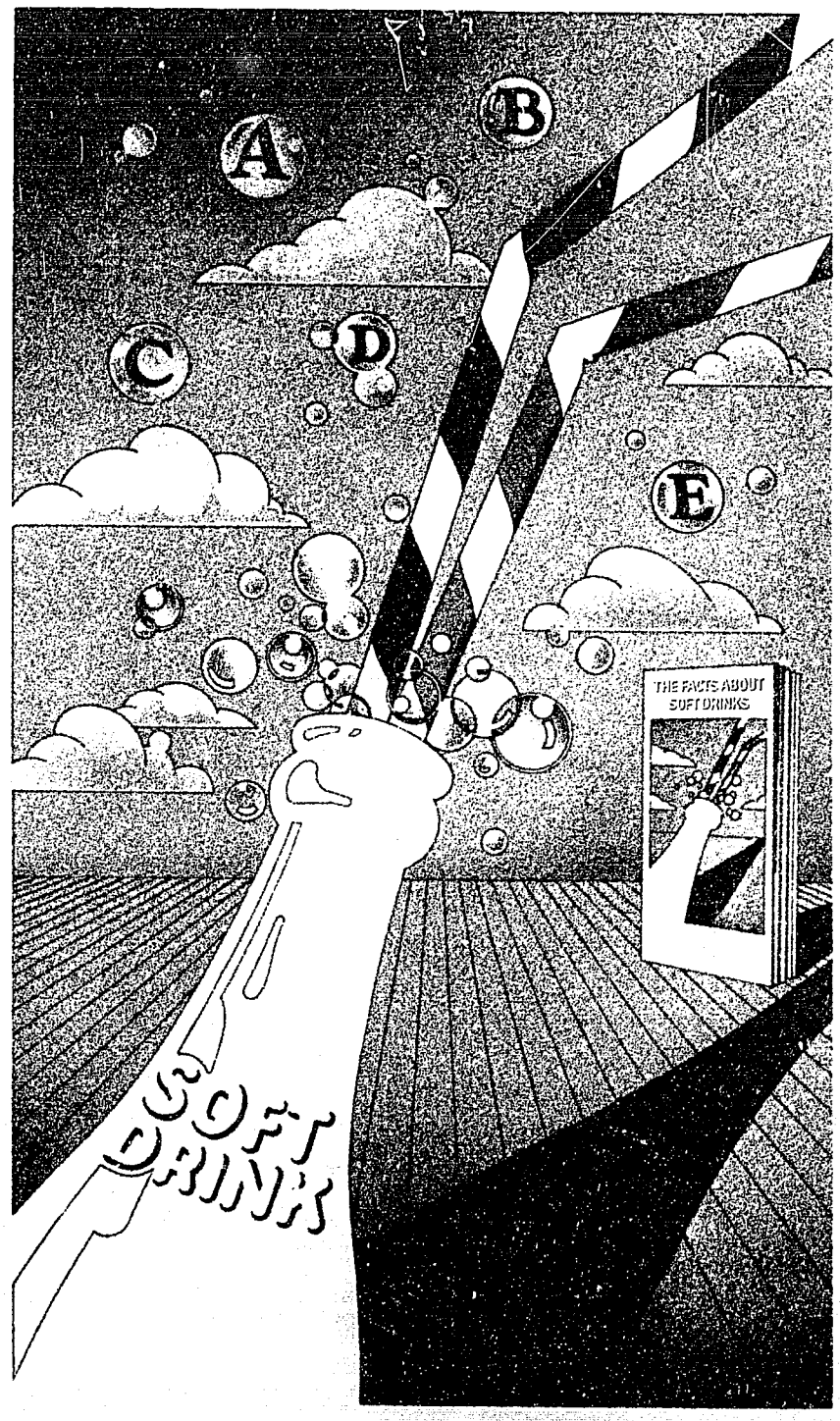
It's a fact: soft drinks are a part of the student lifestyle. We think they should know what's in soft drinks – and so should you.

To give you and your students an opportunity to learn more about soft drinks, the Canadian Soft Drink Association has produced an exciting package of educational material including brochures, newsletters, films and the popular pamphlet, "The Facts About Soft Drinks."

This material does not suggest that soft drinks are a substitute for proper nutrition. It simply illustrates what your students should know about soft drinks: what they're made of; how they're produced; their history; diet implications and other important facts. And it reminds them that this refreshing taste treat – like any good thing – should be enjoyed in moderation, in the context of a well-balanced diet.

We'd like to send you "The Facts About Soft Drinks" and a list of our other material, free. Just drop us a line at the address below.

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



SOFT DRINKS. ONE OF LIFE'S LITTLE PLEASURES.

Extending Our Community Through Networking

Whether it's by telephone, mail, or computer, today more people are sharing common interests by keeping in touch through informal networks.

MARVIN WIDEEN,
BARBARA MOON, AND
RICHARD WARRINGTON

Skyscrapers and pyramids conjur up hierarchical social structures. Spider webs and fishing nets evoke images of networks — a set of points joined by lines. The points represent people or groups, and the lines indicate the interactions or communications among them. The social structure of a community is based upon a series of informal and formal networks.

