

The B.C. Teacher

April/May, 1986 Volume 65 Number 3



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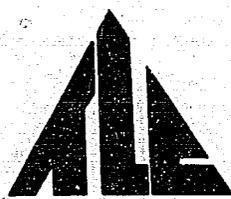
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Sophia Jeffrey

On Behalf of the BCTF Provincial Specialist Associations

As current chairperson of the Provincial Specialist Associations' Council, let me share my sense of how the council views curriculum — how PSAs see themselves as agents for curriculum design, implementation, and evaluation.

In fact, the roots of PSAs (going back to the late 1950s), are in curriculum design. British Columbia teachers who were employed in metro schools responded to the in-service needs of their colleagues in isolated regions of this province. Their response was in the form of printed information on research, curriculum, and teaching materials. The much-welcome packages of materials were the first PSA publications.

As the value of these publications became widespread and requests multiplied, there was an obvious need for a basic fee to recover some postage. The fee later became known, as it is today, as "the voluntary PSA membership fee." For example, the Primary PSA originally levied a one-dollar voluntary membership fee. On the occasion when the "levy" was decided, the members present formally constituted the Primary Teachers' Association.

In the years to follow and until the present day, the concept of collegiality, "teachers-helping-teachers," "teachers-teaching-teachers" flourished. Classroom teachers could participate in a "care and share" venture. Today the B.C. Teachers' Federation boasts 27 PSAs. Of these, 24 are essentially subject oriented. Others, for example, the Primary and Intermediate teachers, operate as generalists and cover a spectrum of subjects and ages. Through their council, provincial specialist associations enjoy effective networking and integration.

In regard to curriculum, PSAs are leaders within the B.C. Teachers' Federation. They operate from a group of guiding principles. PSA members advocate that a live, personalized curriculum



**"... a live,
personalized
curriculum should
take precedence
over centrally
designated flow
charts, schemes,
and models."**

should take precedence over centrally designated flow charts, schemes, and models. Although PSAs recognize well-established provincial process for central curriculum decisions, they agree that centralized curriculum must be prepared and designed by a majority of classroom teachers, who are in constant contact with the learners. They see a futility in inappropriate curricula designed by individuals who have long since removed themselves from classrooms or who have less than optimal expertise. PSA members know that curriculum is the property of the learner and the practitioner.

Among the articles in this issue of *The B.C. Teacher*, you will find perspectives on curriculum, written by members of provincial specialist associations keenly involved in their particular field.

Find a success story in curriculum design, a contract for a resource book, a lobby for appropriate reporting to parents, an innovative in-service project, or a campaign for more and better textbooks, and you, in all likelihood, will find an energetic PSA at the helm.

Sophia Jeffrey is the current chairperson of the BCTF Provincial Specialist Associations' Council.

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Inside Insights



Curriculum is an educational *Basic* — the raw material of classroom life. Whether viewed as a course or all classroom experience, content or process, textbook or activity, it is impossible to penetrate the surface of education without grappling with questions of curriculum.

Curriculum is defined, tailored, shaped, and reshaped by teachers in their daily exchange with students. It is controlled by educational practitioners; for ultimately it is they who determine what is taught and how.

Teachers today know that curriculum must serve students who are entering a society steeped in unprecedented social and economic change. It cannot remain embedded in the values of the past or recklessly change course at every new trend in its path. To deal with such uncertainty, teachers believe current curriculum must be shaped on the changing needs of students.

In the manuscripts submitted by teachers for this special theme issue of *The B.C. Teacher*, this need for variation and flexibility in the curriculum rings through. From the education of giftedness in all children to the education of pregnant teen-agers, from the rural classrooms of Saltspring Island and Chezacut, B.C., to the urban settings of North Vancouver, diversity in responding to uniqueness is the teachers' credo for curriculum. The contemporary curriculum blueprint should, in addition, contain a focus on a "universal curriculum," critical thinking skills, and computer education.

Approximately 10 years ago, this province was immersed in the debate over a provincial CORE curriculum. Six years ago, I began work with the B.C. Teachers' Federation to develop a program aimed at strengthening teacher involvement in curriculum at the classroom and school level. More recently, curriculum questions have been overshadowed by pressing resource deficiencies. Today, curriculum concerns are resurfacing in the provincial arena and on the pages of this educational magazine.

For me at the BCTF, curriculum has come full circle. I began with a curriculum role and now enter a year's maternity leave by closing this volume of *The B.C. Teacher* on curriculum.

Similarly, curriculum — a timeless educational theme — is circling back to demand all teachers' attention. It is as basic to the work of teachers as paint, wood, and metals are to artisans. Through curriculum, tomorrow's citizens are shaped. My children, our children, deserve the best.

Nancy M. Flodin

Nancy Flodin will be on maternity leave from The B.C. Teacher editorship until September 1987.

SEPTEMBER/OCTOBER ISSUE,
1986

Deadline for articles for the September/October, 1986 issue is July 31, 1986. Articles on any general educational topic are welcome.

Deadline for advertising is August 20, 1986.

EDITOR'S COMMENTS

The article that appeared on pages 24 and 25 of the January/February '86 issue of *The B.C. Teacher* reflected only partial views of Kevin and Carol Morris. The selections quoted were chosen at the discretion of the editor.

PHOTO CREDITS

BCTF and Clive Cocking — pp. 4, 8, 10, and 38-39; Berne Neufeld — pp. 11 and 13; Diana Rowles — pp. 15-17; Judi Bertola — p. 18; Murray Leslie — pp. 20-22; Mike Hayes — pp. 24-26; Ministry of Education — p. 27; Catherine Mulvihill — pp. 31-33; Gary Squire — pp. 35-37; Jim Grinder — p. 40.

Articles contained herein reflect the view of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation. *The B.C. Teacher* is indexed in the Canadian Education Index.

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

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

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

Annual Subscription \$6.00.

Printed in Canada by Mitchell Press Limited.

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

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Readers Write

COMMUNITY EDUCATION: SURREY STYLE

Editor:

I read with interest Elliott Grieve and Jack Stevens's report "Community Schools: Waiting at the Crossroads." Their comment, "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," is certainly one of today's educational truths. However, they are mistaken if they believe community education is dead in Surrey. In fact, it is thriving on the seeds of community involvement.

Neighborhoods in metropolitan Vancouver are undergoing an accelerated metamorphosis and Surrey is no exception. The community school movement, begun in the early '70s in Surrey, has been carried on the rising tide of change. Community educators in Surrey have responded to new initiatives from the local neighborhood schools by developing an innovative and dynamic approach to meeting these changing needs: "Neighborhood Co-operative Education."

Neighborhood Co-operative Education lists as its primary objectives the development of local leadership capable of developing suitable programs; the fostering of inter-agency co-operation; the stimulation of neighborhood involvement in planning, surveying, organizing, and managing educational programs and the development of neighborhood program centres at elementary schools in order to meet specific interests and needs of community members.

NCE is a school-board-funded program that invites parent advisory council involvement in return for financial support of programs and professional school district staff assistance. Neighborhood school parent groups have a vested interest in meeting the needs of their community and have a direct input into program planning, program funding, and budget allocations. They now have a sense of ownership that is unparalleled in the community-education movement.

Brian Luckock,
Continuing Education
Resource Person,
Surrey

THANKS, B.C. TEACHER

Editor:

I just wanted to say how much I have enjoyed the latest issues of *The B.C. Teacher*. Your themes are relevant and articles are well chosen and interesting. Your latest issue on the role of community gave a group of us cause to discuss and envision a future professional day! I think this magazine provides a genuine service for teachers and unites us in a professional way.

Thank you, and please continue!

Sabina Harpe,
Vancouver

CANADIAN TEACHERS' FEDERATION RESPONDS

Editor:

I've just finished reading the January/February 1986 issue of *The B.C. Teacher* featuring ways to link the school and the community. Hats off to you for a job well done. It makes interesting, informative reading throughout.

I particularly enjoyed the articles "Connections," by Elsie McMurphy, and "Education and Business," by Tim Kelley.

Maurice Bourque,
Director of Communications,
Canadian Teachers' Federation



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The coming into being of a pedagogical situation

Teaching as In-dwelling Between Two Curriculum Worlds

TED T. ACKI

Even before Day 1 of the term, our teacher, Miss O, walks into her assigned Grade 5 classroom. Because Miss O is already a teacher, by her mere presence in the classroom as teacher, she initiates a transformation of a socio-cultural and physical environment into something different. Even before a pupil walks in, she silently asks: "Can I establish myself here as a teacher?", and the classroom's desks, walls, chalkboards, floor, books and resources jointly reply, albeit wordlessly, by what they are. They respond to Miss O's intention and presence. And when the pupils arrive, things and pupils arrange themselves, as it were, around Miss O's intention. They become "suitable," "teachable," "harmful," "difficult," "hopeful," "damaging." The environment ceases to be environment, and in its place comes into being a pedagogic situation, a lived situation pregnantly alive in the presence of people.

Within this situation, Miss O soon finds that her pedagogic situation is a living in tensionality — a tensionality that emerges, in part, from in-dwelling in a zone between two curriculum worlds: the worlds of curriculum-as-plan and curriculum-as-lived-experiences.

CURRICULUM-AS-PLAN

The first of these, the curriculum-as-plan, usually has its origin outside the classroom, such as the Ministry of Education or the school district office. But whatever the source, it is penetratingly

and insistently present in Miss O's classroom. This curriculum-as-plan is the curriculum which Miss O is asked to teach the Grade 5 pupils who are entrusted to her care.

In curriculum-as-plan are the works of curriculum planners, usually selected teachers from the field, under the direction of some ministry official often designated as the curriculum director of a subject or a group of subjects. As works of people, inevitably, they are imbued with the planners' orientations to the world, which inevitably include their own interests and assumptions about ways of knowing and about how teachers and students are to be understood. These interests, assumptions, and approaches, usually implicit in the text of the curriculum-as-plan, frame a set of curriculum statements: statements of *intent and interest* (given in the language of "goals," "aims," and "objectives"), statements of what teachers and students should do (usually given in the language of *activities*), statements of official and recommended *resources* for teachers and students, and usually implicitly, statements of *evaluation* (given, if at all, in the language of ends and means).

If the planners regard teachers as essentially installers of the curriculum, implementing assumes an instrumental flavor. It becomes a process, making of teachers installers, in the fashion of plumbers who install their wares. Within this scheme of things, teachers are asked to be doers, and often they are asked to participate in implementation workshops

on "how to do this and that." Teachers are "trained," and in becoming trained, they become effective in trained ways of "doing." At times, at such workshops, ignored are the teachers' own skills that emerge from the reflection upon their experiences of teaching, and more seriously, there is forgetfulness that what matters deeply in the situated world of the classroom is how the teachers' "doings" flow from who they are, their beings. That is, there is a forgetfulness that teaching is fundamentally a mode of being.

CURRICULUM-AS-LIVED-EXPERIENCES

The other curriculum world is the situated world of curriculum-as-lived that Miss O and her pupils experience. For Miss O it is a world of face-to-face living with Andrew, with his mop of red hair, who struggles hard to learn to read; with Sara, whom Miss O can count on to tackle her language assignment with aplomb; with popular Margaret, who bubbles and who is quick to offer help to others and to welcome others' help; with Tom, a frequent daydreamer, who loves to allow his thoughts to roam beyond the windows of the classroom; and some 20 others in class, each living out a story of what it is to live school life as Grade 5s. Miss O's pedagogic situation is a world of students with proper names — like Andrew, Sara, Margaret, and Tom — who are, for Miss O, very human, unique beings. Miss O knows their uniqueness from having lived daily with

them. And she knows that their uniqueness disappears into the shadow when they are spoken of in the prosaically abstract language of the external curriculum planners who are, in a sense, condemned to plan for faceless people, students shorn of their uniqueness or for all teachers, who become generalized entities often defined in terms of performance roles.

On one side of Miss O's desk are marked class assignments ready to be returned with some appropriate remarks of approval or disapproval — some directed to the whole class, others directed to selected pupils. And on her desk, too, sits a half written memo eventually to be delivered to the office to make sure that a film ordered three months ago will be available for the first class in the afternoon.

Living within this swirl of busyness where her personal life and her life as teacher shade into each other, Miss O struggles with mundane curriculum questions: What shall I teach tomorrow?, How shall I teach? These are quotidian questions of a teacher who knows, from having experienced life with her pupils, that there are immediate concerns she must address to keep the class alive and moving.

DWELLING IN THE ZONE OF BETWEEN

In asking these questions our teacher, Miss O, knows that an abstraction that has distanced but "accountable" relevance for her exists, a formalized curriculum which has instituted legitimacy. She knows that, as an institutionalized teacher, she is accountable for what and how she teaches, but she also knows that the ministry's curriculum-as-plan assumes a fiction of sameness throughout the whole province, and that this fiction is possible only by wresting out the unique. This kind of curriculum knowing she understands, for she knows that generalized knowing is likely a disembodied knowing that disavows the living presence of people, a knowing that appeals primarily to the intellectual. So she knows that this generalized knowing views a teacher like her as one of the thousands of certificated teachers in the province, and children like Andrew, Sara, Margaret, and Tom merely as Grade 5 pupils, children without unique names, without freckles, without missing teeth, without their private hopes and dreams.

But she knows deeply from her caring for Tom, Andrew, Margaret, Sara, and others, that they are counting on her as their teacher, that they trust her to do

what she must do as their teacher to lead them out into new possibilities, that is, to educate them. She knows that whenever and wherever she can, between her markings and the lesson plannings, she must listen and be attuned to the care that calls from the very living with her own Grade 5 pupils.

So in this way Miss O in-dwells between two horizons — the horizon of the curriculum-as-plan as she understands it and the horizon of the curriculum-as-lived experiences with her pupils. Both of these call upon Miss O and make their claims on her. She is asked to give a hearing to both simultaneously. This is the tensionality within which Miss O inevitably dwells as teacher. And she knows that inevitably the quality of life lived within the tensionality depends much on the quality of the pedagogic being that she *is*.

Miss O knows that it is possible to regard all tensions as being negative and that so regarded, tensions are "to be got rid of." But such a regard, Miss O feels, rests on a misunderstanding that comes from forgetting that to be alive is to live in tension; that, in fact, it is the tensionality that allows good thoughts and actions to arise when properly tensioned chords are struck, and that tensionless strings are not only unable to give voice to songs, but also unable to allow a song to be sung. Miss O understands that this tensionality in her pedagogical situation is a mode of being a teacher, a mode that could be oppressive and depressive, marked by despair and hopelessness, and at other times, challenging and stimulating, evoking hopefulness for venturing forth.

At times Miss O experiences discouragement by the little concern the public seem to display for teachers' well-being — zero salary increases, colleagues' layoffs, and problems of too few teachers resolved simply by increasing class size with little regard for the quality of the curriculum-as-lived experiences. Yet even in such greyness, her blood quickens when she encounters Andrew's look, Sara's rare call for help, Margaret's smile, Tom's exuberant forgetfulness, when light that comes from contacts with children glows anew.

And Miss O knows that some people understand teaching for the second year a Grade 5 class, as she is doing, is teaching the same class as last year, in the same room as last year, in the same school as last year, with the same number of pupils as last year. But Miss O knows that although technically people may talk that way, in teaching this year's

Grade 5 class, the seemingly same lessons are not the same, nor are the Grade 5 pupils though they sit in the same desks, nor is Miss O herself for she knows she has changed from having reflected upon her teaching experiences last year with her Grade 5s. She no longer is the same teacher. Miss O knows that "implementing" the curriculum-as-plan in this year's lived situation is different in the way the curriculum-as-plan can come alive, for this year's situation calls for a fresh interpretive work constituted in the presence of very alive, new students.

Our Miss O knows that some of her colleagues who faithfully try to reproduce the curriculum-as-plan are not mindful of the lived situation, and that in so doing, they are unaware that they are making themselves into mere technical doers. In so making, they embrace merely a technical sense of excellence matched by a sense of compliance to the curriculum-as-plan, which exists outside of themselves. They tend to forget that gaining such fidelity may be at the expense of the attunement to the aliveness of the situation.

She knows, too, that some of her colleagues who are tuned in to the pragmatics of what works in everyday school busyness — the curriculum grounded in the pragmatics of life as experienced in everyday life — may become skilful in managing the classes and resources from period to period — and survive well — keeping the students preoccupied and busy. But our teacher, Miss O, wonders whether a concern for total fidelity to an external curriculum-as-plan and a lack of simultaneous concern for the aliveness of the situation does not extinguish the understanding of teaching as "a leading out to new possibilities," to the "not yet." She wonders, too, if an overconcern for mere survival in the lived world of experiences may not cause a teacher to forget to ask the question, *Survive? What for?*, the fundamental question of the meaning of what it is to live life, including school life. Miss O realizes the challenges and difficulties that living within a Zone of Between entails, but she learns, too, that living as a teacher in tensionality is indeed living teaching as a mode of being that with all its ever-present risks, beckons the teacher to struggle to be true to what teaching essentially is. Miss O, our teacher, knows that in-dwelling in the zone between curriculum-as-plan and curriculum-as-lived experiences is not so much a matter of overcoming the tensionality but more a matter of dwelling aright within it.



COMMENTS

In our effort to understand the world of curriculum, we joined our teacher Miss O, in her in-dwelling between two curriculum worlds: the world of curriculum-as-plan and the world of curriculum-as-lived experiences. We have seen a glimmer of what it is like for a teacher to be situated in the Zone of Between. The calling into presence of two curriculum forms, even though often singularly understood — like the reading curriculum, the social studies curriculum, the music curriculum, etc. — allows us to understand more fully teachers' curriculum life. Some features of this life are sketched below.

1. We can see in Miss O's story, how truncated our understanding becomes when we see only a single curriculum-as-plan awaiting implementation.

In this truncation, teachers are often technicized and transformed into mere technical implementers, and good teaching is reduced to mere technical effectiveness. The portrayal of Miss O's in-dwelling in the Zone of Between calls upon us to surmount such reductionism to seek out a more fully human understanding of who a teacher is and what teaching truly is.

2. The portrayal of Miss O's in-dwelling shows us, too, how the appeal of commonplace logic can, at times, give credibility to simplistic and mechanical understandings of pedagogic life which sees a linear movement *from* curriculum-as-plan *to* curriculum-as-lived experiences. The story of her in-dwelling in the Zone of Between, by revealing the naivete of the linear understanding with its linear logic, calls upon us to take heed of understanding in-dwelling as a dialectic between complementaries with a logic of its own. For many of us, grounded in linear logic, such an understanding may seem to be a totally new way

of understanding. Hence, many of us may need to open ourselves to this fundamental way in which we all experience life.

3. We also can see in Miss O's story how in-dwelling dialectically is a living in tensionality, a mode of being that knows not only that living school life means living simultaneously with limitations and with openness, but also that this openness harbors within, risks and possibilities as we quest for a change from the is to the not yet. This tensionality calls upon us as pedagogues to make time for meaningful striving and struggling, time for letting things be, time for questing, time for singing, time for crying, time for anger, time for praying and hoping. Within this tensionality, guided by a sense of the pedagogic good, we are called upon as teachers to be alert to the possibilities of our pedagogic touch, pedagogic tact, pedagogic attunement — those subtle features about being teachers that we know, but not yet in our lexicon for we have tended to be seduced by the seemingly lofty and prosaic talk in the language of conceptual abstractions. We must recognize the flight from the meaningful and turn back again to an understanding of our own being as teachers. It is here, I feel, that teachers can contribute to fresh curriculum understandings.

4. In Miss O's in-dwelling in the Zone of Between we see the teacher's dwelling place as a sanctified clearing where the teacher and students gather — somewhat like the place before the hearth at home — an extraordinarily unique and precious place, a hopeful place, a trustful place, a careful place — essentially a human place dedicated to ventures devoted to a leading out, an authentic "e(out)/ducere(lead)," from the "is" to new possibilities yet unknown.

5. We are beginning to hear that in Canada, some architects — developers of lived space who have claimed disciplined understanding of human space, guided by their zeal for high technology, have constructed buildings (places-to-experience-life) that now are called sick buildings. We hear that the architects of these buildings were not attuned to the fundamental meaning of space-as-lived-experiences. What does this say to curriculum architects?

For curriculum planners who understand the nuances of the in-dwelling of teachers in the Zone of Between, the challenge seems clear. If, as many of us believe, the quality of curriculum-as-lived experiences is the heart and core as to why we exist as teachers, principals, superintendents, curriculum developers, curriculum consultants, and teacher educators, curriculum planning should have as its central interest, a way of contributing to the aliveness of school life as lived by teachers and students. Hence, what authorizes curriculum developers to be curriculum developers is not only their expertness in doing tasks of curriculum development, but more so a deeply conscious sensitivity to what it means to have a developer's touch, a developer's tact, a developer's attunement that acknowledges in some deep sense the uniqueness of every teaching situation. Such a sensitivity calls for humility without which they will not be able to minister to the calling of teachers who are themselves dedicated to searching out a deep sense of what it means to educate and to be educated. To raise curriculum planning from being mired in a technical view is a major challenge to curriculum developers of this day.