Networks have been around for a long time, but J. A. Barnes was the first to use the concept to analyze the social patterns in communities. He analyzed interactions within a Norwegian parish (1977). Since then, both the study of networks and the creation of them to accomplish various purposes have become very common.

A network exists when a group of people communicate on a regular basis. Most networks are informal, but others are created for special purposes and have formal structures to maintain them. Informal networks exist within a school, where a group of teachers have similar views or interests which they discuss regularly. Networks exist among teachers from different schools who have common interests around some aspect of teaching. In many cases, networks form among people who have shared some common experience — teacher training or university graduation, for example. More formal networks frequently exist among groups of people, institutions or individuals representing institutions. The people who represent a school staff at a central council and who continue communication among themselves after the meetings are an example of the latter type.

HOW CAN NETWORKS BE USEFUL?

Those who have examined networks usually make two points about their usefulness: they enhance our understanding of how community groups and institutions work, and they provide powerful mechanisms to assist groups or individuals within a community to achieve social ends.

Barnes's original work with networks was basically an attempt to understand the social structure within a small community. As he studied the small parish in which he worked, he saw the patterns of interactions that occurred through informal networks among the members of that community. Since that time, others have used the concept to examine various aspects of school and community life. Cusick (1981) through a study of networks among the staff of two secondary schools was able to identify the support groups and the people who influenced teachers in their daily work. The real influences were not those one would expect from examining the formal structure of the school, but rather a set of informal personal communication links established and maintained through networks.

Have you ever attended a meeting to make your case about an issue only to discover that the minds of the decision-makers were already made up? They may have listened politely to you, but you had very little influence on the decision. The decision had already been made, but not in the meeting you attended. The previous contacts that the decision-makers had had through informal networks had shaped the decision-making process to such an extent that your input came well after the fact.

Everyone has had such an experience. You must not scorn the democratic process, but rather come to understand how networking influences most important decisions. As a first step, begin by finding out what you can about the formal and informal networks to which the decision-makers belong. With whom do they socialize? What conferences do they attend? What people constitute their circle of friends? When you have answers to these questions, you will have a better sense of what most influences decision-making, whether the decision-making has to do with personnel selection or how someone intends to teach his/her next science lesson.

Teachers most frequently trust the advice of other teachers when making decisions about which programs or ideas to use in their classrooms. Such advice occurs during social contact. So the social links are probably the most powerful links for many of us in determining many aspects of our personal and professional lives.

Networks also have great potential for helping you achieve social and educational goals — for spreading your ideas about teaching or for gaining access to ideas that others have.

In the information age, formal networks have a definite purpose or mission. The National Diffusion Network in the United States is a large dissemination system that identifies successful educational programs and helps install them in other districts across the country. That network was created with a permanent central office funded by the U.S. federal government. Its purpose is to spread new ideas about teaching, with the ultimate aim of improving teaching in schools.

A B.C. network among Kindergarten and preschool teachers that started as a result of a summer institute held in 1984 provides a local example. Today the group maintains contact through a newsletter which is intended to facilitate information exchange, provide a vehicle for discussion of issues, and acknowledge innovation.

WHAT ARE THE ADVANTAGES OF NETWORKS?

The current interest in and popularity of networks is tied to the many advantages they have over other forms of or-

ganization. The first advantage arises out of the flat, horizontal way that networks are structured. Everyone in the network is a peer, at an equal level of power and influence, not having to answer to anyone in authority. Hence the participants are more democratic and free wheeling in their interactions. Networks survive on the strength of the need and on usefulness to those in the network.

Networks change and improve the lives of people. We use networks to change our personal or professional lives because the perceptions and information we gain have credibility; it comes from contacts we trust. We see the senders of such information in a light different from that in which we see administrators or other persons in positions of power. If you wish to change some aspect of your instruction, you can probably benefit greatly from a support group established through networking.

A network is a safe support group in which you can test new ideas. It is often much easier to fly a trial balloon with a distant peer than among those within the institution in which you work.

HOW DO YOU SET UP A NETWORK?

You are probably already part of various networks (communities are basically groups of formal and informal networks), so you might begin to identify the networks of which you are a part and take steps to strengthen them.

You can form new networks to achieve purposes that are important to you. Let's assume that you are interested in improving some aspect of your science teaching. Workshops and university courses make us aware of new ideas and update our knowledge, but they rarely assist us to translate that knowledge into practice. Forming a small network of peers can provide a valuable support group for translating theory into practice.

The key to establishing a network is to make a start when the need is there. Do not waste all your energy planning. Contact some of the people you met in a workshop or someone else who you know is well respected as a science teacher and from whom you think you could learn. This is only the first step. Research has shown that networks usually fail unless some catalyst maintains the process once it has started. Cultivate the contacts you have made, begin to share information, become the catalyst. A network as small as three or four people can be very useful to you.

In 1984, the Science Council of Canada released a study showing that in elementary schools the time spent teaching science was very limited. Partly in response to that data but also in response to discussions with many teachers in elementary school, a group of people working through APASE (The Association for the Promotion and Advancement of Science Education) decided to do something to assist teachers. They hoped to make teachers more aware of interesting and usable approaches to science teaching and to provide them with practical information about science and technology.