Ted Aoki is a professor emeritus at the Faculty of Education, University of Alberta, currently residing in Vancouver.

Targeting the Future

BERNE J. NEUFELD

According to an Employment and Immigration Canada report, the 30 occupations identified as the main contributors to employment growth in Canada during the 1983-1992 period include "secretaries and stenographers" (ranked #1 with a predicted increase of 87,500 jobs in that time period, representing a 25% increase over the number of secretaries and stenographers registered in 1983), "Bookkeepers" (#2 — 80,300 — 27.8%), "Financial Officers" (#4 — 39,200 — 27.8%), "Cashiers and tellers" (#6 — 34,200 — 14.9%), "General office clerks" (#8 — 28,900 — 21.5%), "Typists, Clerk/Typists" (#11 — 22,700 — 23.7%), and "Reception-

ists" (#12 — 21,600 — 23.9%). Thus, business education graduates are preparing for *seven* of the 30 occupations expected to have the largest growth potential during the coming decade. What other area of education can match this?

Most of tomorrow's new-job opportunities (see Table 1) will be available to those with no post-secondary education. That's the way it's been all along, and, as the above data illustrates, dramatic changes in the occupational community are unlikely during the next decade. However, the general principle that one's chances of finding employment increase as one acquires more education, still holds.

Therefore, while we must encourage a larger number of our students to enrol



Keeping the business education curriculum up-to-date with the latest office technology is an overwhelming concern of business educators. Here a student uses modern equipment in the business community during her career-preparation/work-experience program.

in post-secondary education, we must continue trying to assist students who intend to seek employment immediately after secondary school graduation.

What do employers look for in business education graduates? The *Occupational Outlook Handbook* answers as follows:

Employers prefer high school graduates for clerical jobs. They look for people who understand what they read, know basic spelling and grammar, and can use arithmetic . . . continuing advances in office automation have increased the demand for clerical workers who are versatile enough to learn new technologies . . . (p. 202)

Job prospects are excellent for secretaries with strong typing, shorthand, and word processing skills, and such personal qualities as organizational ability, good judgment, and initiative. (p. 211)

Thus applicants for clerical jobs must have both general academic education and specific vocational skills. Vocational training in British Columbia schools has always emphasized the dual importance of general academic skills and specific vocational skills. To hear employers asking for a balanced combination of both academic and practical skills is not new or startling.

In what ways do students graduate with a specialty in business education? One way is to choose business-education electives from the 21 business-education courses arranged in specialty groupings such as typing, accounting, marketing, and data processing. Students bound for post-secondary education are able to include enough business-education electives in their academic programs to have job-entry-level skills on secondary school graduation. These skills not only help them finance their post-secondary education but also help them as they continue studies or enter new occupations. The second way to choose business education courses is by enrolling in the Career Preparation Program. Thirty-one specialty career-preparation programs exist in the province; 42 districts, 254 participating school programs, and 6,259 students. Out of the 42 districts, 30 districts with 63 school programs and 1,907 students offer the business-education specialty career-preparation program. An astonishing 33% of all career-preparation students are enrolled in a business-education program.

Essential components of the business-education career-preparation program include five constant academic courses at the Grade 11-12 level, six specialty

courses from a choice of 18 qualifying courses in the business education curriculum, and at least two additional elective courses, for a minimum of 13 courses to meet the requirements for secondary-school graduation. The unique and most outstanding feature of the career-preparation program is the work-experience component, in which the student will spend 100-120 hours in the business community profiting from on-the-job upgrading of office skills and acquiring practical, first-hand knowledge of the working world.

Another feature that makes the business-education specialty so successful is

the close liaison of the schools with both business and post-secondary institutions. Contacts with business ensure that students enhance the skills required in an office as well as develop personal and social competencies. Liaison with appropriate post-secondary institutions ensures that the specialty courses relate to post-secondary programs. This gives the student the option of continuing in a given specialty at a post-secondary institution if he/she desires.

Data presented at the beginning of this article makes it clear that joblessness is not something most business-education graduates have to worry about. Job pros-

TABLE 1
A scenario⁽¹⁾ showing occupations⁽²⁾ contributing most to employment growth, Canada, 1983-1992

Rank	Code ⁽²⁾	Occupational Title	Projected Employment		Requirements
			1983	1992	(1983-92)
			(000s)		Total (000s)
1	4111	Secretaries & steno	351.3	438.8	87.5
2	4131	Bookkeepers	368.2	448.5	80.3
3	9175	Truck drivers	238.0	310.0	72.0
4	1171	Financial officers	140.9	180.0	39.1
5	6191	Janitors	223.6	261.4	37.8
6	4133	Cashiers & tellers	229.6	263.8	34.2
7	8781	Carpenters	107.3	138.1	30.8
8	4197	Gen. office clerks	136.4	165.3	28.9
9	6125	Waiters	252.4	281.0	28.7
10	6115	Guards & oth. security	76.9	101.5	24.6
11	4113	Typists, clerk/typists	95.7	118.4	22.7
12	4171	Receptionists	90.4	112.0	21.6
13	1137	Sales mgmt. occs.	169.9	191.1	21.2
14	8798	Labourers: other cons.	54.2	74.9	20.7
15	3131	Nurses, grad., nonsuper.	185.5	206.1	20.6
16	8335	Welders	79.8	99.8	20.0
17	8584	Industrial farm mechanics	88.2	108.0	19.8
18	8581	Auto mechanics	140.7	160.0	19.3
19	8563	Sewing machine occs.	88.1	106.6	18.5
20	9171	Bus drivers	49.0	67.4	18.4
21	6121	Chefs & cooks	162.5	180.8	18.3
22	8780	Superv. other constr.	66.5	84.3	17.9
23	1130	Gen. managers	79.2	96.8	17.6
24	7195	Nursery workers	58.8	75.9	17.1
25	4143	E.D.P. equip. operators	71.3	88.1	16.8
26	6112	Police officers: govt.	53.8	69.3	15.5
27	4155	Stock clerks	91.5	106.6	15.1
28	2183	Systems analysts	56.8	71.9	15.1
29	4153	Shipping clerks	84.2	98.5	14.3
30	5133	Commercial traveller	95.9	109.6	13.7

Notes: 1 — Based on a COPS reference case scenario developed by Informetrica Ltd., October, 1983 and COPS own computations. Included are all occupations which are not supervisory or residual in nature.

2 — According to the *Standard Occupational Classification*, Statistics Canada, 1980.

Source: *Employment and Immigration Canada. Consultation Paper — Training, December 1984.*



Job prospects for business education graduates remain excellent into the mid 1990s. Skills and experience gained in business education courses also assist students with part-time work as they pursue post-secondary education.

pects for business-education graduates remain excellent into the mid 1990s. Automation and technology will likely replace stenographers, file clerks, and typists as we know them, but new activities using the new, emerging technology will more than replace lost positions.

The overwhelming concern of business education today is that business education curriculum has not kept pace with technology. The curriculum served students well in pre-high-tech days, however, the impact of automation and high technology on both business education and jobs for graduates of business education has made it painfully obvious that a full business-education-curriculum revision must occur (Neufeld, 1985). Fundamental changes in the curriculum must be made to help our students become acquainted with many new procedures resulting from high technology in the workplace. Detailed instruction in word processing, spreadsheets, data bases and filers, integrated packages and accounting packages are imperative (Coleman, Murphy, Wong, 1985).

To keep pace with business, we must equip our schools with text editors, microcomputers, and the appropriate software instruction in the use of these tools of the modern business office. Sufficient professional development funding for teachers must be available so that knowledge of the new procedures and training on current electronic devices occur in an ongoing, systematic fashion.

The future looks bright indeed for business-education graduates who are prepared for it. The jobs will be there. The Ministry of Education, the school districts and schools, and the teachers in the classrooms must meet the challenge of preparing these future office employees for the world they will enter. They must have been stimulated by a relevant and up-to-date curriculum; their background must have been broadened beyond the narrow confines of specialized skills; and they must have been intro-

duced to the high-tech tools of the workplace by competent, confident business educators. Pursuit of this ideal will help to create a happy, forward-looking atmosphere in today's schools and will assist in the development of a productive contributor of tomorrow's society.

A bibliography is available on request.

Berne Neufeld is a business education teacher in the Victoria School District and curriculum coordinator of the B.C. Business Educators' Provincial Specialist Association.

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Mom and Dad wouldn't recognize today's Home Economics

SUSAN JACKSON

Take a couple of minutes to tackle the following true-and-false questions to ascertain your "Home Economics in the 1980s IQ."

1. In secondary school home economics classes in the 1980s, young men and women are studying theories on effective interpersonal relationships, developing communication skills, and challenging stereotypes relating to gender.
True_____ False_____
2. "Home economists are among the most skilled researchers and educators in human sexuality, education for parenthood, consumerism, and interpersonal relationships." (Patton, 1984) True_____ False_____
3. Death and dying, the aged, abuse in families, teen suicide, and environmental concerns are issues in home economics curriculum in the 1980s.
True_____ False_____
4. The new Family Management 11 and 12 curriculum addresses human issues (human sexuality, teen pregnancy) identified by the B.C. Medical Association, Planned Parenthood and the Gallup Poll of 1984 as topics teen-agers should have the opportunity to discuss.
True_____ False_____
5. Home economists are committed to the idea that individuals and families need skills and means for identifying and utilizing their personal and collective resources.
True_____ False_____

If you answered TRUE for all five, you top the class! If you found yourself increasingly baffled or skeptical about how the facts listed above relate to home economics as you remember it or perceive it now, read on.

In the spring of 1985, a provincial curriculum committee in home economics was struck. Development of Family Management 11 and 12 is in process. Family Management 11 (draft form) was introduced in B.C. schools in September 1985. Family Management 12 is expected to follow in 1986.

So how does this shift in focus affect you, the reader, directly? The new home economics curriculum (family management) can directly affect other curricula, other disciplines. The effect is, essentially threefold:

First, vast research supports the idea that learning and academic achievement are correlated to positive self-concept, self-esteem. Family Management 11, particularly, focusses on the student's self-concept and on developing self-esteem.

Second, increasingly we are becoming aware of adolescent mental/physical health problems: substance abuse (drug and alcohol), teen pregnancy, teen depression and suicide. In secondary school classrooms, teachers are often unable to transfer knowledge, as students energies are often otherwise directed. Family Management 11 addresses all of these issues from an educational, preventative perspective.

Finally, as teachers, we are aware of the "whole student."

While we may teach a particular subject to a group of individuals, our total effectiveness is tied into *who* those individuals are and *how* they are coping elsewhere in their lives. There is alarming evidence that many of our students face negative family dynamics: abuse, neglect, incest. The term recently coined to describe today's young people is distressingly apt: "the lost generation." In what sense lost? Unemployment, potential nuclear destruction, the state of the family, and a host of other issues influence our students. Skills in coping with stress, dealing with the practicalities of our job market, understanding how we affect and are affected by the environment, and maximizing our personal and family human and material resources are currently being addressed in Family Management classes.

Family Management students, then, can explore their self-concept, learn the dynamics of healthy families, and discuss environmental issues that pervade their everyday world and make it difficult to concentrate on the here and now of secondary school education.

Such learning benefits them as individuals and has the potential to make them more receptive learners in other subjects. Such learning has a broader potential: students successfully completing our program have a better chance at healthy relationships (marriage and family life), at coping with the demands and stresses of our society, and at being more aware and more effective parents of the next generation.

Family Management has the potential to influence students, families, and other disciplines. There's only one hitch. It relates to the title of this article. Like many other areas of education, home economics has an image problem.

Here's what often happens to me in a new social situation:

"So . . . what do you do for a living?"

"I'm a home economics teacher."

"Oh . . . do you teach food, or textiles?"

"I'm a Family Management teacher. . . ."

Puzzled expression, pregnant pause and then I describe the essence of Family Management. More often than not, my new acquaintance will comment, "Sounds great; wish I'd had a course like that in school," or, "I had no idea that was happening in home economics."

In home economics, we are intensely aware of, and beginning to address, the need for public awareness and education about what we are doing in our classrooms in the 1980s. All of our programs — Clothing and Textiles, Foods and Nutrition, and Family Management — are meeting needs integral to individuals' and families' leading effective lives.

Mom and Dad might not recognize today's home economics, but increasingly students, parents, colleagues, and the public at large are becoming aware of and supporting our programs.

Susan Jackson is a Home Economics teacher in Delta and is the curriculum coordinator for THESA (Teachers of Home Economics Specialist Association).

Enrichment

The Best Learning for All Students

DIANA ROWLES

In 1970, Charles Silberman described public schooling in North America as one of the longest compulsory experiences in the life of most people, longer than military service, longer than many jail sentences, and perhaps more enduring than most contemporary marriages. Since it occurs at the most impressionable time of life, it forms a basis for one's attitudes toward the world and oneself.

Do we want our children to view this as a time of challenge and excitement, of social freedom, of enduring the whims of adults, or of humiliation and boredom? For most, schooling is probably a combination of all the above that generally includes too little of the first ingredients.

Lazer Goldberg suggests that school children do not ask questions about their experiences with the natural world because most adults think it is the business of children at school to find answers. The questions are the business of textbooks, workbooks, and teachers. Yet when we adults are asked about the aims of education, most of us include such goals as cultivation of independent thinking, critical thinking, and learning how to learn. Why then do we so rarely structure situations in schools to teach children to search for their own questions?

The report of the Provincial Commission on Aims and Objectives of Education in the Schools of Ontario (1968) quoted Dean Neville Scarfe as saying:

We know that [children] become diligently thoughtful when they are actively investigating real and concrete problems that seem worth-

while solving to them. We know that they learn most effectively if they can persist with concentrated effort for a considerable length of time. We know that this can happen and does happen when the problem or topic of investigation retains their interest, cashes in on their curiosity, and develops their enthusiasm.

Children's thinking is of the same order as adults'; the difference lies in the amount and kinds of experience each has acquired. Children have to learn strategies for dealing with information, and they need to collect enough situational data to use their knowledge in an organized fashion. We can help children in this by giving them as many different situations as possible in which to learn and to use strategies. Jerome Bruner says that a child learning within a discipline differs from an adult only in degree not in kind. The child learning physics learns it better by behaving like a physicist than by doing something else.

ENRICHED EDUCATION: ONLY FOR THE ELITE?

Over the past 20 years, these objectives seem to have been lost for the majority of children. They now apply only to an elite group, the gifted. What has persuaded educators to narrow opportunities to the definably gifted? Are such pupils favored because they are easier to teach and provide measurable results that can be used to deflect some of the criticism that rains down on educational institutions? Do government and school



districts balance their budgets by giving only a few what all children should receive?

How does a child come to rate "gifted treatment"? Upon what criteria is a child relegated to an enriched educational experience or to the tedious injection of facts? The Ministry of Education (1981) states that the factors to be used in assessing the "needs of students for Enrichment activities are general student performance, specific achievement in curriculum areas, special areas of interest, different learning styles, high quality production, unique talents or skills, [and] demonstrated potential."

I cannot think of a single pupil I have taught who did not show these characteristics in at least one specific situation at one specific time. How can we sort children in this manner and decide who will have a genuine opportunity to feel the excitement of learning and who will not? Why should we assume that the children who have not yet shown "high-quality production" or "demonstrated potential" are not simply waiting to be challenged with something that seems to them relevant and worth while? A person may have a high need for achievement, but if no situation arises that challenges this need, he or she will not show it.

Many studies on ability tracking have shown that when gifted children are removed from the ordinary classroom, they receive the best education because they motivate the teacher by their interest. Meanwhile, the education of the non-selected pupils drops significantly because the teacher is less interested in teaching a group containing no "live wires." Once such selection has been made, upward movement to the gifted group is unlikely. The selection is a self-fulfilling prophecy: less enthusiastic teaching results in a lower standard of work and less motivation to overcome difficulties.

GIFTED APPROACHES FOR ALL CHILDREN

If the "gifted program" is kept in the regular classroom, all children have the stimulation of the activities and the opportunity to develop interests that will encourage them to perform in a gifted way. Perseverance on tasks, a major criterion for the selection of the gifted, may simply be interest in the topic combined with belief in the chance for success. Risk-taking behavior is based on the expectation of success or the fear of failure. Perhaps only those children who have already been successful are prepared to risk exposing their personal interests and goals.

At least some of the approaches that have been suggested for use with gifted pupils have all the requirements for promoting this kind of learning in all pupils. They enable children to define themselves as worthy (rather than being teacher selected), not just once, but in different situations, and on an ongoing basis. The *Enrichment Triad Model* proposed by Renzulli is a good example of such a program. It starts with general exploratory activities and moves through group training activities and then on to individual and small-group investigations of real problems.

Teachers can best help children learn strategies for thinking (for dealing with information in an organized fashion) by giving them a wealth of real-life situations in which to learn to use such strategies.

David Hawkins, in his essay *Messing Around in Science*, suggested a similar three-phase framework: a messing around (exploratory) stage, a teacher-input stage (lecture, skill teaching), and a genuine research stage (individual inquiry). He believes this education cycle to be the heritage of every child.

This kind of learning is valuable not only as an aid to attaining factual information but also in learning how to find out, how to measure and assess, and how to present results appropriately. In the present explosion of knowledge, it is impossible to know all the facts in any dis-



cipline, but one may remain abreast of the methods of inquiry in it. Surely understanding the different ways in which adults gain access to new information as it emerges, is a prime educational requisite for all children. Computer technology allows more and more knowledge to be retrieved by the average citizen than has ever before been possible. To reach this information, children need to know not only how to talk to the computer, but also what sources they need to search and where different kinds of information are stored. They must know how to get permission to use the

information and how to organize, synthesize, and present it once they have it.

The teacher's ability to provide children with freedom of choice and opportunity for commitment to the task depends on his or her own commitment to a classroom climate in which all opinions are listened to and valued. Once children really believe that they can risk trying something original, they become willing to invest considerable effort to achieve their goal.

The second step is to give children a variety of interesting experiences . . . materials and time to explore them. Ac-

cording to David Hawkins, most curricula minimize children's direct investigative contact with the world around them. Instead, everything is made to depend on an abstract symbolic medium which, in that very process, is drained of vitality and meaning.

The children's explorations should be discussed in relationship to adult activities and professions. This allows the children to see what they are doing as relevant to the adult world and to their own adult lives. Childhood experiences should move from play toward apprenticeship in work.

Exploration raises questions that the teacher can help the children define clearly. Individual interests emerge, and the teacher can then teach the skills required to achieve the goals the children themselves have set. Although this seems like lots of work, it is actually less demanding than trying to keep the same number of children involved with something that doesn't interest them. As the children gain skills, they will become more independent and more able to function on their own. They also become more interested in acquiring "the basic skills" as a means to the desired end.

CHALLENGING LEARNING

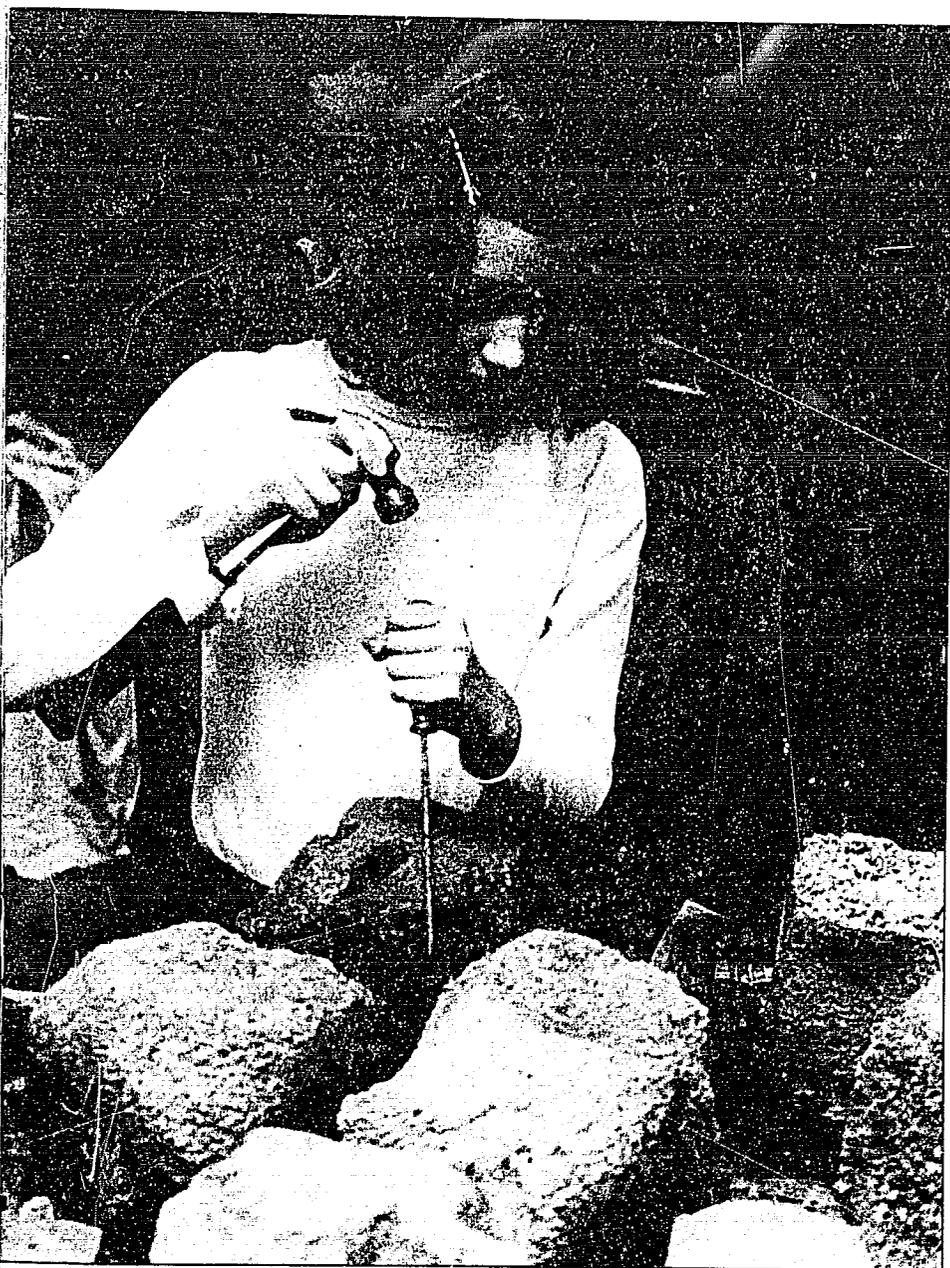
Children generally enter school excited about the world they have so recently discovered. This discovery has been based on curiosity and on exploration. Incorporating such behavior into the school day and using it to motivate children to acquire the necessary skills makes learning more relevant to pupils and less of a battle for teachers.

Such experiences must not be reserved for a privileged few. Fifteen percent of Canadians are functionally illiterate. They are losing the jobs they've been doing for years because they cannot read computer printouts or decipher new record-keeping methods. The early division to gifted and non-gifted categories risks increasing this problem, not lessening it.

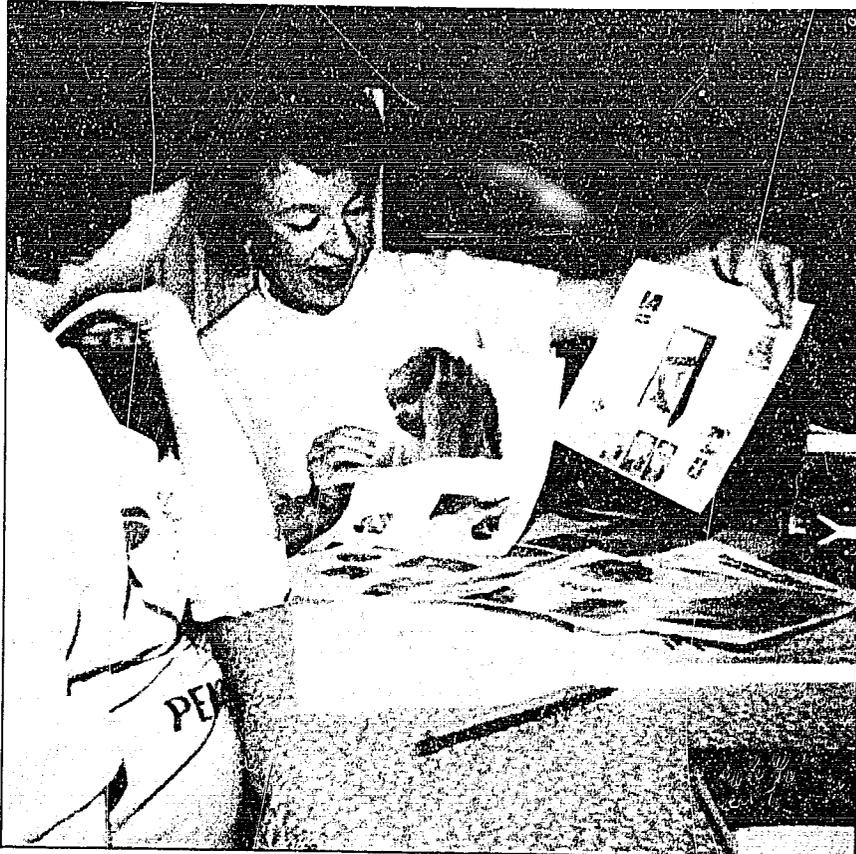
Joanne Whitmore, in her studies on the gifted, has found that one consistent feature of gifted children is that they experience rewarding learning through independent and parent-guided pursuit of knowledge and understanding about their world before entering school. We do not know if non-gifted children are also exposed to such experiences, but this information should be enough to suggest that such activities may be a crucial part of developing what we call giftedness in all children.

Diana Rowles is an educational consultant from Victoria, B.C.

In order to open up learning opportunities, approaches currently reserved for those students designated as "gifted," must be applied to all children in regular classrooms.



Educating Pregnant Teen-agers



Judi Bertoia educates a student at home.

Of increasing concern in B.C., as in all North America, is teen-age pregnancy: both the number of teen-agers who become pregnant and the number who attempt parenting. Within the first few months of pregnancy, many girls leave school, never to return. Despite the growing awareness of the problem and the spin-off costs to society, little is done to motivate these girls to continue with their schooling. The following is a look at educational options for these students, with emphasis on the flexibility provided by incorporating a Homebound program at some point during the pregnancy.

JUDI BERTOIA

In 1983, the last year for which complete B.C. provincial statistics are available, more than 5,000 girls between 15 and 19 became pregnant. Of those who carried to term, 103 girls were only 15 years old at the time of delivery; 272 girls were 16 when the babies were born; 242 were 17; and 788 were 18. Once the baby is born, over 90% of these girls attempt to fulfill the role of parent, usually at the expense of further schooling.

Even for the one in ten girls who offer their babies for adoption, the problems of continuing schooling during pregnancy are difficult to overcome. The options include moving out of town or remaining at home until delivery with no schooling, taking correspondence courses, moving into a residential facility; continuing at the local school, or some combination of these options but with the benefit of homebound teaching.

The disadvantage of staying out of school without course work is that the transition back into school routine after such a long absence is extremely difficult, often unsuccessful. Correspondence courses do provide good materials for learning at home, assuming the student is able to cope with the content and has self-motivation, but the success rate for completion without extra support is extremely low. Moving away from home into a residential facility is a very good option for some girls because it provides both education and supporters.

Those who are able to receive schooling at home can carry regular courses, especially if they are away from school for less than a semester. Classroom teachers provide outlines and tests from their work in the school. Students continue their education, with a Hospital/Homebound teacher providing regular instruction and the students doing considerably more independent work than they would were they in class. The one-to-one relationship provides additional outside support and contact for these girls while at home. Once the student is

able to return to school, the Homebound teacher assists with the transition back into the classroom.

For those girls who are uncertain about adoption or keeping the child, the same options exist. For those who intend from the beginning to keep the baby, the likelihood of leaving school before graduation increases; although they, too, have available the same courses of action.

Usually the younger the girl is, the more likely it is she will drop out of school. Conversely, those in their last year, especially if attending a senior secondary school, are best equipped to stay in school longer and to graduate. Some of these girls attend until delivery and return soon after, provided their support network is strong.

HOSPITAL/HOMEBOUND PROGRAMS

The probability of continued schooling increases when the girls are referred to Homebound programs. The approach to this form of education varies from district to district. Usually Hospital/Homebound teachers maintain the girls on their programs just as they do students who miss some months for illness or other problems.

After the girls are referred to the Homebound program, in-take occurs, and the appropriate people within the school are consulted for background information and course materials. Decisions are made as to numbers and types of courses that can be carried at home. The recommendations are discussed with the student and the family. Once the program has been determined, a schedule is set up for regular visits, exams, and reports.

In addition to maintaining regular subjects, Hospital/Homebound teachers have also arranged some innovative courses for these girls. For example, credit for PE 9 was granted on completion of a full pre-natal course. Telecourses intended for older students have been taken "for interest," with the approval of the instructor, but marked by the Hospital/Homebound teacher at the appropriate grade level to correspond to in-school courses. Some courses, such as Family Management II, have been adapted to focus more on teen pregnancy and/or parenting than on adolescence generally, in order to provide essential coping skills. All of these changes in content are given for credit only after all appropriate people within the district have been consulted, and if the course work is completed successfully. Meeting the immediate needs of these students is

often the determining factor in keeping them in school.

Duration of Homebound services depends on how long the student is able to stay in school once pregnancy is confirmed. This support may continue for short periods after delivery also; six weeks seems to be the maximum time, with many districts dropping services two or three weeks after delivery. In semestered schools, girls are often carried until a new semester starts. However, if course work has been planned for re-entry from the beginning, then the student returns to class as soon as she's physically able to.

One of the greatest difficulties for returning "moms" is arranging adequate daycare. The difficulties in making such arrangements, combined with fatigue from caring for the infant and keeping up with school assignments can lead to the student's dropping out. Tupper Mini School, in Vancouver, provides an excellent alternative by combining schooling and daycare in one facility. Surrey anticipates opening a similar program to serve students in the Boundary Health area in September. Homebound teachers can support these programs by providing continuous schooling for pregnant teens until they can return to school following delivery.

Key is the referral. Homebound teachers are not always aware of the students who are pregnant, especially in large districts. School counsellors may not be aware either, particularly if the students do not share their difficulties or are irregular attenders. Perhaps health-care professionals could facilitate contact between the pregnant teen-agers and Homebound programs. Greater familiarity with these programs among teachers generally would also increase the number of teen-agers who are told of this opportunity.

In *The Child at Risk*, the federal government clearly indicates the dangers to the babies of pregnant teens, prenatally, perinatally, and postnatally, as well as the costs to society for remediating problems created by many of these infants as they mature. One effective method of decreasing such problems is to help young parents continue with relevant schooling; that is, teaching them to care effectively for themselves and their babies and to develop skills aimed at avoiding poverty. Not only the future of the teen, but also the future of the infant is salvaged. Society can only benefit from such programs.

Judi Bertoia is a teacher in Delta and is the secretary of the B.C. Hospital/Homebound Provincial Specialist Association.

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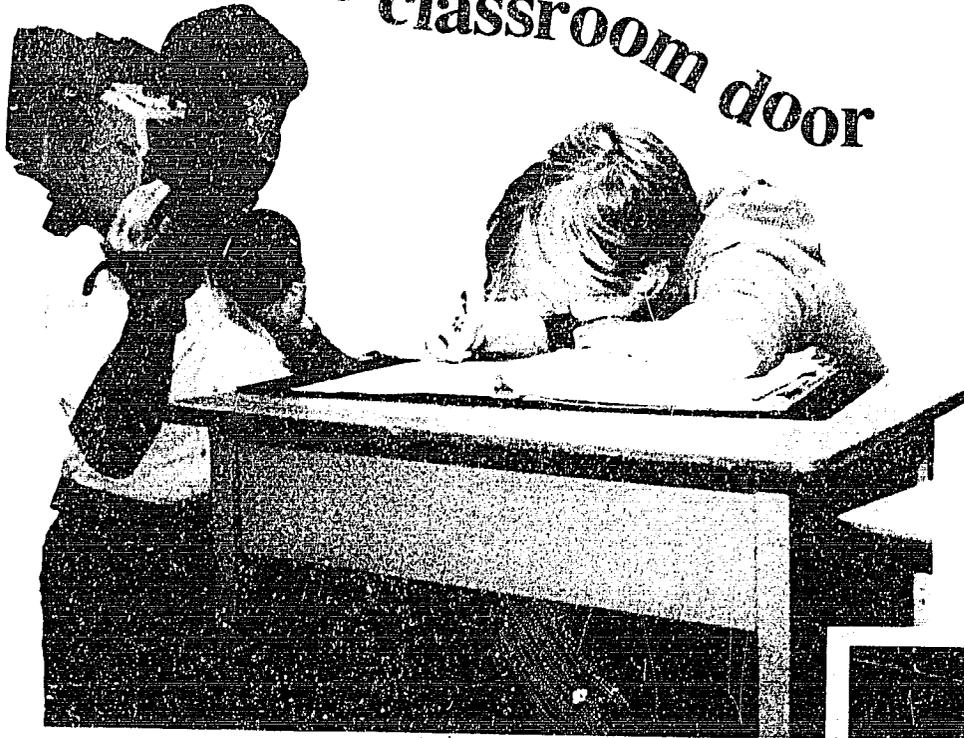
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SHEILA BORMAN and MERRILL FEARON

The lights are low; the room is quiet. A group of adults sits mesmerized by a TV set in a corner of the school library. A chuckle ping-pongs through the audience, and the tension is released. As the lights go up, the room hums with comments:

"That was fabulous! The children were really in the role."

"I've never seen a visualization exercise before. It works!"

"I'd like to know how they planned this unit and how much time it took?"

The workshop leader breaks in, and a discussion of the strategy begins.

SOCIAL STUDIES PROCESSES ON VIDEO

These teachers were watching and discussing an in-service video produced in B.C. and designed to help them implement the social studies curriculum. The video shows a role drama in which Grade 6 pupils studying life in China in the

1960s must decide who among them will be allowed into university. You see children problem solving and decision making in role.

The social studies curriculum states that students are to exercise critical thinking and problem solving. But how do teachers put these procedures into practice with the children in our classes? What does critical thinking look like? What strategies will help our students be better decision-makers?

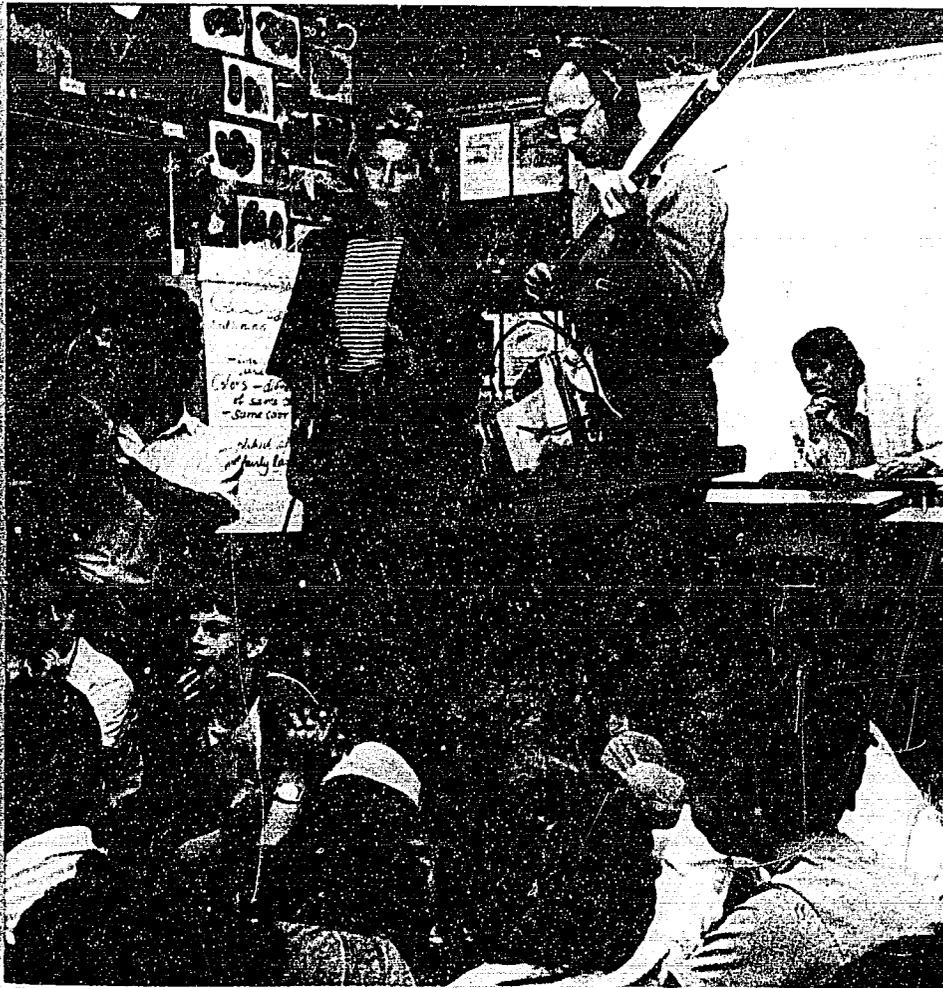
How do we know that our interpretation of the curriculum guide is similar to that of our colleagues teaching the same grade next door, or in another school, or in another district? What should our students be able to do when they leave our classes?

We teachers, like our pupils, learn not only by reading or hearing about a curriculum process but also by seeing it modelled, by practising it, by receiving feedback, and by reflecting on how we can improve our teaching the next time. We also learn best when a supportive group of our colleagues is working to-



That Help plement ulum

is who bring a curriculum to life. Understanding the curriculum's new teaching strategies requires practice, feedback, and reflection. practice is beneficial to both the teacher-on-camera and those and a supportive environment for further risk and learning.



ward the same goal, and when there is a certain amount of pressure to improve our current practice.

A reality of teaching, however, is that often we are isolated in our classrooms from other adults, and the feedback comes mainly from our pupils. We have little time to reflect on our own teaching practices or to learn what other teachers are doing successfully.

In-service videos of classroom experiences offer a way of bridging this gap between the realities of teaching and our needs as learners. They allow us as viewers to open someone else's classroom door and to observe the teaching and learning going on inside. Through the medium of video, a teacher can make the intent of a curriculum document visible to other teachers, to parents, and to students. The common experience provided by the video promotes conversations among viewers about the strategies for teaching problem-solving and decision-making.

Watching a colleague risk being videotaped prompts us to think, "I can do that, too!" Because these in-service videos show teachers who are working to improve their classroom practice, a sense of community or common purpose for what we do as teachers is strengthened.

The role drama video is one of three videos called *Thinking Together*. The other two show a Grade 4 class practising problem-solving as they write reports, and a Grade 6/7 class practising small-group discussion skills in a decision-making activity. The *Thinking Together* videos were produced in 1985 through co-operation between the Richmond School District and the Ministry of Education. This year, the planning team developed a larger series called *Teaching and Learning: Social Studies Strategies*, which visits classrooms throughout the grades and in school districts other than Richmond.

VIDEO PRODUCTION

A successful lessons-in-action video is the result of many hours of work by people with specific expertise. The planning team — curriculum consultant and co-ordinators from three branches of the Ministry of Education — first developed goals for the video series:

- to present a professional image of teachers and students working together in social studies classrooms,
- to show teaching strategies that promote thinking and action-oriented learning in social studies,
- to prepare quality media resources and accompanying print materials that can



A successful lessons-in-action video is the result of many hours of planning, filming, recording, and editing by a variety of people. Here, the curriculum consultant, Sheila Borman (right) draws out thoughts about the lesson from the teacher, Sabina Harpe (centre) while the production crew records.

supplement social studies in-service education,

- to develop an image of the outcomes of a social studies program that can be communicated to the public.

Then we suggested some specific purposes for each program so that the curriculum consultant could begin to talk with teachers about being videotaped.

At this point there was considerable negotiation between each teacher and the consultant to plan a lesson or a series of lessons that would develop the social studies processes of problem-solving and decision-making, as well as the research and group-interaction skills. We considered ways of showing how social studies integrates with other subjects such as the fine arts.

Once the lesson plans were made and the videotaping technique discussed, a date was agreed upon for the camera crew to arrive. A full morning or afternoon was set aside to allow for interruptions or equipment changes. The teacher wore a clip microphone, and pupils' comments were captured by a fishpole microphone. The crew of three — the producer, the videographer, and the sound technician — and the curriculum consultant were in the room during the taping. There was one ENG (electronic news gathering) camera, usually focussed on the pupils. Sometimes the producer had to interrupt the lesson to ask for a retake because an answer had not

been picked up. However, the crew was conscious that such an interruption often causes an unnatural response, and it kept interruptions to a minimum.

At the end of the videotaping, during lunch or after school, the teacher, the crew, and the consultant found a quiet spot in the school to audiotape an interview with the teacher. The curriculum consultant drew out the teacher's thoughts about the lesson, about the purposes behind some of the strategies captured on camera, and about the successes and struggles the teacher has had in working to improve classroom practice. Parts of the conversation were used as the voice-over commentary for the finished video.

The videotaped footage was edited to a length of 15 to 25 minutes, and the curriculum consultant met with the producer to screen the rough-cut sequences. The screening was an important point at which to ensure that the integrity of the classroom experience was maintained, and to choose the audio interview statements that would bind the various classroom sequences together. Later the teacher had an opportunity to view the nearly finished video.

TEACHERS HELPING TEACHERS

You might be wondering about the teachers who agreed to undergo videotaping. What if the class were to act up or the crew intrude to the point that it is

no longer a lesson to be proud of? Why add extra time and effort to an already busy schedule when taping timelines are short and editing seems to take forever? In five years, would they like the version of themselves captured on tape?

Because the videos focus on the teacher's strengths, they provide a sense of accomplishment from doing a job well. They allow teachers to step outside their own actions and to think about their teaching. Because the camera picks up student interactions, teachers may discover new insights about specific students. The extra effort taken to present their knowledge to others through the video medium helps to strengthen their understanding of their own practices. In the words of one of the participating teachers, "Seeing myself on video was difficult, but I'm glad I did it, because I feel I have made a contribution to education."