They used networking as the main vehicle for accomplishing this goal. They decided to prepare and distribute newsletters to teachers in elementary schools in British Columbia to encourage a type of general network to which any teacher can belong.

Some things can be learned from the experience of our group working through APASE. First, teachers do work in isolation, particularly with a subject such as science. From our discussions with teachers, we have seen the need for the creation of a community in this province that is interested in improving the teaching of science in elementary schools. That community must be made up mostly of teachers. Restraint has destroyed some of the supports for teachers that were once there; we must strive to rebuild them.

Second, money is available to community groups such as APASE or teacher groups for similar projects. The Federal Department of the Secretary of State has funds available for a variety of projects.

In this article, we have argued that networks can be a powerful means for understanding and strengthening the communities in which we live. By developing networks for special purposes within these communities and beyond, we gain access to ways of becoming better at our professional work, and influencing what goes on around us.

A bibliography is available on request from the authors, as well as information about networks and possible funding.

Marvin Wideen is an education professor, Simon Fraser University; Barbara Moon, a science instructor, Fraser Valley College; and Richard Warrington, a private consultant. All are among the founding members of the Association for the Promotion and Advancement of Science Education (APASE).

Classified

MISCELLANEOUS

A live-in nanny from Europe can solve the problems of combining a career and a family. Advantages include: flexibility in daily scheduling; stability at home for your children; relaxing with your children when you come home to a clean house and a prepared meal; the cost is competitive. Bomalex International (403) 487-1755.

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C-64 Software for teaching French or Spanish grammar topics and vocabularies. SPECIAL PACKAGE AND RATES FOR SCHOOL BOARDS. Teacher utilities for creating variety of quizzes. Write: Tutor Enterprises, P.O. Box 2242, St. Catharines, ON L2M 6P6.

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Quarry Bay offers a natural paradise providing family recreational living at its best. It is secluded and peaceful, yet only 2 hr. from Vancouver. Relax and do nothing or enjoy leisurely walks by the sea, stop and hear the woods alive with birds, sunbathe on the beaches or on the smooth shoreline rock, swim in the crystal clear water or dive to view and explore in the cleanest and clearest environment, water ski or windsurf, sailboat or fish for salmon or cod at nearby shoals or right in the Bay. Gourmet dining on oysters, clams, mussels, prawns or crabs. Build your own cabin or contract your summer dream home. Enjoy the great outdoor and the saltwater domain—establish a priceless family heritage to be enjoyed for generation after generation. **From $28,900-$4,000 down.** For appointment to view 987-5737 or 937-7601.

Recreation property in Harrison Holiday Leisure Park. Includes use of pool, clubhouse, laundry, near hot springs pool, golf course and Hemlock Valley Ski Resort. 1½ hr. to Vancouver. $5,000 O.B.O. Contact: Glad Bury, 12571-98 Avenue, Surrey, BC V3V 2K6. (604) 581-9797.

REUNIONS/ANNIVERSARIES

Lord Strathcona Centennial Reunion
June 13 & 14, 1986
All ex-students 1891-1980 and ex-staff are invited to attend. To register, contact the school or 255-5882. Back to Strath!

McNicoll Park Jr. Secondary School (Penticton)
25th Anniversary
Homecoming '86 - May 17, 1986
An open invitation to all former students and staff to attend. For detailed information send your name and address to: Mr. A.R. Butler, McNicoll Park Jr. Secondary School, 1213 Debeck Street, Penticton, BC V2A 3Z1.

Reunion '86 - Sir Guy Carleton Elementary
May 16-18, 1986
Register before March 1, 1986 at 3250 Kingsway, Vancouver, BC V5R 5K5. Come for Vancouver's Centennial Celebrations and Expo '86.

REGISTER YOUR REUNION $10
We spread the word across North America. Reunion Register, 1115-8th Avenue South, Lethbridge, AB T1J 1P7.

TRAVEL/HOLIDAY

Palmer's Chart House: A unique guest house on Orcas Island, San Juan Islands. Year-round accommodation. Memorable meals, sailing, fishing, hiking, an all-inclusive package. $35 per person per day, plus tax; minimum two, maximum four guests. By former BC teachers. Brochure: Mr. & Mrs. D.G. Palmer, P.O. Box 51, Deer Harbor, WA 98243, or call (206) 376-4231.

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

Work Abroad. Unique newsletter listing openings overseas $3. Directory of Hiring Agencies $3. Bulletin & Work Abroad Jobsearch Kit $1. Directories of English-speaking schools and board $2 per country. Mr. Information, P.O. Box 955-T, Ganges, BC V0S 1E0.

Taking a year out? I want to hostel around New Zealand, Australia and the Orient. Sept. 86-Aug. 87. If anyone is interested in joining me, please write to 3961 Lakeside Rd., Penticton, BC V2A 6J7.