The importance of that contribution is confirmed by the comments of teachers attending workshops that used the videos:

"I've been trying some interviewing in language arts, but interviewing in role will really bring my social studies alive."

"I've been looking for a way of integrating social studies and fine arts."

"Maybe Jill and I can get together and plan a role drama. I'd like to try one!"

The eleven 30-minute videos in the *Teaching and Learning: Social Studies Strategies* series (T-220 to T-230) are available through your district resource centre from PEMC for \$15 each (1/2" VHS) or \$20 each (3/4"). The *Thinking Together* videos are T-224, 225, and 226 and will be accompanied by a *Workshop Leader's Manual* in a kit to be distributed by the Curriculum Development Branch in May 1986.

Sheila Borman is social studies co-ordinator for School District No. 38 (Richmond) and curriculum consultant for the *Teaching and Learning: Social Studies Strategies* videos. Merrill Fearon is a program co-ordinator at the Provincial Educational Media Centre.

Teachers: Retired

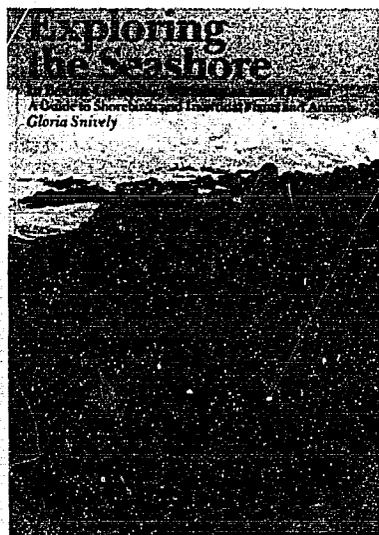
Most of the teachers listed below retired in December 1985, January and February 1986. A few left teaching earlier but were granted deferred allowances. The federation extends to them all best wishes for the future.

John D. Beaton, West Vancouver
Albin A. Bownick, Vancouver
Burton F. Burkholder, Coquitlam
William A. Butler, Greater Victoria
George S. Callaghan, Coquitlam
Jeane S. Chesney, North Thompson
Wynne A. Clarkson, Coquitlam
Robert E. Coates, Qualicum
Milo F. Coldren, Sooke
John T. Cook, Abbotsford
Norman J. Coull, Richmond
Heather Croil, Richmond
David B. Devlin, Vancouver
George R. Douglas, Vancouver
Victoria A. Douglas, Surrey
Agnes M. Dueck, Shuswap
Agnes J. Emary, Arrow Lakes
Irmgard L. Epp, Peace River South
Ramon M. Fabri, Central Okanagan
Helen C. Fisher, Sooke
John J. Gay, Greater Victoria
Ronald S. Haskins, Central Okanagan
Edward A. Hedley, Greater Victoria

John Hemingway, Surrey
Ross M. Henderson, Vancouver
Patricia J. Hickey, Vancouver
Glenn R. Jamieson, Vancouver
Mary Kratzmann, Sooke
Dolores E. Krepps, Greater Victoria
Isabel F. Laird, Greater Victoria
Lawrence Leaf, Burnaby
Gwynne M. Lind, Keremeos
Ruth M. Lindgaard, Vancouver
John K. McCulloch, Central Okanagan
Edith J. McEwen, Surrey
Beverley R. McKinnon, Penticton
Alan V. MacMillen, Bulkley Valley
James E. Melton, Vancouver
John Murray, Greater Victoria
Adam H. Ozero, Saanich

Margaret J. Palmeter, Comox
Robert L. Pauwels, Sooke
Stanley A. Perkins, Greater Victoria
George W. Provins, Surrey
Alex W. Prytula, Central Okanagan
Phyllis M. Roberts, Surrey
Shirley A. Sawyer, Langley
Maimie S. Shumsky, Creston-Kaslo
Audrey Taylor, Vancouver
Jack K. Taylor, Greater Victoria
W. Harry Taylor, Cowichan
Marie A. Thistle, Bulkley Valley
Francis Z. Tsikayi, Fernie
Marguerite D. Waters, Central Okanagan
Shirley J. Watkins, Duncan
James R. Wickens, Cranbrook

In our January/February 1986 issue we mistakenly reported that Betty-Lou Malpass and Mary R. Pickett retired in 1985. We apologize for any inconvenience this may have caused them.



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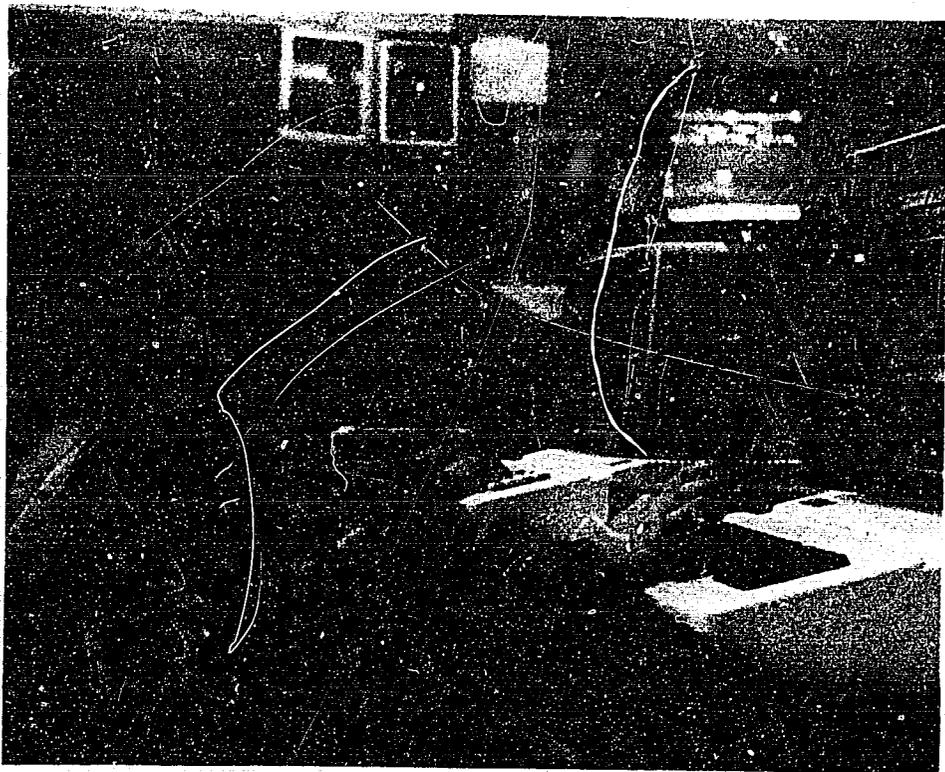
SALTSPRING ELEMENTARY SCHOOL

Where Computers and Curriculum Merge

IAN JUKES

Follow the children into Saltspring Elementary School, carefully closing the big blue doors behind you as you enter.

A wander down the halls gives no hint of anything too exceptional — oh, certainly the walls are brightly festooned with posters and pictures; schedules and announcements abound; and the tack



Concentration on a task is no longer a concern when pupils use computers to write creatively and/or solve problems.

boards feature the latest in class projects and displays. An active school, no doubt, but this is the stuff that you'd expect almost anywhere busy students and energetic teachers are at work. No, what's really special is down there at the end of the hall, on the left, in Room 204.

As you swing back the yellow door and glance inside, no one in the room really seems to notice. Scattered here and there individually and in pairs, a class of Grade 2 pupils is at work writing letters to friends in other classrooms — only they aren't using pen and paper to do the writing; they're using computers. You've entered the school's 20-station computer lab.

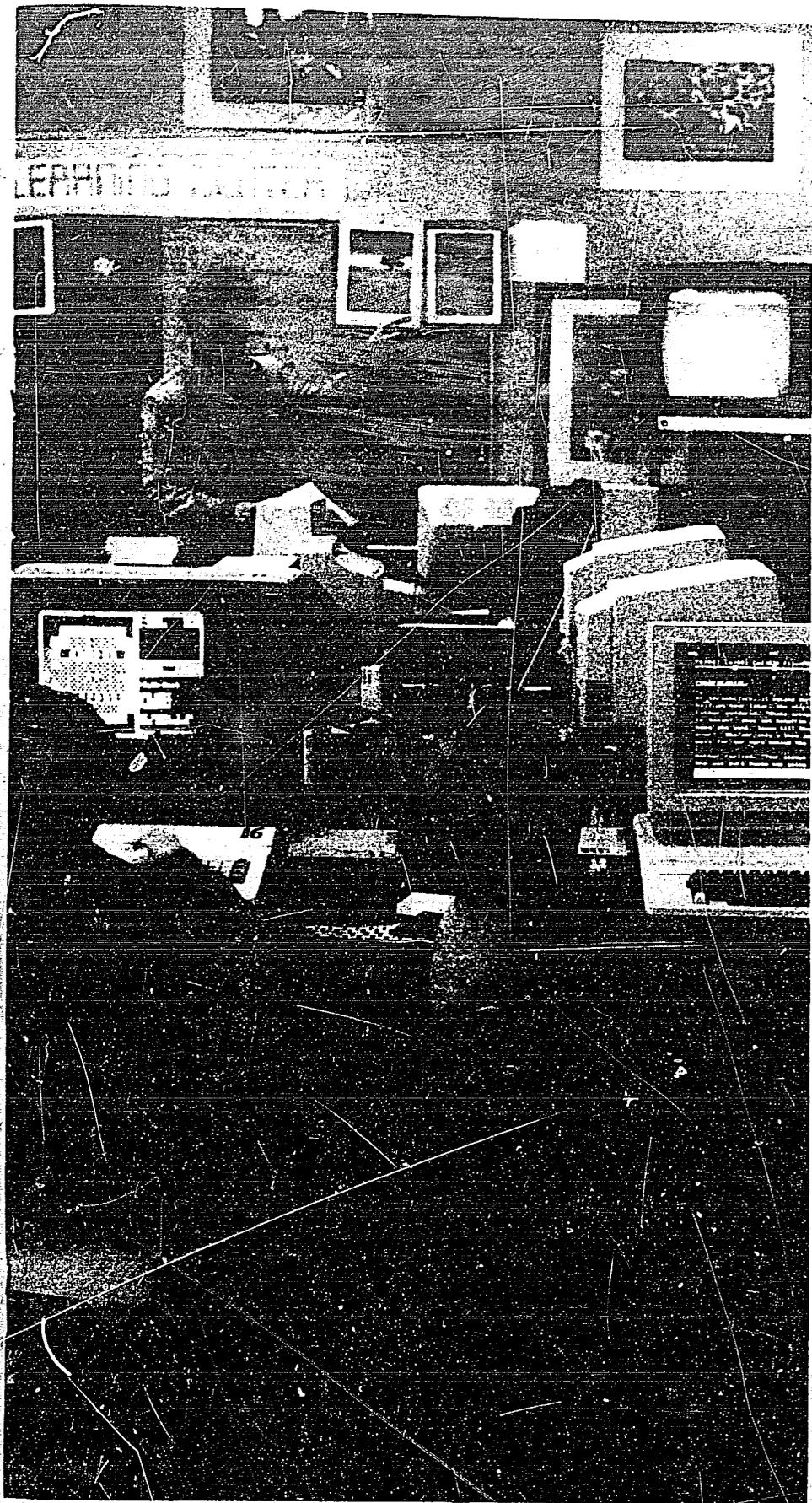
Over in the corner, a blonde-haired boy scratches his head as he stares intently at the amber screen before him; he knots his brow as he grapples with some unknown problem. The seconds tick by, then he brightens. Has he found a solution? Reaching out, he gently taps the keyboard then quickly leans back to assess the results. Success! He smiles, then, once again, he begins to write.

Meanwhile, on the other side of the room, Anthony and David stand transfixed as a printer noisily clatters back and forth, spitting out David's latest masterpiece. Carefully tearing off the finished copy, David scampers away to show his partner, Shane, what he's done. Within seconds, the author of another creation spurs the printer to life and the scene repeats itself.

In the midst of it all, slowly making his way from pupil to pupil, is classroom teacher Jim Prendergast. Jim is relatively new at using computers in the classroom, but he likes what they've done for his language program. The neat product and the fact that computers make it much easier for his kids to proofread and edit text have sold him. Not only do his pupils write more, but also what they write seems richer and more personal.

As he moves about the room, Jim pauses here and there to answer questions, check the progress of the letters, and make helpful suggestions. The atmosphere is casual, the conversation animated, but all of the pupils are concentrating on their individual tasks. For Jim and his pupils, the computer is merely a tool — no different from a pen or a ruler — just something that makes what they're doing easier and more meaningful.

The moments pass quickly, and all too soon, it's time to go. A clap of hands quickly gets the pupils' attention. Jim gives a few simple instructions, and then the children return to their keyboards. With a whirl, disk drives around the room



Integrating computers with curriculum is a priority of the Gulf Islands School District. Above, Tom McKeachie, district computer co-ordinator, reinforces a point with a group of intermediate students.

come alive, letters in progress are saved, and the disks collected. Within minutes, Jim's class is gone, and another group files in to begin their activities.

For Alison, the Grade 6 French-Immersion teacher, showing the pupils how to use a data base (simply the computer's method of storing and processing information) for the science portion of their mammals unit is going to be different from anything she has done before. As a long-time user of word processors, both in the classroom and personally, she has found how effective word processing can be in helping pupils develop their expressive writing skills in both French and English. This in itself has made the use of computers a worth-while aspect of her program.

But it is also true that in this Information Age, the amount of data available to us is increasing at an astounding rate. Managing this information is going to be a critical skill in her pupils' future. Futurists tell us that today's students will, in the 21st century, change their jobs six to ten times — types of jobs we cannot anticipate or teach toward. Tomorrow's worker must be flexible and adaptable rather than trained for one particular task or way of thinking. Students must develop critical thinking skills and the ability to manage, process, adapt, and apply information. Getting her pupils to access, manipulate, and eventually create their own data base is one way Alison can help them develop these skills.

The science lesson begins. Comfortable with the new technology and always eager to try something different, the pupils grasp quickly the fundamental concepts underlying the use of a data base. Within minutes, they're searching a prepared file to answer the questions Alison has posed.

What mammals are water based?
Do any mammals lay eggs? Which mammals migrate? Are water-based mammals more likely to be herbivorous or carnivorous?

The computer's responses are met with expressions of delight and excited conversation. Fingers point, explanatory theories are constructed, conclusions are drawn, and answers are recorded. Quickly the pupils devour Alison's list. Soon they're beginning to develop and answer their own questions; some are already starting to map out how they will design their data base. They make connections between what seemed to be unrelated information. This, in turn, leads the pupils to pose even more questions. For them, the computer has become an empowering tool to help them manage and think about all kinds of information.

But more important, the content has become secondary to the process.

The distant sound of bells is echoed by the groans of busy pupils too engrossed in the process of thinking and learning to be troubled by something as unimportant as time. Reluctantly, pupils begin to shut down computers and shuffle out of the lab and back to the classroom. Ten minutes after the bell, a few diehards are still plugging away.

In the room next door, learning assistance teacher Maria Dammel and a small group of primary pupils settle down to work on a new phonics exercise.

Clustered around the table, the children are oblivious to the peculiar sounds emanating from a computer beyond the divider on a table on the far side of the room. Sitting quietly at the keyboard, a dark haired boy in a weathered Canuck jersey studies the words from this week's class spelling list. Tracing his words as he reads, the boy carefully checks the context sentence and then selects an answer. A beep, a whistle, and a colorful animated figure bouncing across the screen tell him he's got another one right. A small smile flickers across his face before he starts in on the next sentence.

From around the corner, Maria appears. A quick glance tells her all is well. Going to the record screen, Maria notes

the problem words. Quietly she and the boy discuss the list. Together they add words and delete others. Then once again he's on his own. Twenty minutes later, when he finishes, his place will be taken by another student and another program.

For Maria, using the computer as a teaching aide has added a new dimension to her job. Using a number of software packages on various subjects, she has been able to develop individualized programs for many of her pupils. This has permitted her to double-book much of her time and, in so doing, attend to the needs of other children — children she may otherwise have been unable to fit into her busy schedule.

Having a computer in her class has been like gaining a competent aide to help her with the program — someone there to pace the lesson, to give immediate feedback, to personalize the instruction, to show patience in even the most difficult of situations, to avoid public embarrassment over errors, and to maintain precise records while keeping the pupil involved in the learning process.

Computers will never replace the personal responsiveness and adaptability of a living, breathing, feeling teacher, but for many of Maria's pupils, who have both, using this new technology has be-

come an essential part of their special program.

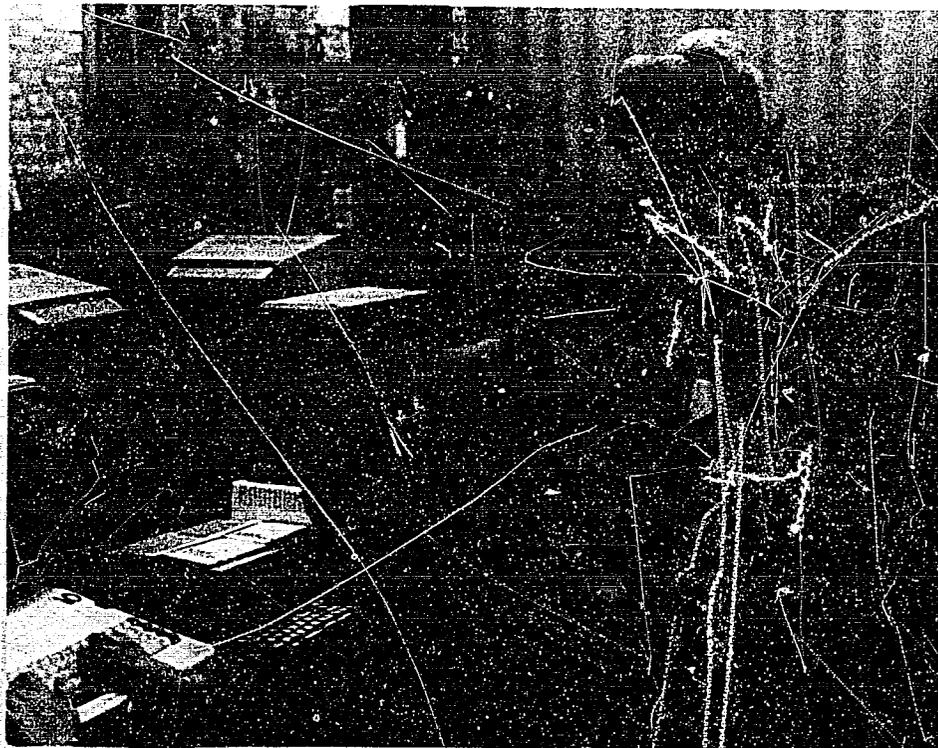
All these teachers see that the computer isn't a subject unto itself, but is rather a powerful tool teachers in all subjects can use to engage pupils in meaningful activities. Learning to use computers is not the only issue. More important is *how* to use computers to make what we teach more efficient, more effective, more interesting, and more appropriate in light of the needs of tomorrow's citizen and worker.

Computer technology is rapidly becoming an integral part of the formal and informal education of children. Such technology has been most evident in the computer hardware and software being used in the school setting. For some time, now, *computer literacy* has been loosely defined as "the ability to turn on a machine and use a piece of software." For most schools, the use of such technology has been evident primarily in computer-aided instruction (CAI), administrative record-keeping, and the teaching of programming skills and word processing.

The program operating here at Saltspring Elementary speaks for a far broader definition of *computer literacy* — one that envisions computers not primarily as content area or subject, but rather as technology that must be integrated into existing classrooms and curricula, while at the same time providing the possibility of new activities — vehicle rather than subject.

Computers are more than just a means of learning facts or information; like pencils, rulers, typewriters, and calculators, they help people accomplish tasks without dictating the content of the tasks. If this technology is to make a significant contribution to education, we must decide how best to use it, and having decided, we must ensure that the new technology *will* make a difference to the educational life of the classroom and the children we serve.

While Saltspring Elementary School's situation is far from the norm here in B.C., the program demonstrates that with commitment on the part of the district, administration, and staff, the acquisition, over time, of enough hardware, good software, and hard work, any school can do what's being done here in the beautiful Gulf Islands.



At Saltspring Elementary School, educators (like Jean Davis, above) are encouraged to select computer applications that best suit their pupils and subject areas. Word processing, data bases, and learning assistance software are in use throughout the day.

Ian Jukes is the computer co-ordinator at Saltspring Elementary School. Working as a BCTF PD Associate for Computers in Education and as an officer of the Computer-Using Educators of B.C. provincial specialist association, he has helped teachers around the province to use computers effectively in the classroom.

An Agenda for Curriculum The Next 10 Years

A Perspective from the Ministry of Education

BOB OVERGAARD

There are of course many theories and models of curriculum and curriculum development that exist, there are many directions that can be taken, and there are many expectations that are held. There are also many experts; in fact, everyone is an expert in curriculum, in that everyone has had direct experience with it: all as students, many as teachers, some as developers.

In British Columbia, where, by law, the responsibility for curriculum rests with the Lieutenant Governor-in-Council, with well-regulated local exceptions, political factors have joined the educational, disciplinary, social, and economic issues that define the curriculum's environment. Curriculum is always affected by all these factors, no matter what the focus of responsibility is.

What often is a surprise, however, is the discovery that curriculum development in B.C. is a system controlled largely by teachers, on behalf of, and in contact with, their colleagues. Although the government reserves the right to inject its authority at any point in the process, its role has consistently been to support a process of professional and collegial negotiation.

Periodically, a government will become curious about the process and try to understand it, particularly when problems emerge.

In 1985, the Minister of Education, the Honourable Jack Heinrich, invited the Curriculum Branch to identify issues inhibiting the process, and to propose changes. Three major concerns were identified: the lack of a consistent and governing statement of direction for schooling in British Columbia, the inability of the ministry to keep curriculum current, and the inability to keep to long-range plans.

The article that follows is a greatly summarized version of the paper that responded to Mr. Heinrich's invitation. It represents only the directions proposed by the management and seconded by teachers in the Curriculum Branch; it is not government policy. It rests on no chosen theory nor selected model. Rather it proposes that curriculum development in B.C. continue to be a process of negotiation and discussion among colleagues.

Policies and procedures of provincial curriculum development were developed and published in "Curriculum Planning, 1979," a planning document in which a curriculum-development model was described, procedures for the revision or development of a provincial curriculum were outlined, and a long-range planning schedule was announced, based on the concept that each curriculum area would be revised every nine years.

The application of this policy has resulted in the provincial curriculum's being basically sound. However, the nine-year cycle proposed in 1979 never happened as intended, largely because of capped budgets and increased costs.

The result of lengthening the cycle was declining currency of curricula and the inability to respond to developing needs, both of which have proven to be major limitations in the views of teachers. At the same time, a tendency developed to apply equal attention — intensive during revision and negligible in intervening periods — to all subjects — from language arts programs to family life education to consumer education. Since the bounds of curriculum are almost endless, there has been a notable lack of focus and priority.

Recent government, public, and professional statements clearly indicate



**The Ministry of
Education welcomes
comments and
feedback from
educators on the
ideas put forward in
this proposal for
curriculum change.**

that it is time to renew a strong commitment to current, relevant, and high-quality curriculum for all students in the province.

A RATIONAL CURRICULUM- DEVELOPMENT PROCESS

Before policies can be announced, the following *premises* upon which they will be based must be articulated:

- The Let's Talk About Schools Discussion Paper of 1985 demonstrated that a broad provincial consensus on the goals of education and schooling exists. Intellectual development is clearly the first goal of schooling, and social, human, and vocational goals require attention as well.
- The provincial curriculum plays a key role in the pursuit of these goals — a role that can and should be articulated in operational terms.
- The ministry assumes a fundamental responsibility for the overall direction and monitoring of curriculum and programs in the province. As a part of this responsibility, the ministry must ensure that the capacity to improve the provincial curriculum is always present.

- Regular intervention and correction is preferable to infrequent full-scale revisions and will incrementalize change, making ongoing improvement possible.
- Prospects are for continued limitations on funding and staffing levels at both provincial and local levels.
- Relative priorities can and must be established among curriculum and program activities of the Ministry of Education.
- Information about student needs, the adequacy of existing curriculum, and the "outside world" can be brought together to serve as a basis for establishing relative priorities.
- It is appropriate to reassign major educational responsibilities for certain curricula in a realistic way throughout the system.

These premises serve to provide a framework for the articulation of goals for the curriculum and the curriculum process.

The goals of education described and confirmed in the Let's Talk About Schools process can be joined and applied to individual children. In the ideal, their achievement would develop an educated person who has qualities that could be described as in the following image:

The educated person is one who is a thinking individual, capable of making independent decisions based on analysis and reason. The individual is curious, capable of an interest in learning, capable of acquiring and imparting information, and able to draw from a broad knowledge base. The individual appreciates and is able to contribute to creative expression. The individual is self-motivated, has a sense of self-worth, pursues excellence, strives to be physically healthy, and is able to achieve satisfaction through achievement. The individual has sound interpersonal skills, morals, and values, and respects others who may be different, understands the rights and responsibilities of an individual within the family, community, nation, and the world, and is aware of Canada's cultural heritage. The individual is flexible, has skills necessary to function in and contribute to the world of work.

From this image, educable qualities can be identified and articulated in a series of statements that provide clear and concise direction for the provincial curriculum. The goals of curriculum can be

stated as follows:

- To promote growth in the ability to make reasoned and logical decisions in school disciplines as well as in situations of everyday life involving self, family, society (i.e., community, nation, and world), and the world of work.
- To promote growth in a knowledge base relevant to those situations.
- To promote growth in the understanding of skills and knowledge necessary in those situations including their use and limitations.
- To promote growth of personal values and attitudes based on real competencies and achievements.

"Teachers have requested more consistency and coherence between and among subjects."

For these goals of the provincial curriculum to be pursued, the role of the Ministry of Education and, in particular, the Curriculum Branch needs to be articulated.

Supervision: To monitor the effectiveness of all provincial curriculum and all its component parts with a view to identifying problems, intervening when necessary, responding to inquiries and concerns, researching critical issues and developments.

Service: To provide services to government, the ministry, districts, schools, universities, the public, and the publishing industry, that support the effective development, implementation, and evaluation of provincial curriculum and that include the provision of both technical and interpretive information through systematic communication processes.

Development: To identify critical curricula that require revision or intervention, allocate resources, write curriculum frameworks, and select learning resources that combine the highest quality and acceptability.

Implementation: To publish curriculum guides and resources books in active

areas, and to provide orientation services to teachers and districts that provide information needed to ensure effective use of new curriculum.

Evaluation: By working with other branches, to ensure that provincial examinations accurately reflect provincial curriculum, and that provincial assessments provide information that forms an appropriate basis upon which to evaluate performance of provincial curriculum and to identify necessary follow-up.

These goals need to be pursued in all curriculum areas, as their achievement is central to a basic function of the Ministry of Education. Ideally, all curriculum areas would be continually served, with improvements developed and implemented to address needs as they became apparent. This is a goal that the ministry will work toward. However, limited resources prevent its achievement at this time, and choices must be made.

The application of these premises and goals would produce the following priorities:

First, all subjects need major reviews at least every 9 or 10 years, and the ministry should ensure that the reviews happen. Based on the degree of provincial interest in ensuring that the curriculum is as current as possible, the universality of a course, its importance to all other subjects, the importance of transferability between school districts, and the need for provincial standards, some subjects require a greater degree of attention.

Therefore, the four core subjects of language arts/English, mathematics, science, and social studies will move to a basis of continual improvement. Interventions would be frequent; development and implementation projects, constantly planned and carried out in consultation with teachers and advisory committees.

The range of interventions would vary from a full-scale revision in Grades 1-12 on one extreme, to the updating of a portion of a resource book on the other; from replacement of all prescribed texts in one subject, to the substitution of an out-of-print teachers' reference title in another.

Other subjects will see less frequent ministry involvement, similar to what now occurs in all subjects equally. Activity in these areas would see considerable input from schools, districts, and professional associations. Basically, parties interested in and capable of analysis of programs would be invited to provide a report on the state of the curriculum and to recommend changes. The ministry

would determine the overall parameters for the studies.

Nothing in the approach to this group precludes interested parties' suggesting to the ministry, at any point, that changes to a given course or program are necessary, which could result in development or implementation projects.

TOWARD A NEW CURRICULUM DESIGN

In the past, curriculum development was carried out project by project, and the processes, guide format, and contents varied widely from subject to subject. That approach was followed because it was thought that since all subjects were different, they demanded different approaches to curriculum design. Teachers, however, have requested more consistency and coherence between and among subjects.

Other recommendations deserve attention as well. Accordingly, policies will be developed to ensure the following:

- All curriculum documents will indicate their common source in the goals of the provincial curriculum in British Columbia, and claim the area of re-

sponsibility for that subject or level. Each curriculum development or revision activity will thus have a framework within which both developers and users can view their contribution to the overall direction of schooling in British Columbia.

- Expectations will be clear and precise. The design of curriculum guides will begin with an implementation focus based on teacher need rather than on an academic focus, and address those teachers directly. Content will prescribe goals and objectives in a scope and sequence. Methodology, activities, and materials will be offered as suggestions only. Resource books will continue to be written as "good advice."
- Evaluation, including examinations, provincial assessments, questionnaires and other devices for determining the state of the curriculum will be integral to the process.
- All guides will display a consistent format, terminology, and level of specificity. As the public statement of the curriculum development process, the consistency of the process will be reflected in the more uniform format

for curriculum guides.

All areas will see active involvement by teachers selected according to established criteria in co-operation with the BCTF.

TOWARD REVISED LEARNING RESOURCES POLICIES

When the Credit Allocation Plan was introduced six years ago, it was announced that the plan might be modified in the light of experience.

Changes to the Credit Allocation Plan now being proposed are intended to achieve four objectives.

1. To clarify meanings of the terms *prescribed* and *authorized* as they apply to learning resources.

Prescribed learning resources are those judged by selection committees to be most suitable for the great majority of students. The ministry may issue a recommended "scale of issue," but teachers are responsible for determining the most effective use of these texts in the classroom.

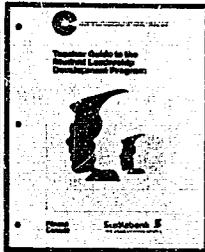
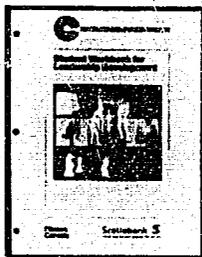
2. To reclassify prescribed and authorized learning resources according to actual usage patterns in the schools in relation to provincial curricula.



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Publication Services is required to stock and maintain all Prescribed and Authorized materials at an expense that inhibits keeping other materials current. In many cases, teachers have identified materials that are more effective; yet according to current policies, many of them cannot be provided by Publication Services.

3. To increase flexibility of districts to obtain and use learning resources selected by the district according to existing policies in order to supplement prescribed materials.

Districts will be permitted to allocate more credits to provide learning resources selected by them from an extensive list of materials approved by the ministry. The list will contain authorized titles that are not reclassified as prescribed as well as materials that were previously classified as supplementary, selected by districts and approved by boards, and purchased through Publication Services.

Procedures for gaining ministry approval to add district-initiated authorized selections to the authorized list will be simplified greatly. Details of this process will be announced shortly, but will require board resolution of approval in the same fashion as prescribed texts require Order-in-Council approval.

“... the Curriculum Branch should play a large role in orienting teachers to curriculum change ...”

4. To adjust the plan in a way that allows the Ministry of Education to continue to provide better and current materials on a continued basis, and at the same time, respond to economic circumstances.

These changes will allow the ministry to proceed with improving the standard of new prescribed learning resources by achieving economies through restricting the amount of inventory of currently prescribed and authorized titles.

At the same time, the modification will allow districts more easily to add authorized titles. The advantage of this change is that at the authorized level, in this category, districts can decide which materials will be used most effectively by their own students, eliminating the need for a vast array of possible choices to be kept in inventory.

Fewer titles, then, will be kept in stock, and the rest will be ordered as needed.

TOWARD REVISED COMMUNICATIONS POLICIES

If curriculum guides and learning resources selected are to be effective, the branch has an obligation to demonstrate and to communicate to teachers, as part of the design of curriculum, how new guides and resources can be used in organizing instruction in the classroom.

Policies developed to support this obligation must recognize that the implementation of curricula is a teacher-based process.

At present, a significant proportion of the resources of the school system go into the development of programs on the one hand, and to the provision of teaching personnel and resources for classroom instruction in those programs on the other. But insufficient attention is paid to teacher education as to the intent, contents, and strategies implicit in the new or revised programs. The result is that the intended curriculum change is often not translated into the classroom.

Since the implementation of curriculum change can be done only by the classroom teacher, and since the program, as intended, should match as closely as possible the program as taught, the Curriculum Branch should play a large role in orienting teachers to curriculum change in either a direct or an indirect way.

In general, procedures will be developed to ensure that teachers who are unaware, with a very limited idea of the nature of an innovation or revision, can be provided with opportunities to become *aware*, familiar with the intent of the innovation or change. The next stage, *implementing* or using the innovation in the classroom, is then more likely to happen.

Having every classroom teacher in the province directly involved with the program developers is only possible when the audience is very small. The situation in which the audience is large and the innovation represents a significant departure from traditional classroom tech-

nique presents a different kind of problem.

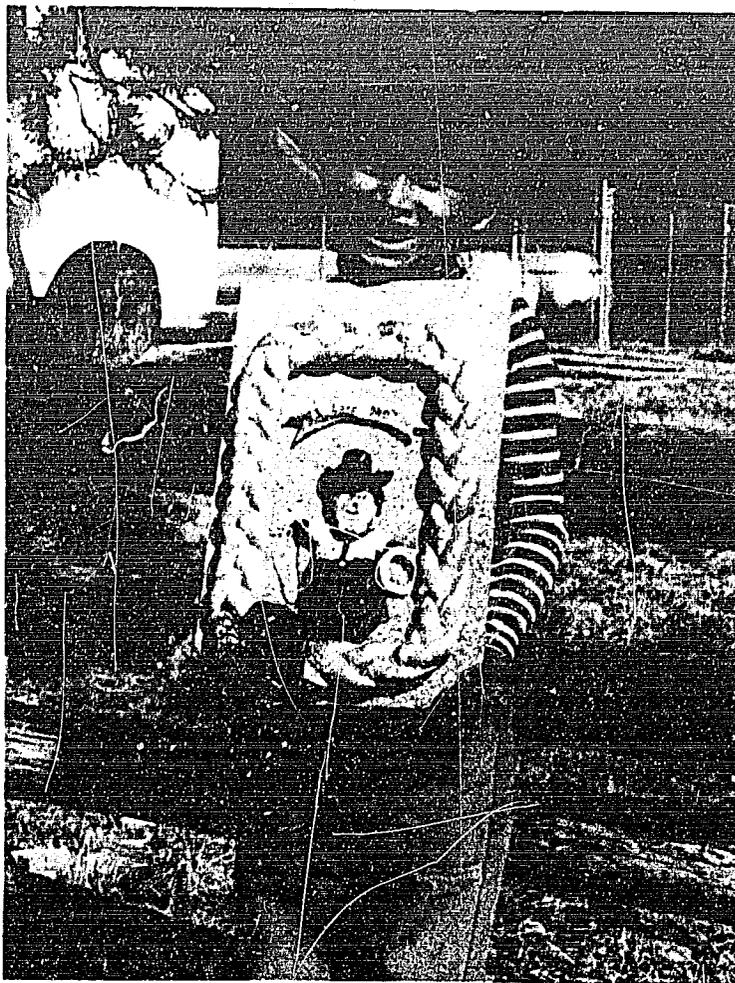
The following points will be considered as the ministry organizes a revised process for orientation:

- It is not appropriate to develop programs without attempting to educate the intended user to the innovation.
- Implementation of innovation is a long-term, complex process and requires ongoing support.
- Implementation of a new or revised curriculum is the responsibility of the classroom teacher.
- Systematic, planned support for the teacher who is engaging in the implementation process is the ongoing responsibility of district and school administrators.
- Curriculum Development Branch must begin to orient teachers and administrators to a new or revised curriculum at the beginning of the development process in order to raise the level of awareness about the innovation.
- Appropriate university pre-service and in-service education courses should reflect the revised program, not the program as it existed in the past. The ministry must intervene to ensure currency.

The views proposed in this article are intended to present a position that the style of curriculum development in B.C. is very productive, both in terms of quality and quantity. To function properly, however, it needs an agreed-upon and worth-while mission to guide it, and a commitment to support its critical functions. Meanwhile, the development of curriculum goes on with few options and at an unpredictable pace. At the same time as everybody complains, somehow it seems to work.

Bob Overgaard is the director of the Curriculum Branch, B.C. Ministry of Education.

Rural Schools Shape an Integrated Curriculum



Rural teachers are challenged to meet the needs of multicultural and native Indian children. The provincial curriculum gives little or no consideration to children with English as a second language.

CATHERINE MULVAHILL

Current curriculum guides make no mention of the rural school. Only the curriculum guide for social studies provides a percentage of time for each grade that may be used for locally developed studies. How unlike the comprehensive elementary curriculum guides of the 1950s, which stated:

Suggestions for Improving the Rural Schools:

- 1) General supply cupboards — canned milk or butter boxes partitioned and placed in one side of the cloakroom. These will hold paint, enamel, brushes, clay and other general supplies.
- 2) Cupboard — orange or apple boxes nailed together, papered with wallpaper and curtained with print or gay cretonne; for individual work-books, papers, and supplies.
- 3) Chairs — orange or apple boxes, tree stumps of suitable size cut, smoothed off, sandpapered, and painted perhaps.

While such suggestions as using tree stumps as chairs and fruit crates for stor-

age seem out of the dark ages, at least the guides acknowledged the unique needs of the country school.

At "Rural Conference '85," held in Williams Lake, a large-group activity focussed on identifying rural teaching needs and concerns. Participants cited a number of concerns about curriculum.

The co-ordination, organization, and integration of multigrades in the various subjects is the most common concern. Textbooks don't contain parallel skills for various grades. Materials are not provided for multigrades; they are usually prescribed for single-grade instruction.

The curriculum is designed for the urban child. The Ginn series and social studies lack relevance for the rural pupil. There is a particular lack of relevance for the rural secondary student.

The curriculum has little multicultural and native Indian content. No consideration is given to children with English as a second language.

Elective courses for rural students are limited, inasmuch as there are no specialists for music, industrial arts, home economics, and typing. If unqualified

teachers teach some of these courses, safety is risked.

Lesson aids need to be expanded to cover more grades. Art ideas, Christmas concert ideas, and other projects must be changed each year, since the same students are in the same class.

All the above echo strongly concerns voiced and discussed at the previous three rural teachers' conferences.

INITIATIVES IN AID OF RURAL EDUCATION

A number of districts, sensitive to the needs of the rural learner and the needs of rural teachers, have produced materials to augment the standard minority-ethnic curriculum guide. One such district is No. 27, Cariboo-Chilcotin.

Over a couple of summers, rural and urban secondary teachers from District 27 developed rural secondary guides for constants and electives for Grade 8, 9, and 10, which provide a model of instruction for teachers of multigrades. Following the guides ensures that students receive essential components of each grade level. As the ministry revises

courses, District 27 updates its rural secondary guides.

The science program is unique in that it is made up of travelling unit kits, which are replenished at our resource centre before being sent on to another school.

The district, in co-operation with local Indian bands, developed secondary native-language programs that are now accepted as fulfilling the second-language requirements for some universities.

The University of Victoria, through its Rural Teacher Training Program at the now defunct David Thompson University Centre at Nelson, sought to train teachers to deliver an essentially urban-focussed curriculum to rural learners. This year, in co-operation with the Rural Teachers' Association, the University of Victoria has proposed a Rural Schools Institute, August 10 through August 15, 1986, which should help rural teachers with their concerns about curriculum.

One aid to rural teachers appears to be draft materials the Curriculum Branch has, which form the basis of an intermediate social studies resource guide, much like the published *Social Studies Resource Manual: Grades One to Three*. The draft contains a number of model units for split grades. Such endeavors are to be applauded, but how are these and similar materials disseminated to rural teachers? Indeed how does the overworked and overextended rural teacher even become aware of these aids to learning and teaching?

RURAL CURRICULUM ISSUES

Teacher decision making on curriculum is a daily reality for teachers in their classrooms, but many factors influence or impede the teaching of prescribed curricula.

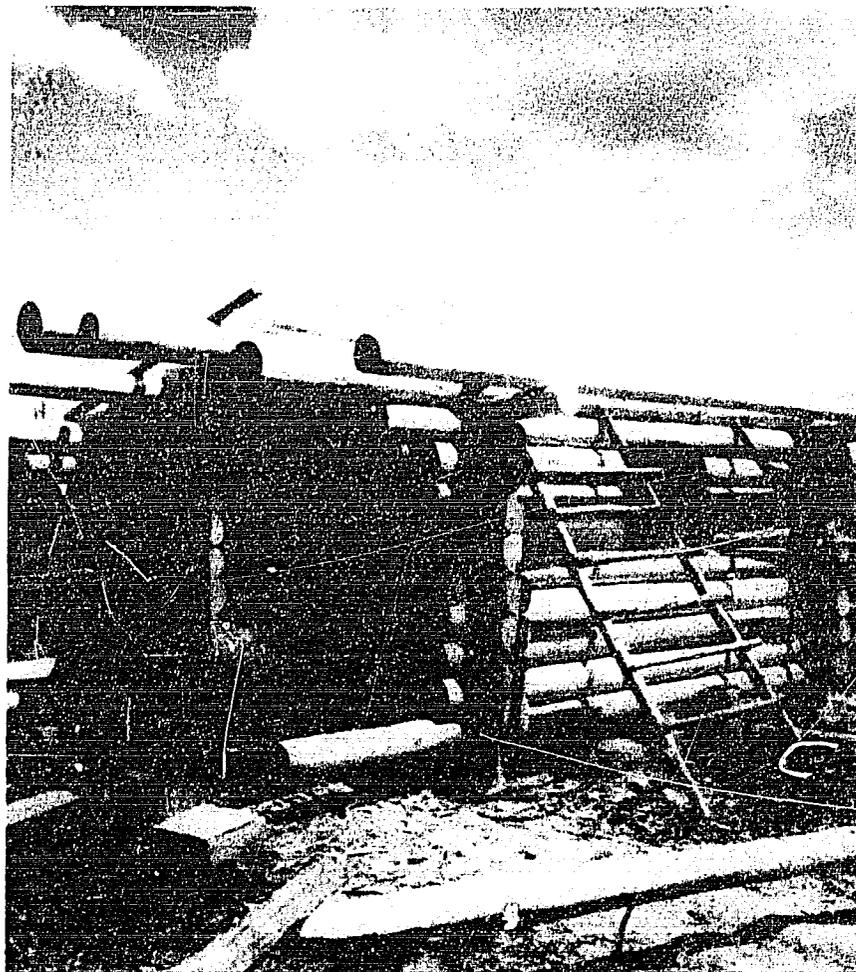
Administration

Rural teachers lack administrative relief time. They lack enough time to set up new curriculum programs, complete administrative duties, as well as teach and have time even to read the new curriculum. Rural teachers are "on duty" all day, every day; supervisory time is unending.