ATTENTION—ALL TEACHERS

Introducing a completely new pocket calculator designed and programmed for the professional teacher. Now grading really is as easy as A B C with the new GRADEMATIC 100 grading calculator. Offering such features as: instant average both letter grades and numerical scores. Automatically keep class averages. Allow you to "weight" interim grades of different point values in final grading. Time tests or assignments with its built-in Stop Watch and Timer-Alarm, plus standard calculator functions. Compact design. Comfortable keyboard. Automatic shut-off feature. Comes complete with: long life button cell batteries, carry case, instruction book, one-year warranty, 14-day MONEY BACK GUARANTEE. If for any reason you are not delighted with your GradeMatic 100 simply return it within 14 days of delivery for a full, prompt refund. To order your new GradeMatic 100 calculator enclose $69.95 (plus $3.50 shipping). B.C. residents add 7% ss tax ($4.90). Send your cheque or money order to: Associated Office Systems, P.O. Box 4062, Postal Station "A", Victoria, BC V8X 3X4. For further information call (604) 384-3739. Allow 3 weeks delivery. All orders will be confirmed.

HOUSE RENTALS/EXCHANGES

Furnished townhouse in a quiet wooded area, 2 bedrooms and den, 2½ bathrooms, w/w carpets, f/place and patio. Five appliances. Close to bus, easy access to downtown and university. Pool and playground in the complex. No pets. Lynn Valley area, North Vancouver. Rent July and August $800/month. (604) 988-6952 after 8 p.m.

Expo '86, 3 bedroom furnished family home. 5 min. walk to ALRT. Renting July and August $800/month. Contact: D. Rickbeil, 919 Queens Avenue, New Westminster, BC V3M 1M1, 525-6731.

Apex Ski Condo—1 bdrm., sleeps 6. Daily, weekly and summer rates. For rental schedule and information, write 1694 Duncan Avenue, Penticton, BC V2A 2Y[illegible] or call 493-6387 after 5:00 p.m.

Home Exchange July '86. Ontario teacher and family would like to exchange homes with a Vancouver or suburbs teacher's family for July '86. Central Ontario location, 15 min. from Stratford, 30 min. from London, 2 hrs. from Toronto. 3 bedrooms, central air, car exchange possible. More details from: H. Dust, Box 698. St. Marys, ON N0M 2V0, (519) 284-1274.

White Rock home, furnished, ocean view, July and August only, $650/month, phone 536-8647 after 5 p.m.

Furnished house for rent in beautiful Qualicum Beach on Vancouver Island from July 12 to August 25. 3 bedrooms, 15 minute walk to beach, $225/week or $800/mo. Includes utilities and cablevision. Children welcome. P. Lamb, Box 731, Qualicum Beach, BC V0R 2T0, 752-5757 (after 6 p.m.).

For Rent: 2 bedroom house in Ladner for 6 week UBC summer school period. $1000. Non-smokers only. 946-9417.

Retired teacher has large furnished suite for rent. June, July, Aug., 3+ bedrooms, sleeps 6. 20 min. to Expo. 4891 Northlawn Drive, Burnaby, BC V5C 3S2. Phone 299-6905.

Rental or house exchange. Two professional families with small children seeking a lakeside house with sandy beach near Osoyoos for two weeks in July. Contact: C. Aikenhead, 2452 Trinity St., Vancouver, BC V5K 1E1 or call collect after 6 p.m. 253-3874.

For rent in Victoria: furnished house, all utilities, available April through August 1986. 2 bdrms., fenced yard, quiet neighborhood, close to UVic and Camosun. $850/mo., 850 Brett Ave., Victoria, BC V8X 2Z6. Phone: 385-9337.

Exchange houses. 4-6 weeks this summer. We have lovely Vancouver character home: 4 bedrooms, yard, view. Close to Expo, indoor and outdoor pools, tennis courts, Simon Fraser. Looking for house in rural setting. Contact: C. Mintz, 2748 Oxford, Vancouver, BC V5X 1N4, phone 251-5419 (evenings).

Duration of Summer School 1986—Vancouver, 2 bdrm home, fully furnished, centrally located, sundeck, view. Cut lawn, water house plants and garden. No pets. references required. $1,000, utilities included. Phone (604) 873-1291.

Vancouver house for rent. July 1—August 31. Close to SFU, $700/mo. Good view, close to park, pool and transportation. Phone: 291-8184.

For rent—July and August 1986. Executive home in Deer Lake Place, Burnaby. Lovely 4 bedroom home, master bedroom ensuite. 1 five-piece bathroom on upper floor, powder room on the main floor. Living room, separate dining room, family room and kitchen. Large sundeck with southern exposure. Large yard, fenced with kennel (animals welcome). Rent: $1200 (includes hydro and cable). Damage deposit of $500 required. References required. Please contact Mr. A.G. Arthur, 5468 Moreland Drive, Burnaby, BC V5G 1Z8. Phone 294-2767.

House for rent, Victoria, BC. July/August, 1986. Furnished 3 bedroom family home, 1 block from the water, close to town and the University of Victoria. $700/month, utilities included. Contact: C. Cohen, 156 Eberts St., Victoria, BC V8S 3H7 (604) 386-0292.

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.

This is the last issue of *The B.C. Teacher* in which the "Books Books" section will appear in its present format. We are developing a new book-review process.

The editorial board and editor extend their thanks to Grace Funk for her outstanding service as new-books editor over the past several years. Her contributions and those of her extensive network of volunteer book reviewers have been greatly appreciated.