Lack of support staff as well as teaching staff means that the rural teacher must also be the secretary, the nurse, the repair man, the librarian, and the listening post for all the problems in the community.

Rural schools are isolated from district offices. School district notices often arrive after an event has taken place; special in-service upgrading courses for new curricula are therefore often missed.

The funding formula for small schools



This log cabin was built on school property by Catherine Mulvahill, her native students, and their parents. It is being used as a museum for local community treasures and artifacts.

makes it difficult or impossible to buy computer supplies, to support students on special programs, and to buy enough new texts for new curricula.

Rural schools should offer as many electives as possible because such courses are highly relevant to rural lifestyles — and they should be taught by certified teachers.

Professional Development

Teachers are never able to consider themselves finished products because education is always growing. Therefore it is important that in-service training be made available for teachers through professional development. Curriculum is a legitimate part of the teacher's role, and the importance of that role must be emphasized.

The inability to attend local teachers' association meetings means that rural teachers have no voice in their professional association, which, in turn, means loss of input regarding curricula

Resources

Isolation means the resource centre is inaccessible to rural teachers. Materials

needed for supplementing new curricula are hard to come by or arrive too late. That some schools have no phone or mail deliveries adds to communication problems. Library facilities in rural schools are limited.

Funding for professional development for rural teachers in many cases is very expensive because of geographic location. Rural teachers, as well as urban teachers, need to know about new curricula.

Climatic Conditions

Our once-a-year rural travelling computer was delivered to the school during a severe cold spell that kept students from school.

INTEGRATION IS THE ANSWER

Maybe rural teachers can help urban teachers by suggesting teaching ideas for handicapped children integrated into regular classrooms. Rural teachers have been working with such children for years.

Integration provides a supportive environment in which non-handicapped

children and handicapped youngsters have opportunities for positive social interactions; they play together, grow, and learn from one another. Handicapped children benefit by observing and imitating the age-appropriate behavior of non-handicapped peers.

Non-handicapped youngsters develop more positive attitudes toward individuals with handicaps.

Integrated school settings can produce results when they are properly designed. Handicapped children in larger schools are disadvantaged if they are placed in outer buildings or at the far end of a wing. Remember, we all have to live as neighbors after we leave school.

Rural teachers work around many of the impediments and realize that rural education is teaching at its finest, with

individualized instruction and close student-teacher relationships. The future of rural teaching is bright if we capitalize on the opportunity to emphasize synthesis across disciplinary boundaries.

We all hope some of the hurdles impeding rural teachers will be removed; half of the school districts in British Columbia have rural schools in their jurisdictions. Even one-roomed schools are still alive and well, as documented by Becky Thomas and Joan Adams in their book, *Floating Schools and Frozen Inkwells*, 1985.

I believe the following will help rural education: Locally developed courses should be encouraged, financed, and made readily available to all concerned. Textbooks should include authentic and realistic rural materials. The provincial

curriculum revision committees should include at least one rural teacher so that ideas developed for new curricula will be diverse enough for both rural and urban teaching. To encourage the collection and dissemination of promising practices, statistical data, and other appropriate information relating to rural education as well as the sharing of services and resources among educational organizations and agencies, the Ministry of Education should have a schools department subdivision, with a director for rural education. This would enhance co-operation and sharing among all people interested and involved in rural education.

Catherine Mulvahill is a teacher in the rural school in Chezaucut, B.C., and is the president of the rural teachers' provincial specialist association.



“Rural teachers work around many of the impediments and realize that rural education is teaching at its finest, with individualized instruction and close student-teacher relationships.”

Thoughts To Ponder

1. Imagine teaching banking to a group of students who reside 300 km from a bank, who have never seen a bank. Parents of these students never deal with a bank; they cash their cheques at the only store in the community.
2. Questions on government exams have to be carefully worded:
From whom do you get milk?
a) horse b) cow c) baker
d) milkman
3. Many rural children enter school with very limited basic experiences relevant to school work. The children should not be expected to perform at the same rate as their urban counterparts, and be automatically passed along each year without completing a basic curriculum. The faster they go, the further behind they get. Age should not be a criterion for grade. Standards should not be determined by urban settings.
A family may be living in a one-roomed cabin, without electricity, and without a variety of foods — no store and no gardens. Their diet may consist of candy, sugar, cookies, eggs, bread, meat, fish, wild ducks, margarine, potatoes, and, once in a while, oranges and apples.
Teaching vocabulary, colors, good nutrition, science, social studies, etc., needs a basic knowledge from which to draw; therefore an extended readiness program is a must.
4. Calculators are a great piece of technology, but living 300 km from a store, what does a person do when the calculator needs a new battery?

Teachers: Remembered

Retired	Last Taught In	Died
Lititia Aylen (Schauffed)	Abbotsford	January 24, 1986
Thomas Austen	Campbell River	November 26, 1985
Mary Bailey	Chilliwack	December 25, 1985
William Brown	Vancouver	January 27, 1986
Janette Bryden (Thomson)	Vancouver	November 13, 1985
Margaret Chivas (Walker)	Vancouver	January 24, 1986
Eva Clader (Grant)	North Vancouver	January 12, 1986
Howard Cooper	Vancouver	October 30, 1985
Hilda Cryderman	Vernon	December 15, 1985
Ruth Daie	Summerland	January 6, 1986
Kathleen Dawson (Chisholm)	Victoria	November 29, 1985
Cornelius Dueck	Maple Ridge	December 12, 1985
Robert Faulds	Burnaby	December 10, 1985
William Fields	Victoria	January 26, 1986
Edwin Frazer	Peace River South	January 26, 1986
Helen Galliford (Bates)	Sunshine Coast	November 30, 1985
Laura Giergerich	Vancouver	October 27, 1985
Dorothy Goddard (Gann)	Sunshine Coast	November 7, 1985
Lily Heslip (Thorsteinson)	Vancouver	September 8, 1985
Lion Holt	Vancouver	November 26, 1985
Florence Howden	Vancouver	October 27, 1985
Robert Isbister	Chilliwack	February 10, 1986
Frans Koning	North Vancouver	January 12, 1986
Bessie Lawley (Seaton)	Vernon	January 25, 1986
Dudley Lucas	Vancouver	December 11, 1985
Rita Maccosham	Saanich	January 6, 1986
Cathy Malone (Welgan)	Maple Ridge	December 20, 1985
Donald McKay	Richmond	December 16, 1985
Stanley Mills	Surrey	February 10, 1986
Lillian Milmore (Carter)	Nanaimo	November 21, 1985
William Minaly	New Westminster	October 3, 1985
Hilda Nuttall	West Vancouver	January 28, 1986
Harold Odium	Kelowna	November 15, 1985
Ethel Pearson	Vancouver	January 28, 1986
Martha Reed	Vancouver	February 4, 1986
Isabel Reid (Moss)	Burnaby	October 16, 1985
Ellen Scarff (Wilson)	Agassiz	December 30, 1985
Elva Seavey (Walt)	Langley	December 17, 1985
Ethel Seifner (De Bou)	Vancouver	November 24, 1985
Elenor Shepherd	Central Okanagan	February 1, 1986
Laurence Smith	Fernie	February 4, 1986
Herbert Tarr	Victoria	November 18, 1985
Rhoda Taylor	Vancouver	January 27, 1986
Frank Thomson	Chilliwack	February 26, 1986
Francis Tone	Penticton	January 16, 1986
Eric Vanziffie	Central Okanagan	January 14, 1986
Margaret Wolfe (Lucks)	Trail	June 16, 1985

The Universal Curriculum

Empowering Children to Direct Their Own Futures

LINDA MUTTITT, GARY SQUIRE

We educators have long faced the challenge of motivating our students to learn and to take responsibility for the direction of their lives.

What does it mean to empower an individual? It means helping students, as well as ourselves, build skills that will enable us all to think, solve problems, make decisions, and take deliberate, conscientious action. The world students will enter as young adults demands strength and character, will and conviction. Empowered with these skills and strengths, students can make a dramatic difference in their own and the planet's future.

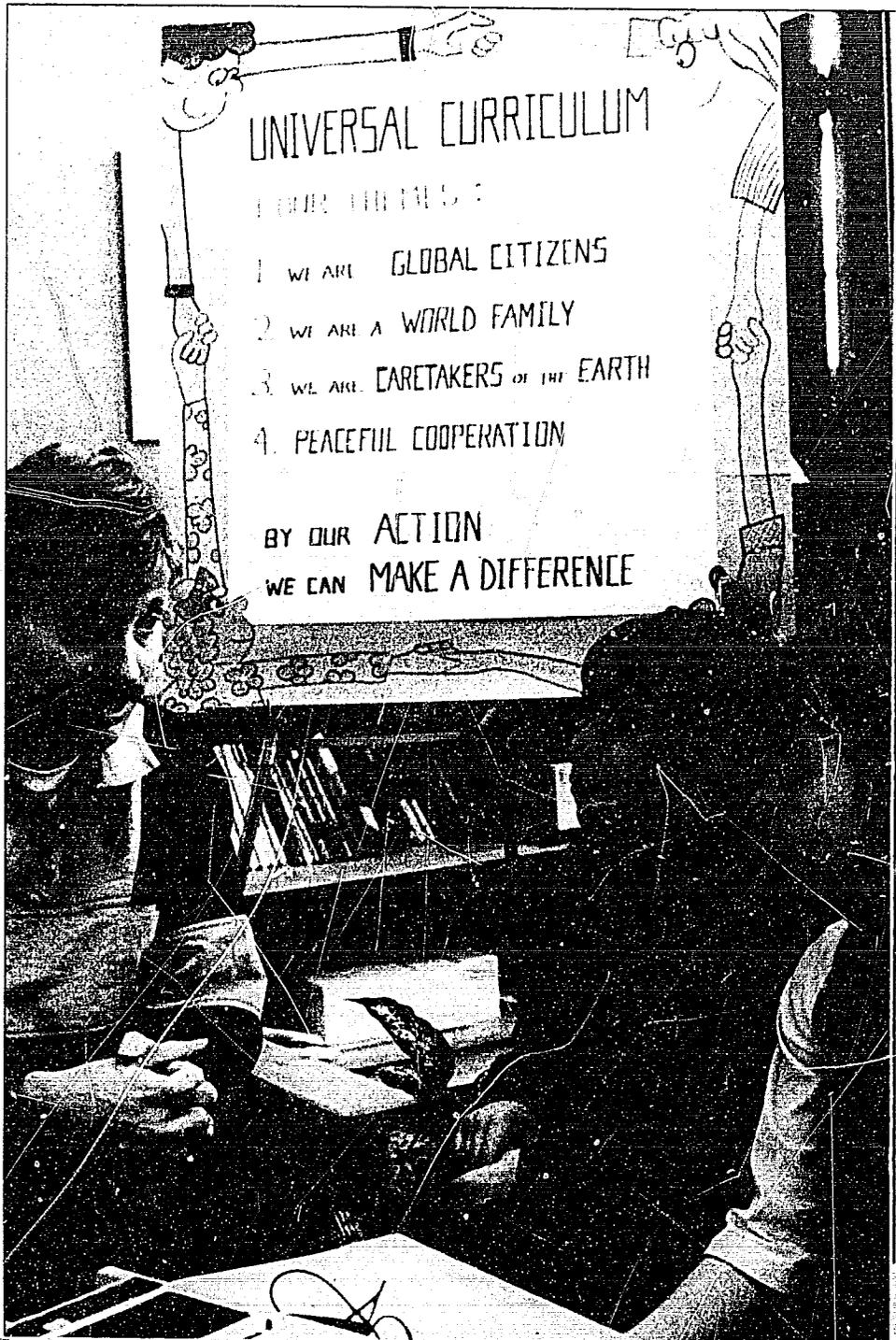
WHAT IS THE UNIVERSAL CURRICULUM?

The universal curriculum is a framework that brings all peoples of the globe together to pursue a world of peace and harmony. The World Citizens for a Universal Curriculum is a growing, non-profit organization whose members include many teachers and community members. Several booklets have been written, detailing the goals and structure of the Universal Curriculum to help educators get started.

The Universal Curriculum is not a body of content. Rather it is a process, which any teacher can apply to already existing content curriculum. The Universal Curriculum is based on four goals or themes that may be the ultimate goals for familiar units of study:

1. WE ARE GLOBAL CITIZENS who share a common home and a responsibility to all people, before all other affiliations.
2. WE ARE A WORLD FAMILY, each of us deserving of care, respect, and appreciation, regardless of age, sex, physical handicaps, race, or culture.
3. WE ARE CARETAKERS OF THE EARTH, responsible for the main-

Through small-group discussion, pupils from Gary Squire's North Vancouver Grade 4 class learn that their "world family" theme is only one of the four goals of the universal curriculum.



tenance and careful use of all its resources.

4. **PEACEFUL CO-OPERATION** is the sensible way to resolve conflicts between groups or individuals and to solve environmental issues.

Through five specific processes, students are guided beyond the usual content study of a science or a social studies unit. Students are helped to make connections within and outside their community, allowed to form their own values, and encouraged to commit themselves to some form of positive action as a result.

A Universal Curriculum teacher is a "senior learner," who teaches the necessary skills of communication and inspires a desire to act on current environmental and humanitarian issues. This aspect of students' taking action, if only in a small way, to make the world a better place in which to live, captures the spirit of the Universal Curriculum.

CLASSROOM EXAMPLES OF THE UNIVERSAL CURRICULUM

Two years ago, the teachers at Ridgeway Elementary School, North Vancouver, decided that a major focus for the following year would be the development of a friendship theme. Professional days, and many classroom and whole-school activities, were devoted to enhancing an atmosphere of caring, respect, and co-operation. A year later, the staff accepted a proposal to make Ridgeway a Universal Curriculum school, which seemed a logical and natural extension of the friendship theme.

The following are just two examples of units of study adapted to the Universal Curriculum.

Roots

A Grade 4 class took the world-family theme for major emphasis in social studies. A unit called "Roots" was developed by two teachers. Pupils investigated their own cultural roots by interviewing family members. Sometimes accompanied by family members, pupils made oral-visual presentations to the rest of the class.

As a result, the children not only expanded their concept of self and awareness of their individual heritages, but gained an understanding and appreciation for the cultural mosaic within the classroom.

Discussions arose about racial prejudice in the school and the community, and strong values were formed about what it means to be a world family. Pupils learned brainstorming techniques to generate many ideas for their own action plans. The only restriction was that their

actions illustrate an attitude of caring, co-operative human relations.

After small groups presented their action plans, and after much further discussion, five plans of action were accepted, and they are currently in progress. One whole-class project is an assembly that includes a slide-tape presentation.

A group of six pupils has begun to implement a welcoming and support system for ESL (English as a second language) pupils in the school. Each member of the action group is assigned to an ESL pupil as a special friend and will participate in that friend's successful integration into the school. They are working on a "welcome wagon" package to give to ESL pupils, and they plan to include their ESL partners in some of their classroom and social activities.

Another group is organizing a class parade within the school and perhaps extending into the community. They intend to carry banners and sing songs having a "world family" message.

Several other children are planning to send similar messages in helium balloons. They will include their names, school address, and phone numbers, in-

cluding any person finding a message to contact them and work with us.

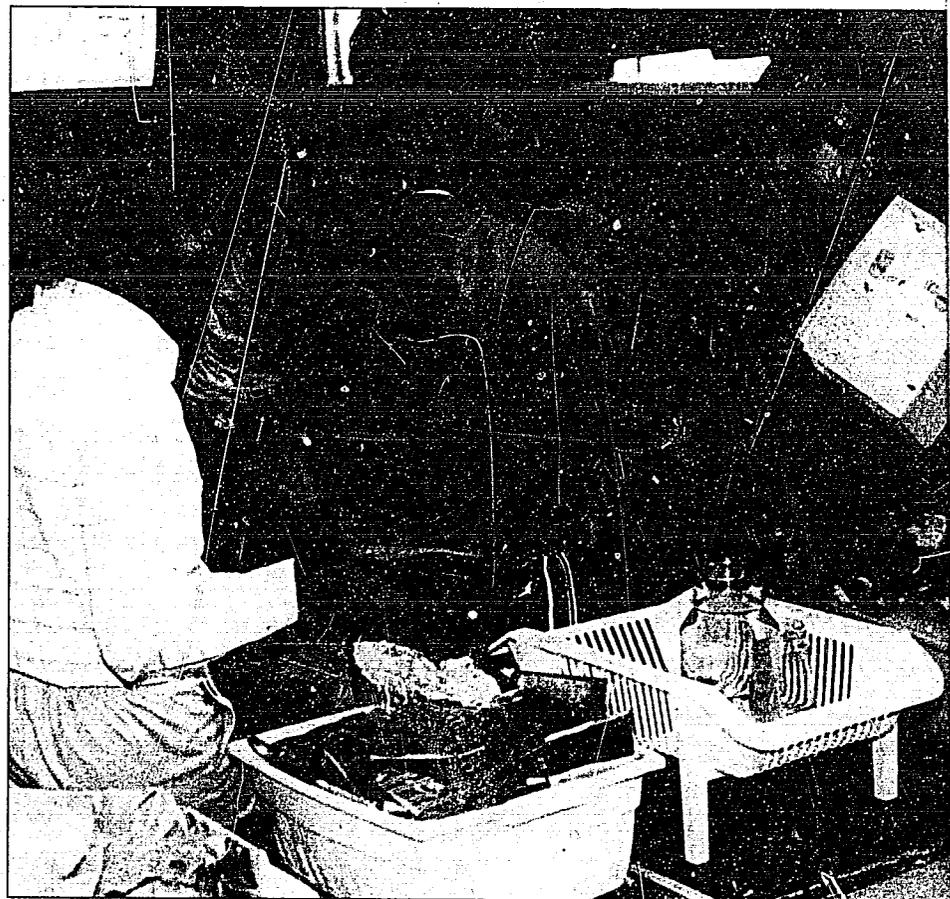
The classroom teacher has designed a "world family" logo for a T-shirt. The T-shirts will be mass produced and, with the help of the T-shirt committee, will be sold to raise funds for a charity.