GRACE FUNK

Across the Desk have come

From British Columbia

Andrews, Jan. *The Very Last First Time*, illustrated by Ian Wallace. Vancouver, Douglas and McIntyre, 1985. unpaged, hard $10.95 0-88899-043-x.
Glowing colors tell of the first time an Eskimo girl walks alone under the sea ice at low tide to gather mussels.

Chittenden, Newton H. *Travels in British Columbia*. Vancouver, Gordon Soules, 1984. 86 pp., paper $11.95 0-919574-71-8.
First published in 1882, as *Settlers, Prospectors, and Tourists Guide*. Visit B.C. 100 years ago.

Chittenden, Newton H. *Exploration of the Queen Charlotte Islands*. Vancouver, Gordon Soules, 1984. 93 pp., paper $11.95 0-919574-72-6.
First published in Victoria in 1884 as a report for the Government of B.C. Vivid and readable.

Collins, Megham. *The Willow Maiden*, illustrated by Lazlo Gal. Vancouver, Douglas and McIntyre, 1985. 40 pp., hard $12.95 0-88899-039-1.
Fairy-tale illustrations for a fairy tale of a boy who loves a tree maiden.

Corley-Smith, Peter. *The Ring of Time: The Story of the British Columbia Provincial Museum*. Victoria, British Columbia Provincial Museum, 1985. 108 pp., paper $14.95 ISSN 0707-177728 No. 8.
Description, rationale, and apologia in a very well-designed book.

Hughes, Shirley. *Bathwater's Hot* (0-88894-483-7)
When We Went to the Park (0-88894-484-5)
Noisy (0-88894-482-9)
Vancouver, Douglas and McIntyre, 1985. unpaged, hard $4.95 each.
Charming picture books for toddlers.

Juss, Ruby Schille. *Microwaving*. Vancouver, Gordon Soules, 1984. 135 pp., spiral $8.95 0-9691453-1-4.
From appetizers to desserts, with clever tips, conversion helps, and illustrations good enough to eat.

Levchuk, Helen. *The Dingles*. Vancouver, Douglas and McIntyre, 1985. unpaged, paper $6.95 0-88899-044-8.
Primary picture book about three cats and a storm.

Macdonald, Alex. *My Dear Legs Letters to a Young Social Democrat*. Vancouver, New Star Books, 1985. 187 pp., paper $7.95 0-919573-39-8.
B.C.'s longest-sitting MLA sums up the CCF/NDP past and present with wit and wisdom.

Nuclear War: The Search for Solutions. Physicians for Social Responsibility, 1985. 325 pp., paper $7.50 0-88925-598-9. Order from Gordon Soules.
Proceedings of an October 1984 conference that examined the costs of nuclear war and the "inch-by-inch toward peace."

Politano, Colleen. *Lost in the Woods: Child Survival*. Sidney, Porthole Press, 1984. 62 pp., paper $6.95 0-919931-04-9. Order from Gordon Soules.
By story and experiment, a Victoria kindergarten teacher shows children how to avoid panic and to survive, and demonstrates the value of preventative teaching.

Sharon, Lois, and Bram's Mother Goose. Illustrated by Maryann Kovalski. Vancouver, Douglas and McIntyre, 1985. 96 pp., paper $12.95 0-88894-487-x.
Words and music for familiar and not-so-familiar rhymes arranged from morning to bedtime. Based on their record *Mainly Mother Goose*.

The Vancouver Industrial Writer's Union. *Shop Talk*. Edited by Zoe Landale. Vancouver, Pulp Press, 1985. 128 pp., paper $8.95 0-88978-169-9.
Nine Vancouver writers make poetic statements about work that must be done, and the people who do it.

Walker, Lois. *Tammy's Smile*, by Lois Walker and Dr. Sharon E. Otis. North Vancouver, Puppcorn Productions, 1985. 28 pp., paper $6.99.
A brief, bland story book intended to help young children work through their feelings about divorce. Much too pat. Unexciting illustrations.

Young, Cameron. *The Forests of British Columbia*. Photography by Bob Herger and Gunter Marx. North Vancouver, Whitecap Books, 1985. 192 pp., hard $39.95 0-920620-58-2.
A long-overdue and exceptionally beautiful appreciation, packed with information and stunning photography. Ecology made comprehensible, zone by zone.

Books Reviewed

Adams, Joan. *Floating Schools and Frozen Inkwells: British Columbia's One-Room Schools and Their Teachers*, by Joan Adams and Becky Thomas. Harbour Publishing Co. Ltd., 1985. 8½ x 11, 180 pp., cloth, illustrated, $19.95, ISBN 0-920080-o9-3.

Frozen inkwells on winter mornings, black bears attending math class, and wolves on the trail home in the evening are only some of the trials and adventures that one-roomed-school teachers have faced in the wilds of B.C. since 1880. Over 100 teachers and students contributed their recollections of early education to this fascinating history of B.C.'s smallest schools.

Joan Adams and Becky Thomas, both former teachers, conducted the interviews and organized them into chapters dealing with every aspect of life in and around the one-roomed schools. After a brief history of the development of the school system, they show how each school became the "hub of the community," drawing disparate groups of settlers closer together to escape the difficulties and loneliness of pioneering life in the first half of this century. Whether the school was located in an abandoned barn or cabin, or in a building specially constructed for the purpose of education, it soon became the meeting place for all community activities.

Then the teachers are introduced. Many of them were city kids, who, after their year at Normal School, experienced culture shock as they were transplanted to rural schools. Adams and Thomas describe this trip into the unknown: the voyage by steamship, train, stagecoach, Model T, horseback . . . followed by the search for a home where a lonely teacher could find some comfort and companionship in the evenings after classes.

There are memories of regular school days and of the special days that stood out in the year for pupils and teachers alike — Christmas, Halloween, Valentine's Day, and the day of the inspector's visit! Special chapters feature Indian schools of the north coast and Doukhobor schools in the Kootenays. Unique to the province are the coastal schools; one teacher tells of a town complete with school, community dance hall, and badminton court — all on floats!

Throughout the book are the stories of individual teachers: tales of city school ma'ams' romances with Cariboo ranchers, of lonely winter nights haunted by strange noises, and of the idiosyncrasies encountered in small towns. Former pupils add their memories of parties, pranks, and discipline.

This humorous look back at a neglected part of B.C.'s history will be of interest to those who were there . . . and to those who missed it!

A well-researched labour of love, it is a unique book, a book to dip into and to cherish, a delightful fireside companion for anyone who has ever taught or was taught in a one-room school.

— Frances L. Fleming, M.Ed., F.C.C.T., Sechelt

Bibby, Reginald. *The Emerging Generation — An Inside Look at Canada's Teenagers*, by Reginald Bibby and Donald Posterski. Irwin Publishers, 1985. Paper $9.95, ISBN 0-7725-1522-0.

Every teacher or person working with young people should read this book. School counsellors particularly would find some of its research results either startling or reassuringly self-evident.

The research was based on 3600 teenagers across the country in more than 150 schools. Results are given in six categories: B.C., Prairies, Ontario, Quebec, Atlantic, and national average. The whole work is fascinating as a sociological, anthropological study as well as a reaffirmation and exploration of many of our observations and conclusions of adolescent behavior.

The study explored teen-age values, recreation choices, personal concerns, sexuality, family and friendships, beliefs, hopes and expectations and national and international outlooks.

When asked, "How much enjoyment do you receive from the following?", teen-agers ranked not surprisingly at the top of the list "friendships" closely followed by "music." Well down the list were "television," "family members," and "sports."

Report the authors, "The importance of music to teen-agers can hardly be overstated. It is a major path to both happiness and freedom. About 7 in 10 say that music is a central source of enjoyment, with one-half specifically claiming high levels of gratification from their stereos."

B.C. and Quebec as one would expect seem to be out of "sync" with the rest of Canada in numerous surveys.

Teachers should thoughtfully study this book to understand better the delightful adolescent creatures we deal with every day.

And it's Canadian!

— Dennis Tupman, Performing Arts Co-ordinator, Vancouver

Innes, Marie. *Children First: Planning an Early Childhood Program*. Braum and Braum, 1985. 116 pp., paper, no price given, ISBN 0-9690605-5-6 CIP.

A handbook for Kindergarten teachers in six chapters: classroom environments, long-range planning, theme planning, daily planning, learning centres, and record keeping. Appendices (half the book) contain 16 fully developed themes for use from Fall through Spring. The book is cartoon-illustrated and filled with practical helps, diagrams, patterns, poems, recipes, report forms, and a brief bibliography. The author is clearly writing from experience, but not just a compendium of ideas. She emphasizes the importance of careful planning and preparation for each child. My Kindergarten teacher said, "An excellent book! I'd love it!"

— Grace E. Funk, Vernon

Simpson, Douglas J. *The Teacher as Philosopher: a Primer in Philosophy of Education*, by Douglas J. Simpson and Michael J. B. Jackson. Toronto, Methuen, 1984. 220 pp., paper $14.95, ISBN 0-458-97350-5.

A text in educational philosophy with the premise that education means selection — choosing one set of decisions over another set — and that selection obliges us to engage in "a way of thinking about the activities of professional practice." *The Teacher as Philosopher* aims to develop a deliberative reaction to educational questions, less mastering a method or a body of knowledge than acquiring a new reflex, a questioning instinct.

After identifying the teacher with the philosopher, the authors give a chapter to each of the standard philosophical phases: analytical philosophy (clarifying basic ideas); normative philosophy (rightness of choice: values, ethical considerations); and synoptic philosophy ("systematizing one's educational views"). In the final chapter, dramatized sketches of the teacher's career from classroom to counsellor's office to administrator's armchair exhibit a number of confrontations, some complete with dialogue, all inviting philosophical expertise, thus confirming the initial premise that philosophizing is a natural and inevitable lifelong activity.

Ease of reading matches clarity of or-

ganization. In an allusion concerning the role of educator as provocateur, the authors write: "Generally speaking, the gadfly (role) is not much in demand. Cattle, close associates of the gadfly, have not been known to write glowing letters of recommendation for it." Lightheartedly, with a sly humor, the authors confess that they learned a great deal from their students, though regarded by some of them as unteachable.

Allusion serves the authors well as a way of covering a great deal of ground and combining a good many sources, but it may cut the reader off from complete ideas. Again, is it a service to moral education to assume that free choice and critical reflection are "traits" that "need not permeate every stage of the educational process?"