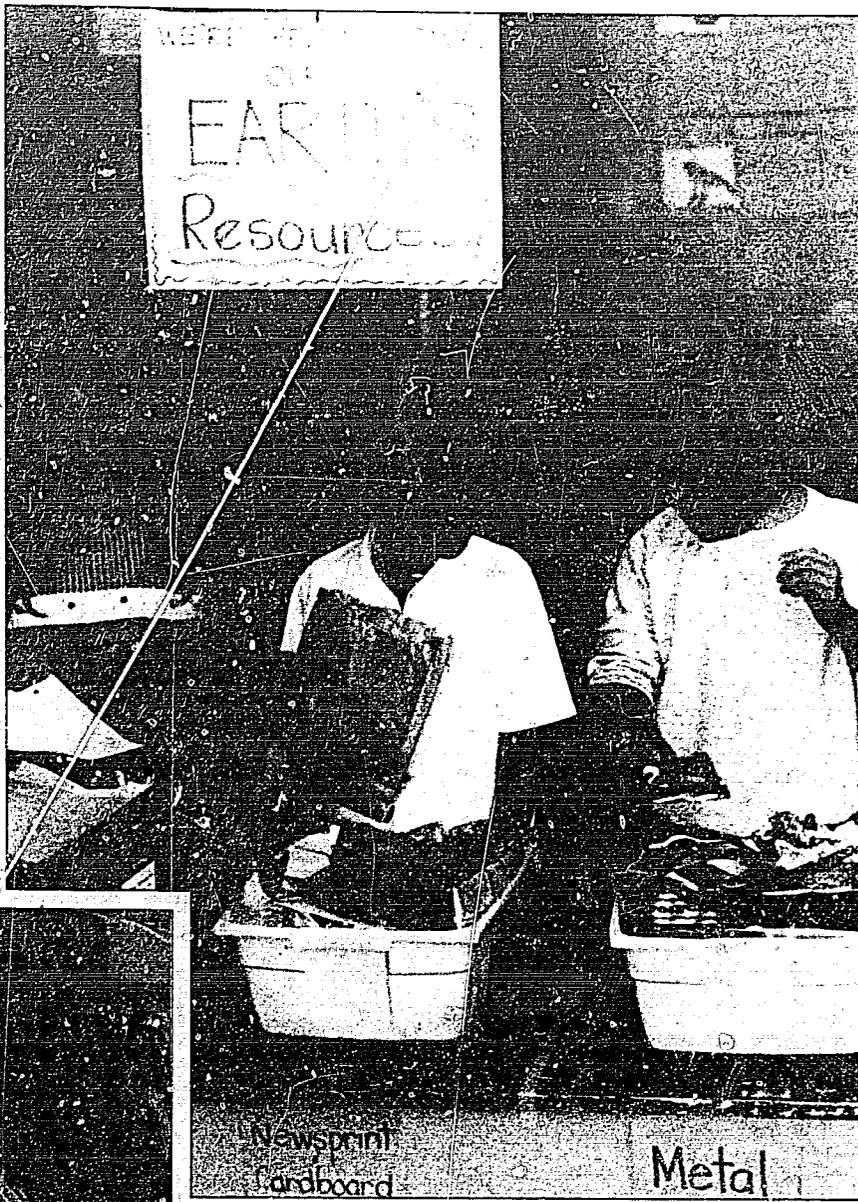
Ecology

One application of the theme "Care-takers of the Earth" involved a Grade 5 class at the school. The study began after an intensive look at the power of individuals and the changes they can make within their own lives. With a core of self-directing skills, the pupils were ready to move outside of themselves and into the world beyond their own inner worlds.

The unit began with an explanation of meanings: What is *ecology*? What are *environments*? What are *natural resources*? The pupils brainstormed ideas connected to these key themes.

A recycling depot was set up in the classroom as a direct result of discussions on the care and use of natural resources. Pupils labelled bins set out on a long table for recycling metals, glass, cardboard, and ledger paper. Their enthusiasm for the conservation and recy-





Helping students take action — if only in a small way — to make the world a better place, captures the spirit of the universal curriculum. (Picture opposite left) Grade 5 pupils review sorting procedures at the class recycling depot. (Picture above) Careful conservation helps pupils build an appreciation of the earth's natural resources.



cling of these materials was transferred home to families. Many parents were encouraged by their children to save bottles, tins, newspapers, etc., for transport to the class depot. From there, materials saved were, and still are being, transported with the help of pupils, to a local depot.

To spread the word even further and take a more far-reaching step, the class designed posters to put up around the school and community, promoting these ideas. From there, pupils designed and wrote information brochures and books

on the purpose and "how to's" of recycling. Special times were set up for pupils to share information with primary pupils, making them teachers of their own learnings. Resource people were brought in to reinforce the concepts studied, and pupils set up and conducted interviews with them.

The class is now using the ledger paper saved at the depot to make new paper using a wooden paper-mill. After the paper is produced, the class will use it to write "Dear Earth" letters, writing a letter as if speaking to Earth. In the letters, they will express their concerns about the care of the planet, and things they love and find beautiful about it. Letters to municipal, provincial, and federal government officials, as well as to world environmental organizations, will also be written on their homemade paper.

Pupils are also expanding their understandings through work on individual environmental research projects. They will be heading off into the woods and forests to explore ecology first hand.

IN CONCLUSION

We classroom teachers immerse ourselves in the assigned core curriculum, leaving the study and development of the pupils' self-concept and individuality to drift in the background. If our ultimate goal is to empower children, then working on the inner core of the learners themselves is essential, a curriculum unto itself. How children feel about themselves determines what and how they learn, the values they develop, and how they act on those values and beliefs. A strong, positive future will emerge from strong, positive individuals.

Through teaching the universal curriculum, we can reinforce goals we already have in environmental and humanitarian studies, and we can open ourselves to the limitless potential these themes have, given new organization and commitment.

For information on the Universal Curriculum, contact the authors or Andy Neuman, Principal, Ridgeway Elementary School, North Vancouver (988-1191).

Linda Muttitt and Gary Squire are classroom teachers at Ridgeway Elementary School in North Vancouver.

Curriculum at

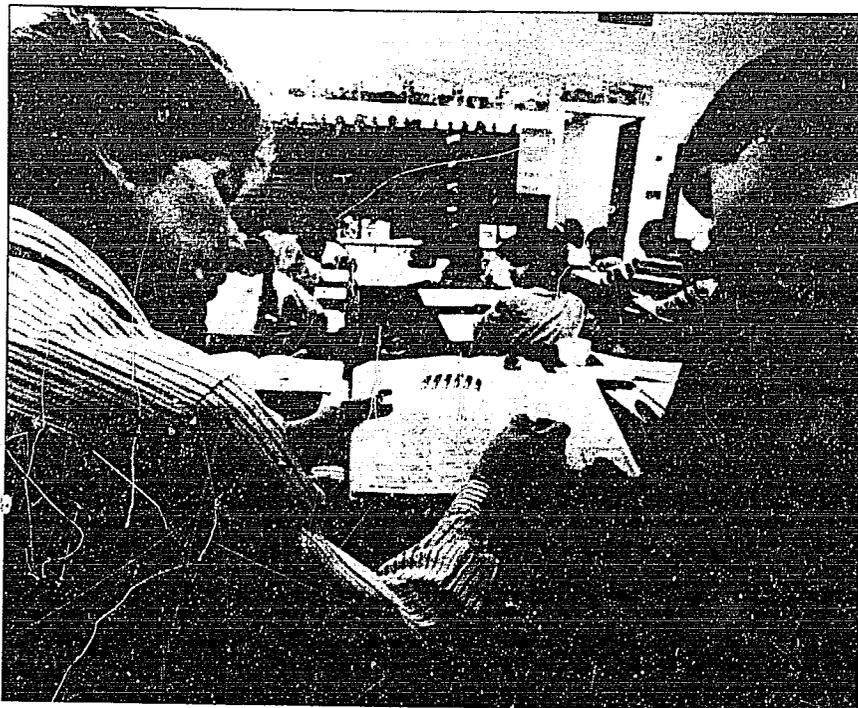
Mathematics

GARRY W. PHILLIPS

Revision of the B.C. Mathematics curriculum was long overdue in 1983. Even though the curriculum guides bore the successive updated publication dates of 1977 and 1978, the program had been constructed in the early 1970s making the guide over 11 years old.

In the last 15 years, we have made many pedagogical advances in our knowledge of the process of instruction and in our understandings of early childhood education.

Since the creation of the existing guide, the province has had three mathematics assessments: in 1977, 1981, and 1985. The reports prepared for all three assessments have included subsequent recommendations about mathematics that could not be addressed within the existing curriculum. The British Columbia Mathematics Assessment for 1981 had ten recommendations, of which five concerned specific mathematical topics such as problem solving, consumer applications, calculators and computers, probability and statistics, and the place of geometry in the curriculum. Many of these concerns have now been addressed in the new curriculum.



The new mathematics curriculum guide will have been developed by B.C. mathematics teachers and vetted by approximately 1,545 individuals who reviewed the Response Draft. The mathematics PSA has played a significant and important role in the developmental process. The exceptionally good relations that have

existed between the curriculum committees and the teachers in the classrooms of the province have ensured a stable, realistic revision process. With the prescription of two fine textbook series and the publication of the final curriculum guide, we are well on our way to a revival in mathematics teaching in British Columbia.

Science

JAN LUCAS AND SUSAN SLATER

Science represents not an endless tangle of theory and data, but the development of humanity's ability to question. The current dynamic state of this development confronts the science teacher with a seemingly insurmountable array of information, however. As a result, educating today's students is increasingly difficult.

Industry and business liaisons are



a Glance . . .

Primary

JOAN HALL

I used to think that primary teachers were about to embark on a new, child-oriented reading curriculum based on Piaget's theories of how young children learn. Copp Clark's John and Janet series was on the way out. Open areas, open classrooms, the integrated day, family grouping, learning centres, individualized instruction, Keywords, Breakthrough to Literacy, and Methuen readers were on the way in. Or so I thought. After a brief trial run, these energetic, creative schemes faded and were replaced by an easier, more familiar teaching style and new sets of materials. Ginn won the contract with its 720 series featuring, in Grade 1, Ben, Lad, Bill, and Jill.

Research indicates, however, that

some of our current instructional practices in language arts could and should be replaced by alternative methods. Research also provides us with new information about young children and how they learn.

Primary teachers should focus not on which curriculum materials and learning outcomes should be adopted, but on the developing child and on what teachers need to do to help children achieve positive attitudes and skills in listening, speaking, reading, and writing.

For decades, educators have been speaking out about curriculum issues related to language arts. Many of their concerns are our concerns today.

Do the titles of these articles from past language arts journals sound familiar?

"Bringing Things Together," 1924, warns of the danger of fragmenting language arts instruction into grammar, spelling, reading and writing.

"Language and Reading — A

Unified Program," 1940, urges teachers to teach reading and writing as a whole process.

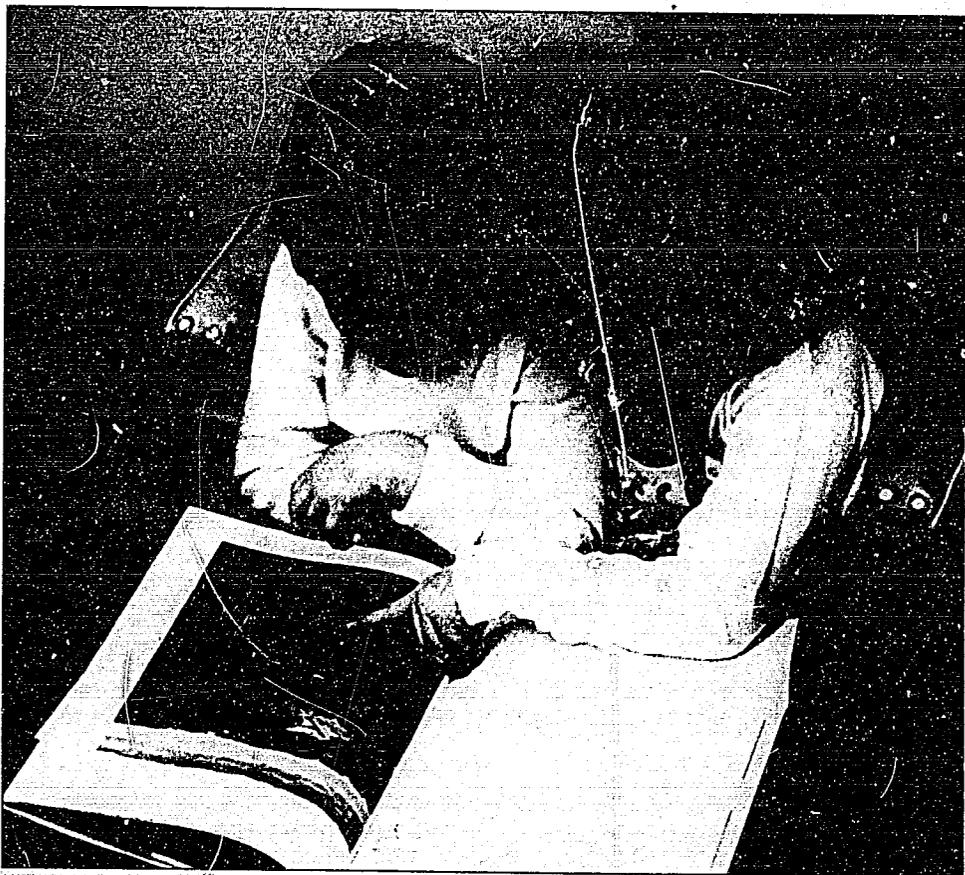
In 1948, "The Ritual of Primary Reading" asks, "If the teachers' manual, the basal reader, and the three-group reading system are supposed to result in better readers and fewer failures, why is it that more and more children are still failing?"

In the early 1970s, Courtney Cazden writes, "The most serious problem facing the language arts curriculum today is an imbalance between means and ends — an imbalance between too much attention to drill on the component skills of language and literacy and too little attention to their significant use. Duplicating paper, used for short answers, is soaring in sales, while the use of lined composition paper is on the decline."

It seems as if we've come full circle. We don't need to go around again. It's time to find new and lasting solutions to old problems.

important to the B.C. Science Teachers' Association and its members. Through these links, support has come for many curriculum resource materials: The B.C. Hydro Energy Education Package was developed in consultation with teachers and distributed province-wide; similarly, the association now has a strong voice, along with other PSAs, on the FOREM Project Advisory Committee, which is developing extensive materials on forestry for various secondary programs.

Through liaisons such as these, industry consults people in education before they publish pamphlets, ensuring that they are educationally sound and not too partisan.





Fine Arts

**JIM GRINDER AND
GARY RUPERT**

Life for the children of the 21st century, "... is not merely a matter of information and techniques. It is a matter of imagination and sensibility as well." John Goodlad, in his major report entitled *A Place Called School*, says that "The need for expression lies just back of the human need for food, water, and socialization."

The fine arts are one of the three ways of interacting with the world, along with the humanities and the sciences. It is important to enable children to interact in all three areas because "What we seek in education is the cultivation of intelligence in the several modes in which it can operate." We now realize that the arts "represent one of the ways through which humans construct and convey meaning and the creation of art forms requires the use of judgement, perceptivity, ingenuity, and purpose . . . in a word, intelligence."

Children of this generation will face challenges that we can only imagine. Our schools can best help them prepare for tomorrow by developing their imaginations, their self-worth, and their human worth. The visual and performing arts develop these qualities in young people — they can be a gift that teachers give their students, and they are an opportunity every child deserves.

The new B.C. Elementary Fine Arts Curriculum Guide and Resource Book:

- includes music, art and drama components. (Dance is considered part of the physical education curriculum.)
- defines for the first time in British Columbia, a scope and sequence for drama education in the elementary schools.
- is specific in terms of learnings, but will accommodate a variety of teaching styles, techniques and philosophies.
- makes a clear statement regarding evaluation in the fine arts. Teachers will be expected to evaluate each student's development of skills as well as student response and appreciation. This can be done in a variety of ways (i.e., observation of student(s), written tests, aural/oral tests, student self-assessments, and the completion and demonstration of projects).

The authors of this curriculum collage are active members of the mathematics, science, primary, and fine arts specialist associations.

Curriculum Today

Reaching Beyond the Classroom

DAVID PENNER

Most people have a comment on what a curriculum should be and do. Discussions revolve around programs, formats, objectives, and concepts, all of which are controversial. Changes occur as needs are recognized for certain subjects, concepts, and skills in the school system. Thus curricula come and go, highlighting their temporary nature and the subjectivity with which they are developed.

Changes in a curriculum can reflect progress in our understanding of, and coping with, the world. With change, however, comes a shift from what is being taught, and why, to the mechanics of presentation. Thoughts on the long-term effects of any curriculum are subordinated as daily demands grow. Yet, as professionals, we need to consider the implications of all curricula.

Knowledge, concepts, and skills are the threads of education. With an adequate grasp, most individuals will be prepared to live in the world of today. There is, however, significant difference between surviving and dealing creatively with the demands of life. This difference must be noted when developing a curriculum. The classroom must be linked with the rest of the world.

A curriculum is worth while only if, through the development of skills and content, it couples schools to the whole life of the student. Program based instruction is a simple, straightforward way in which to present new information. Yet the world does not come in textbook form; it is a thriving, constantly changing fusion of people and ideas.

THE STANDARDIZED CURRICULUM

Primary, intermediate, and secondary school all expect, and demand, that students perform at a certain standard. Each level attempts to build on the preceding; continuity throughout a curriculum is not simple, however. Disparity arises from providing diverse programs, each with distinct skills and content. Attempts to standardize programs throughout the province place constraints, by limiting integration with the world, emphasizing the isolated existence of our schools.

Programmed, standardized teaching reduces demands on teachers. Guidebooks are a handy resource, but their limited focus takes away from, rather than contributes to, student interaction with their surrounding world. Texts are limited in scope and objectivity; facts alone don't help students to deal with life, and so are soon forgotten. To base a unit of study solely on a text is to shortchange students now and in the future.

Everyone, from parents to ministry officials, has a thought on what is important in our schools. Interest arises from concerns for children growing up in a complex, rapidly changing society. Change surrounds us no matter where we live, and the rate of change is ever increasing. This leads to problems in planning at all levels.

Parents are the most visible critics of any educational system. More than any other group, they have a personal interest in education; they wonder how their chil-

dren will cope in the future. Parents, however, often concentrate on the superficial aspects of education — spelling and neatness — important skills, but not the skills in the future of a child who must live in an increasingly complex society.

The Ministry of Education is another participant in the development of a curriculum. At this level, the sheer size of the mechanism at work makes it unwieldy. Decisions take considerable time and money; thus actions are reactive rather than proactive. Given the effort and cost, the ministry has a vested interest in promoting its decisions, despite future insights and development.

At the district level, implementing what the ministry has declared must be taught demands a measure of compromise, given the number of skills, facts, and concepts at every grade level. Opportunities to develop an individual approach are left to each teacher. But, again, lack of time and demands minimize innovative connections with the outside world.

Teachers, traditionally, have left up to the ministry the decision of what a curriculum should be and do, focussing solely on how to implement this or that program in the time allotted. But we must rethink what we are teaching, why we are teaching it, and how it all ties together.

In the classroom, a curriculum faces reality. The teacher's sense of what is needed at any given time is based on previous experience and student need. Teachers, however, face pressure from the district, the ministry, and parents to provide what each considers necessary for each child. Each student may be an individual, but demands in and out of the classroom foster compromise, dependence on the standardized approach to education. We end up teaching basic skills and content without reference to the world in which students have to function.

A COMMON CURRICULUM THREAD: THINKING SKILLS

Basic skills suggests an interconnection between what various grades and courses teach. Upper levels depend on lower levels to provide the foundation — from comprehension to map reading — on which to base new skills. Skills taught should give students the necessary support to live in control of their lives; yet when skills are taught as ends in themselves, too often there is little transfer. Skills are associated with a particular course, and the student is unable to see the connection to the larger world or to

other subjects. We need a connecting strand that takes content and skills beyond the classroom.

Teaching the *structure* of a subject, as Bruner refers to it, is the bond. Consider a picture in a newspaper. The larger structure is a myriad of dots. Each dot alone conveys limited information; in unison the dots have a synergistic effect that goes well beyond their individual contribution. Emphasizing the structure takes students beyond individual skills and looks at the interconnections between a curriculum and their lives; students are encouraged, and taught, to think about how school fits into their perception of the world.

Critical-thinking skills are the underlying cords needed in our schools. Thinking skills are usually taken as a fact in the educational process. Learning content and skills implies thinking, but little is done to teach directly the critical-thinking skills that break the artificial barriers of compartmentalized education. Students who've learned critical-thinking skills make content and other skills meaningful in their lives.

This unwritten aspect of any curriculum, thinking skills, promotes self-directed, individual, and integrating growth. Thinking skills tie into all pro-

grams. Further, they can and should be taught at all levels. The Keegstra case in Alberta highlighted the need to make direct teaching of critical thinking a priority in our educational system.

The Keegstra case points out that education is much more than facts, language, and computational skills. Our rapidly changing world shows the frailty of an education based on facts: it changes with the nightly news. Knowledge is shortlived when it exists in isolation. Further, up-to-date knowledge is readily accessible by anyone with a computer terminal.

Our responsibility to both students and society demands that we teach how to use the information that daily bombards us. Learning critical thinking skills is a key step in learning to learn.

By promoting an active participation in learning, we prepare students to take charge of their own development, both in and out of school. They can, and should, make decisions on their learning, but they first need to develop the appropriate thinking skills. It is insensitive, and bordering on negligence, to make students responsible for their decisions without giving them the tools and confidence to take such steps with integrity and commitment.

Teaching thinking skills demands a flexible and innovative approach. We must look at students' needs and develop varied modes of teaching. This provides the opportunity for each district, school, and teacher to individualize the process. In turn, the student has a rich and varied collection of examples and role models to imitate and integrate into a personal style of learning.

There are many facets to any curriculum. No one can possibly have all the answers as to what should constitute public education; there is just too much involved, and it is changing at a breathtaking rate. Yet all students, all individuals, should at some point be able to take on the responsibility for their own growth and development. The measure of a curriculum lies in the degree to which it integrates skills, including thinking skills, concepts, and knowledge with the students' experiences in the world.

David Penner is a Kindergarten through Grade 4 teacher in a two-room school in the Fort Nelson School District.

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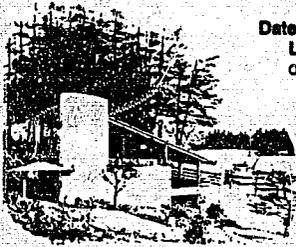
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David Skillan is a former resident
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2 bdrm. house, Victoria. Furnished house, all utilities, available July and August 1986. 2 bdrms., fenced yard, quiet neighborhood, close to UVic and Camosun. \$650/mo. 850 Brett Ave., Victoria, BC V8X 2Z6. Phone 385-9337.