The Teacher as Philosopher embodies many tendencies and much of the thinking of our day. As philosophy, it rightly promotes questionings. As education, it suggests that answers are either hardly won or hardly available. Those who are hot for certainties are certain to get dusty answers.

— A. Allingham, Vancouver

Snowsell, Frank. *Road to Ruin: The Path of the United States Foreign Policy 1945-1984*. Kelowna, Frank Snowsell, 1985. 112 pp., paper $7.50. Order from Frank Snowsell, 1990 Byrns Road, Kelowna, BC V1W 2G4.

This is a carefully researched and documented work on U.S. foreign policy. Material in the book fills out general information found in magazines, television, and newspapers. The author examines various personalities in U.S. foreign policy as much as he examines specific situations. Material is presented in a unified form leading the reader chronologically from 1945-1984. The material is relevant and insightful.

The author states that he is not anti-American but Snowsell certainly does attack American foreign policy. The thesis of the book seems to be America's fear of Communism is less than America's desire to control the destinies of other states.

The book is not indexed, but material is easily found in respective chapters. The book would be a good source for History 12.

— Maurice L. Reveyrand, Kelowna

(Editor's Note: Frank Snowsell is a retired history teacher, and has often written reviews for *The B.C. Teacher*.)

Hargreaves' Musings

Touch Not Pitch

GEOFF HARGREAVES

When Celia suggested that *The B.C. Teacher* admit into the chastity of its pages advertisements from fast-food franchises, I was scandalized.

"You can't mean that, can you?" I asked, generously giving her a chance to retract the question, while I sank my teeth into a chunky bacon burger with a deliquescent layer of cheddar cheese, pungent onions, succulent tomato slices and sweetly sour dill pickles, along with a hillock of salty fries under a thick, smooth, gleaming coating of ketchup.

"Well, why not?" she answered, unrepentant. "The magazine needs greater revenues. It's declined from five issues a year to three a year since 1983."

"Yes, but there are limits," I replied, as the winter sunlight gleamed on the golden arches outside the window. "There is a code, my dear."

"But you eat at fast food outlets! You're eating in one now."

"Ah yes, Celia. But I'm not here as a teacher, you see. That's the big difference. If I choose to plunge myself into the convenient crassness of commercialism when I'm not teaching, that's my own business. I'm eating here as a private citizen."

"Then where do you eat as a teacher?"

"That's the whole point, Celia. As a teacher, I don't eat. As a teacher, I'm almost disembodied, without appetite, beyond the corruptions of this mortal world, more a geometrical abstraction than a man, aloof, pure, untainted by financial ambitions, and, it goes without saying, asexual."

"Do you think the magazine ought to take ads from car dealers or real estate agents?"

"Good gracious, no. Our professional dignity is far above cars and condominiums. What have transport and housing to do with teaching? I'd draw the line at anything beyond advertisements for the most superior kinds of chalk."

"And I suppose you'd veto tobacco ads?"

"I'm surprised you even asked," I snorted indignantly.

"But you smoke yourself!" she said.

"Well, yes, like a chimney. But I make up for it by being particularly tough on any students I catch smoking in school."

"So why, when you have a house, drive a car, and smoke a pipe, do you oppose ads for such things?"

"I'm afraid I'll have to repeat myself, Celia," I said, a little impatiently. "I don't do any of these things as a teacher. In my role as a teacher, I point the way onward and upward. Or more accurately, backward and upward, for really I'm committed to restoring the medieval idea of society. As a teacher, I want our society to renounce industrialism, commercialism, capitalism, socialism, individualism, rationalism, rheumatism, and botulism. I'm looking forward — backward, I mean — to the day when every British Columbian has three acres and a cow, wears loose homespun clothing, and sings anonymous ballads. Don't all members of the federation endorse these idealistic ambitions?"

"I'm sorry to inform you that they don't," she said.

Suddenly enlightened, I blew out an indignant burst of air. "So that's why our students don't find education relevant!"

It was time to go. I had things to do. I'm hoping to buy a city lot on the cheap because of its unpaid taxes, but first I'm checking out the chances of getting it rezoned for a carwash.

"Thanks for paying for the meal, Celia," I said, slipping on my coat. "I'm sorry I was broke. I've got money only in my right pocket and not in my left." I showed her the lining of my left pocket and pulled out a bunch of bills from the right.

"I don't get it," she said.

"It's very simple. In my left pocket, I keep the Filthy Lucre I get from my commercial dealings. In my right pocket are the Honest Pennies I earn as a teacher. It wouldn't be proper to spend Honest Pennies on junk food, would it?"

"Aren't you a bit inconsistent?" she said, getting up.

"Not at all. I recognize two distinct spheres of activity in my life, and I keep them totally separate. As a private citizen, I'm a hardnosed modernist with Henry Ford as my model. But as a teacher, I'm a tender traditionalist. Whenever there's a danger of change, I repeat Belloc's advice to innocent children:

Always keep a-hold of Nurse
For fear of finding something worse.

We stepped out into the crisp air of the January afternoon.

"It's been interesting talking to you," said Celia, getting into her car.

"I'm glad you enjoyed me," I replied. "By the way, I notice your snow tires are a bit bald. Are you thinking of getting new ones? I can get you a good deal on some retreads. Trust me."

Geoff Hargreaves, a teacher at Cowichan Senior Secondary School in Duncan and a member of *The B.C. Teacher* editorial board, writes this column for the magazine.

UNIVERSITY OF VICTORIA
Faculty of Education

Graduate Programs

The Faculty of Education at the University of Victoria is offering programs for full-time and part-time study leading to M.A. and M.Ed. degrees, and full-time study leading to the Ph.D. degree. (All programs are subject to funding and enrolment.) Early application is advised.

Summer Programs

Summer-based M.Ed. programs will begin in July 1986 in the following areas:

Curriculum Studies
Educational Administration
Language Arts/Reading
Music Education

Winter Programs

M.A./M.Ed.:
Curriculum Studies
Educational Administration
Educational Psychology:
—Counselling
—Special Education
—Computer Applications
—General Educ. Psychology
Language Arts/Reading
Mathematics Education
Music Education
Physical Education
Science Education
Social Studies Education

Ph.D.:
Language Arts/Reading
Educational Psychology:
—Counselling
—Special Education
—Computer Applications
—General Educ. Psychology

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For further information, contact:
Ms. Sarah Baylow, Graduate Secretary in Education
Faculty of Education, University of Victoria
P.O. Box 1700, Victoria, BC V8W 2Y2
Telephone: (604) 721-7882

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FOR INFORMATION CONTACT:
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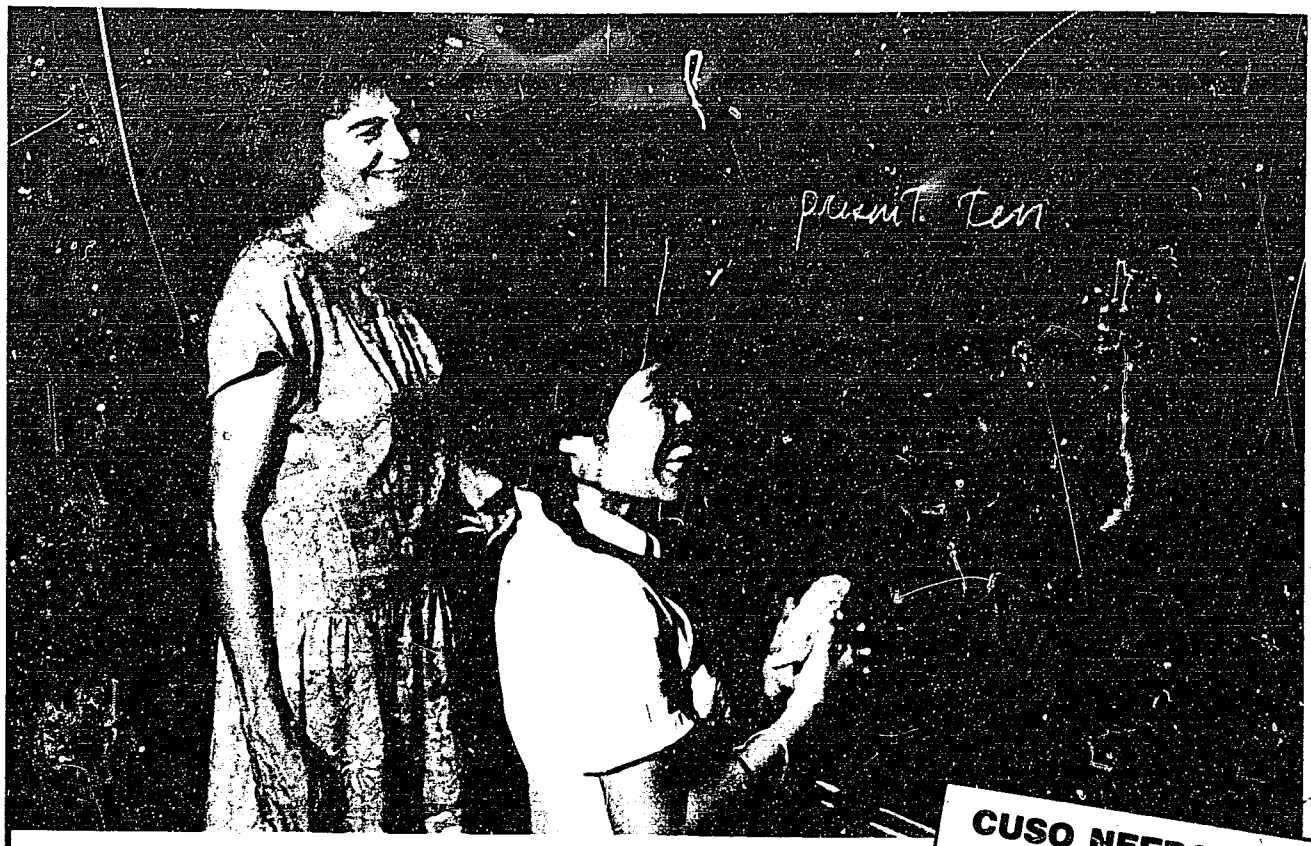

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