3 bdrm. house, Victoria. July/August, 1986. Furnished 3 bdrm. family home, 1 blk. from the water, close to town and the University of Victoria. \$700/month, utilities included. Contact: C. Cohen, 156 Eberst St., Victoria, BC V8S 3H7 (604) 386-0292.

Cabin, Pender Island, for rent by teacher. 2 bdrm., F.F. heat & elec. incl. Available May to Sept. weekly or monthly \$150/week. Phone 934-7182.

2 bdrm. furnished house. Summer rental, on beach near Quallcum, Van. Is. Fireplace, W/D, F/S, dishwasher. Sleeps 6. May-Sept. \$550/week. 1-757-8683 or even. 1-266-9674.

Cabin, sunny Okanagan. Large 3 bdrm. A-frame cabin. Sandy Okanagan Lake beach, fully furnished, sleeps 8-12. July-Sept. \$150/wk. Contact: W. Woodard, 545-6334 (Vernon).

Shuswap lakeshore. Family accommodation with beach, modern and comfortable. \$395/wk. Phone 955-6278.

Okanagan lakeshore older home. For rent May to November. Secluded 100 metres with all amenities. Only good food, clothing, sheets. Prefer 4-8 week rental periods. \$350/wk. plus utilities. Require refundable damage deposit. Box 145, Vernon, BC V1T 6M1. Phone 549-1454.

Luxury apartment, Campbell River. July-August/86. Large furnished apartment with beautiful view, walking distance to town. Utilities included. \$500/mo. Write: #301 504-9th Ave., Campbell River, BC V9W 4A4, or phone 923-4253 weekdays, 287-8007 evenings.

3 bdrm. house, Vernon. July 1-Aug. 15/86, fully furnished, centrally located, 10 min. from beach, sundeck, fenced yard, eat all the cherries you can. Cut lawn and water house plants & garden. Ref. required. \$650 (utilities included). Write: 2208-45th Ave., Vernon, BC V1T 3M8 or phone (604) 542-5114.

Bungalow, Brentwood Bay. 12 m. from Victoria. Sept. 86-June 87, 2 or 3 bdrms., partly furnished. On 1/2 acre with fruit trees, shrubs, flowers, near schools, shops, marinas, beaches, children welcome, no pets, non-smokers only. \$575/month. C. Ebendinger, 914 Verdier Ave., Brentwood Bay, BC V0S 1A0 or phone 652-1509.

Pt. Roberts, Wash. Expo accommodation by the seashore, 2 bdrms., fam. rm., liv. rm., din. rm., kitchen, 2 full baths. 40 min. to Expo or UBC. Ref. required. \$30/person/night. Minimum 4 people, one week. Phone (604) 261-8247.

Kihel Akahi, Maui. Deluxe 1 bedroom condo. Tennis. Owner: 277-9381.

Maui condominium for rent in Canadian funds. Maui Sunset Resort in Kihel, beach side of the main road, 1 bdrm., fully equipped unit that sleeps 5; facilities include: pool, tennis, jacuzzi, shuffle board, mini-putt, BBQ, and beautiful sunsets. July 9-22 or December 24-January 7. \$560/2 weeks, that's \$40/night Canadian Funds, no exchange, no tax. Contact: W.K. Brown, 5899 Trent Drive, Prince George, BC V2N 2G2. Phone 964-4589.

Kauai "Unspoiled & Beautiful" Princeville at Hanalei. D'Ixe townhome—pool, safe beach, snorkel, windsurf, golf, tennis, stables. Exc. shops and facilities. Ideal family and sports locale. Honeymooners' paradise! 261-4838 or 669-5822.

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

3 bdrm. furnished house. Near SFU, half-hour drive to Expo, available June 20-July 20, \$1200. Phone 934-7182.

Modern apartment. To sublet June/July/August or part thereof, very attractive, one of six in lovely old home with

stained-glass windows, ideally located opposite city hall, back from busy traffic and just over the bridge from Expo. 1 bedroom, study, double bath, dishwasher, laundry facilities. Teacher touring in Europe. Rent \$650 month negotiable. M. Cuthbertson, #5, 2646 Yukon St., Vancouver, BC V5Y 3P8.

2 bedroom, kitchen, bathroom, dining room, living room, yard, for rent in July. Near East 54th Ave., and Knight St. 1/2 hr. trip to downtown and UBC. \$750. Phone 327-1224.

2 bdrm. Kitsilano home, furnished, available July & August, \$1,000 per month. Will consider a six week rental. Close to UBC, beaches, and RCTF. Phone 732-3428 or write: P. Knaiger & J. MacEwan, 2145 Collingwood Street, Vancouver, BC V6R 3K8.

3 bdrm. townhouse, Richmond. Fully furnished, gardener, July & August, adults. Close to UBC and Expo, buses, shopping. \$800 per month inclusive. J. Scollin, 33-9880 Parsons Rd., Richmond, BC V7E 1K9, 274-5031.

3 bdrm. furnished house. Near SFU, July 1-Aug. 15, \$525/mo. includes util. 936-7691.

Furnished suite. Expo rental, central, bright, self-contained 2 bdrm. furnished suite. Sleeps 5. Daily/weekly rental. Evenings 1-266-9694.

Fully furnished house, Immac. 3 bdrm. house in Burnaby (Van. suburb) near SFU, shopping, bus, 20 min. to Expo. Large sundeck and private back yard with BBQ. July 7-Aug. 18. \$1,000 includes gardener, utilities, etc. R. Davidson, 3209 Noel Dr., Burnaby, BC V3J 1J7. Phone 421-1930.

Port Moody home. July, 10 min. SFU, upper and lower levels completely furnished and independent. To rent separately \$500 & \$350. Fenced yard. Vehicle available. Phone 927-4259.

Attractive furnished suite in private home, loft bedroom, kitchen, separate entrance, 30 mins. to Expo 987-6347.

Vancouver, 2 bdrm. condo. \$650/mo. near Britannia High, 1 yr. lease, skylight, cedar intr., fenced yd., 9 blocks to Expo. Avail. Aug. 1/86. Call or write: Christina McAllister, 2085 West 6th Ave., Van. V6J 1R8. Phone 734-0684.

Vancouver 2 bdrm. flat. Summer rental: large, bright, furnished 2-bdrm. flat in gracious older home near Cambie & W. 21st. July 16-Aug. 31, \$750. Phone 877-1779.

3 bdrm. family home, in North Van., 20 min. from Expo, fully furnished. Avail. August \$300/week, 1 week min. Phone 929-5338.

1 bdrm. condo, furnished with view, to rent July/August only. North Van. near Seabus, \$600/mo. Phone 980-4259.

Furnished house near UBC. 3 bdrm. + den for rent July 1-Aug. 15. Ten min. from UBC in quiet residential neighborhood, near bus line, beach 3 min., \$1,200 for the period, utilities included. Phone 224-2243 evenings.

1 bdrm. suite. Expo accommodation, 10 min. to Expo, 20 min. to UBC, 1 bdrm., private bath. \$65/night. Call quick for available dates. Phone 261-8247.

Vancouver, family apartment, fully equipped, walking distance to Expo, available July/August '86 by the week or longer. Inquiries: 733-7406 (evenings).

1 bdrm. apartment, large, sunny, well-decorated, furnished, in Kits., near Expo, 3 blks. to beach, July/August \$525/mo., G. Strong, #301-2050 West 2nd Avenue, Vancouver, BC V6J 1J4. Phone 733-0997.

3 bdrm. house. July & Aug. '86, fully furnished, in N. Delta. Conveniently located to major transportation routes. Suitable for SFU or UBC summer school. \$750/mo. incl. utilities. Damage deposit of \$375 required. Children welcome, no pets, references. Contact: R. Franksen, 11358-82nd Ave., Delta, BC V4C 2C1. Phone 594-4572.

3 bdrm. house. Early July to mid-Aug., 3 bdrm. house in North Vancouver, superb view. \$200/wk. Phone 980-4418.

4 bdrm. house in quiet North Vancouver neighborhood for rent for month of July. 1 block from rec. centre, jogging trail, and major transportation. 20 min. to Expo. \$300/wk. or \$1000/mo. Contact: P. Pelly, 2576 Bendale Rd., North Van., BC V7H 1G8. Phone 985-7411.

Renovated suites in quiet character home near Broadway ALRT available from May 1st. Phone 433-2878.

Point Grey fully furnished 3 bdrm. home available for July & Aug., 5 min. to UBC, 15 min. to Expo and downtown. \$1600 for the summer incl. utilities. Write: R. Dick, 4595 West 9th Ave., Vancouver, BC V6R 2E2 or phone 228-9182.

1 bdrm. suite. In Central Park area of Burnaby, furnished 1 bdrm. suite in quiet garden setting. A short walk to parks, pool, bus, skytrain, library, and shops. Easy transportation to BCIT, SFU, and UBC. References. \$600 including utilities. Call M. Olson, 437-4804 before 7:30 a.m. or after 10:00 p.m.

RV space for rent. Overnight offstreet parking for self-contained motorhome or trailer, 12 mi. to city centre, bus stop at door, parklike private residence. Adults. Phone 939-1462.

RENTAL OR EXCHANGES

Exchange houses. 2-4 weeks this summer. We have lovely Vancouver character home: 4 bdrms., 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).

Ontario teaching family with 3 children (ages 12, 10, 8) would like to exchange or rent a home in Vancouver from July 26-Aug. 13. Our home is in Niagara Falls on a 1/2 acre lot, 4 bedrooms, 2 bathrooms, in-ground pool, private tennis court. Vehicle use may also be arranged. Contact Jim Clarke, 5447 Hodgson Ave., Niagara Falls, ON L2H 1N2, phone (416) 356-0490.

Teacher in Calgary would like to swap homes with someone in Vancouver area for Stampede, July 4-13. We have 3 children and a 4 bdrm. home in the northwest area of city. Please write: R. Ball, 8448-62nd Ave. N.W. Calgary, AB T3B 4A7. Phone (403) 288-8298.

Exchange in the U.K. Teaching couple from the Cotswolds would like to exchange houses and vehicles with someone on Van. Is. or Vancouver city. Children welcome. Late July to early Sept. Contact: D.T. Buck, Old School House, Barton-on-the-Hill, Moreton-in-Marsh, Glos. GL56 9AH, U.K.

Swap large house in Vancouver. Kerrisdale for house near beach (good for kids) for 1-2 wks., or we host you if you host us. July to mid-Aug. 316 West 42nd Ave., Vancouver, BC V6N 3H2. Phone 263-8563.

Want to rent or exchange house, apartment or condo. Vancouver area, July/August '86. Contact: Will Evans, 1086 Vineyard Lane, Napa, CA 94558 or phone (707) 252-2798.

For exchange or rent 4 bdrm. home in Nanaimo (Lantzville), block from ocean and school, large yard, fruit trees, etc. Contact: Box 266, Lantzville, BC V0R 2H0 or phone 390-4925.

Exchange your cottage on an island north of Nanaimo (preferably Hornby) for our 3 bdrm. house near UBC for 1-3 weeks in July/Aug. Call Reg or Sherry Plummer 228-9697, or write: 4514 West 11th Avenue, Vancouver, BC V6R 2M4.

Exchange 4 bdrm. house in Oak Bay, Victoria—steps from beach, for accommodation in Vancouver area. For how long? Up to 2 weeks. When? Anytime between mid-July and end of August. Contact: Jim O'Connell, 650 St. Patrick St., Victoria, BC V8S 4X3, phone 598-3745.

WANTED TO RENT

Wanted: July 1-August 13 or 31, 1986, clean, furnished, family accommodation, Greater Vancouver, max. rent \$600-700/mo. Serious calls only, collect, 242-5312, after 6 p.m.

Wanted: Two adults and two children, aged 13 & 11, would like to house sit an apartment or house during July and first two weeks in August, 1986. We would like to be close to the university. Contact: E. Black, 5549 Madden Place, Prince George, BC V2N 3T1. Phone 964-9201.

Wanted: 86-87 school year, teacher on leave seeks house close to UBC. Contact: Box 266, Lantzville, BC V0R 2H0 or phone 390-4925.

more next page

Classified *continued*

Wanted: Furnished apartment for August desired by retired teacher couple. Non-smokers, responsible, references. Contact son in Vancouver 738-4054.

Wanted: House to house sit or rent in Richmond or Point Grey area for the duration of summer school at UBC. Mature female teacher, non-smoker, willing to care for yard or pets. References available. Exact dates of occupancy negotiable. Phone Aleta at 1-564-4168 after 5:30, or write A. MacFadden, 791 Freeman St., Prince George, BC V2M 2R3.

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Bed & breakfast for Expo, \$30/\$45, near SFU, phone 931-7182.

Bed & breakfast 60 min. to Expo. Rates start at \$33/dbl. Breakfast optional. All homes inspected. Choice of smoking, children, pets, some sitting. Bus service. Stair requirements and send deposit for bonded service to Fraser Valley B & B, Box 645, Abbotsford, BC V2S 6R7. Phone (604) 852-3617.

Teachers' bed & breakfast close to Expo. 236 West King Edward Ave., Vancouver, BC V5Y 2J2. Phone 879-5554.

Expo: bed & breakfast in White Rock By-the-Sea. 45 min. to Van. and Expo; 5 min. to beach & golf; 2 kms to USA. Enjoy a quiet relaxed holiday out of the city but close to everything. Families welcome. \$35/couple; \$60/family of 4. Reserve soon. A. Vandene, 1246 Lee St., White Rock, BC V4B 4P6. Phone 536-7584.

Bed & breakfast in Surrey. Split-level country-style home in a rural setting, close to bus lines to all major areas in Lower Mainland. 3 bdrm. for guests—one with a ¾ bed at \$35, two with queen-size beds at \$45. Shared bathrm. facilities. Full or continental breakfast. No smoking in the house please—area provided on patio. No pets. Write: Sandell Manor, 6862-128th St., Surrey, BC V3W 4C9 or phone 590-6540.

Victoria bed & breakfast. Private suite in teacher's home, excellent central location, garden setting. Reservations: Fairfield House, 1119 Oscar St., Victoria, BC V8V 2X3. Phone (604) 383-2090.

Vancouver bed & continental breakfast can accommodate up to 5 people. \$48/double occupancy. \$10 for each extra person. Also RVs and camper parking, power, water, and full bathroom facilities. \$25. 20 min. walk to Expo, deposit required. Phone for reservations anytime or every Wed. and Sun. between 4 and 10 p.m. 874-4020, or write D. Wright, 420 West 15th Avenue, Vancouver, BC V5Y 1Y4.

Ye Olde Godwin Manor Inn, Bed & Breakfast. Tudor home on 1 acre, country setting, full breakfast, rec. veh. parking, childcare, BBQ, kennel, smoking & non-smoking lounges, minutes to Expo. \$50/double, \$40/single, \$10/child. Write: 7391-124th St., Surrey, BC V3W 3X2 or phone 591-7188.

TEACHER EXCHANGE

Qualicum School District, Secondary Social Studies/English teacher looking for one or two year exchange with teacher in Lower Mainland, Fraser Valley, Okanagan or West Kootenay area. Anyone interested, please write Box 1232, Qualicum Beach, BC V0R 2T0.

Two Kitchener, Ont. teachers (husband & wife), 1 elementary, 1 secondary (PE & science), Lower Mainland area desired. 1-2 yrs. Phone 943-8070.

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Nahanni River Adventures. A variety of Nahanni River canoe trips for beginners and experts alike! P.O. Box 8368, 5th. F. Edmonton, AB T6H 4W6.

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Teachers' Tour to Japan/Hong Kong. June 28/86 to July 1/86. Tour price \$1,950. Incl. round trip air fare, 1 wk. railway pass, all accommodations, lots of free time. Contact: Doug Woodward, New Westminster High School, 835-8th Street, New Westminster, BC V3M 3S9, phone 522-0644.

Skipped Sailing Holidays in B.C.'s beautiful Gulf Islands aboard a 32 ft. C & C sailboat. 3 and 5 day cruises incl. all meals, \$75/day/person. Write for brochure: Harold & Fran Liffler, Box 218, Mill Bay, Vancouver Island, B.C. V0R 2P0. Phone (604) 743-5183.

Greece and London. (July 14-Aug. 3) A super package, includes: flights, hotels, tours, taxis, to "Cats" and "Starlight Express," 4-day classical tour, 11 days on 3 islands, and much more! Call Richmond teacher, Alex Campbell, for all the details: 261-3751 (eves. & weekends).

West Coast Trail. Learn the basics in survival skills from July 22-29 hiking Vancouver Island's West Coast Trail. This summer in-service will be on two survival programs *Hug a Tree* and *Last in the Woods*. You will learn about these programs and more while experiencing the great outdoors over 50 miles of the most spectacular, and perhaps most beautiful stretches of wilderness left anywhere. Registration at \$380 through Richmond Leisure Services and is limited to a group of 8 people of any ability level. Contact Phillip Milligan 594-6236, or Steve Musson 263-1326, right now.

Ride the High Country. Trail rides, overnight pack trips, riding lessons. Diamond Hitch Guiding and Outfitting, phone 463-8942.

Travel this summer. * Hawaii incl. air fare and accommodation, 1 wk.—\$459... 2 wks.—\$679. * Caribbean Cruise, 8 days incl. air—\$1,395. * Canals and Castles of England, July 4-19 days incl. air, 1 wk. cruise and tour—\$2,195. * Music Festivals of Europe—Aug. 6-17 days, visit Verona, Salzburg, Bregenz and more—\$2,795. For information, write: E.T.S. Tours, 608-1207 Douglas St., Victoria, BC V8W 2E7, or phone toll free 1-800-742-6150.

Pan Pacific Educational Consultants. A customized educational travel itinerary by practicing professional educators. Highly competitive prices include: promotional presentation, administrative and educational materials, lessons, exams. Specializing in Europe, Pacific Rim, Far East, Mexico, and French Immersion. For further information: 1497 Inglewood Avenue, West Vancouver, BC V7T 1Z2 or phone 922-2159 (evenings).

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.

FOR SALE

Vacation Retreat. 2½ acre lots with average of 275 ft. ocean waterfront. Sunshine Coast, Quarry Bay, Nelson Island nr. Pender Hbr. Serviced with domestic water, floats and moorage in protected waters, 6 ml. of private "jeep" roads and trails, scheduled water-taxi from Maderia Pk., private parking facilities.

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.

Cottage on Green Lake in Central Cariboo. 3 bedroom, fully furnished, leased waterfront lot, electric heat, fireplace, fully carpeted, complete kitchen, bathroom with shower, living room finished in yellow cedar. \$45,000. Phone 461-0350 in Coquitlam.

1979 Westphalia Camper (orange) very clean, very good condition, sleeps 4 adults (pop-up), AM/FM stereo cassette, auxiliary power, ice-box, asking \$7,000. Phone: Neil or Cheryl at 423-6785 in Fernie, BC.

C-64 Software for teaching French or Spanish grammar topics and vocabularies. **Special package 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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Recreation property in Harrison Holiday Leisure Park—incl. use of pool, clubhouse, laundry, near hot springs pool, golf course and Hemlock Valley Ski Resort, 1½ hr. to Vancouver. \$5,000 obo. Contact: Glad Bury, 12571-98 Avenue, Surrey, BC V3V 2K6. 581-9797.

MISCELLANEOUS

Missing Persons. Anyone knowing the whereabouts of Robert and Bonnie Greenway is asked to write to Home, Coupar, Manson and Shaw, 302-612 View Street, Victoria, BC V8W 1J5.

KONING, Frans. Died on January 12, 1986 in his 67th year. B.Ed. (Secondary) 1965 University of British Columbia; MA (German and Russian) 1971 University of New Brunswick. Taught in North Vancouver 25 years, 23 of which were at Argyle Secondary School in the Department of Languages.

Marlin Thompson's Golf School at Eaglecrest Golf Club, Qualicum Beach, BC. 25 one-week golf schools starting April 1: 2 hr. lessons daily, lessons with video, unlimited golf, up to 400 practice balls daily, written swing analysis, awards BBQ. Total cost \$150. Register by mail to RR 1, Site 119, C 37, Qualicum Beach, BC V0R 2T0, or phone Pro Shop (604) 743-3068.

Teachers: Attain a certificate in creative problem-solving. Learn CoR.T., Myers Briggs and others. UBC campus, accommodation \$26/\$40, free Expo pass, register prior to June 30. Write C.E.F., P.O. Box 48330, Bentall Centre 3, Vancouver, BC V7X 1A1. Phone 684-1022. August 17-22, \$390.

Schools Boards. Names and addresses supplied on self-adhesive labels. \$5 per province. Mr. Information, P.O. Box 955-T, Ganges, BC V0S 1E0.

Workshops. Elementary Science Summer Workshops for elementary teachers, Aug. 18-20, Univ. of B.C., "Hands-On" workshops, ideas exchange, new materials, networking. Cost \$50. Accommodation available at UBC. Contact: Bette Goode, APASE, 291-3556 or 452-7919 (evenings).

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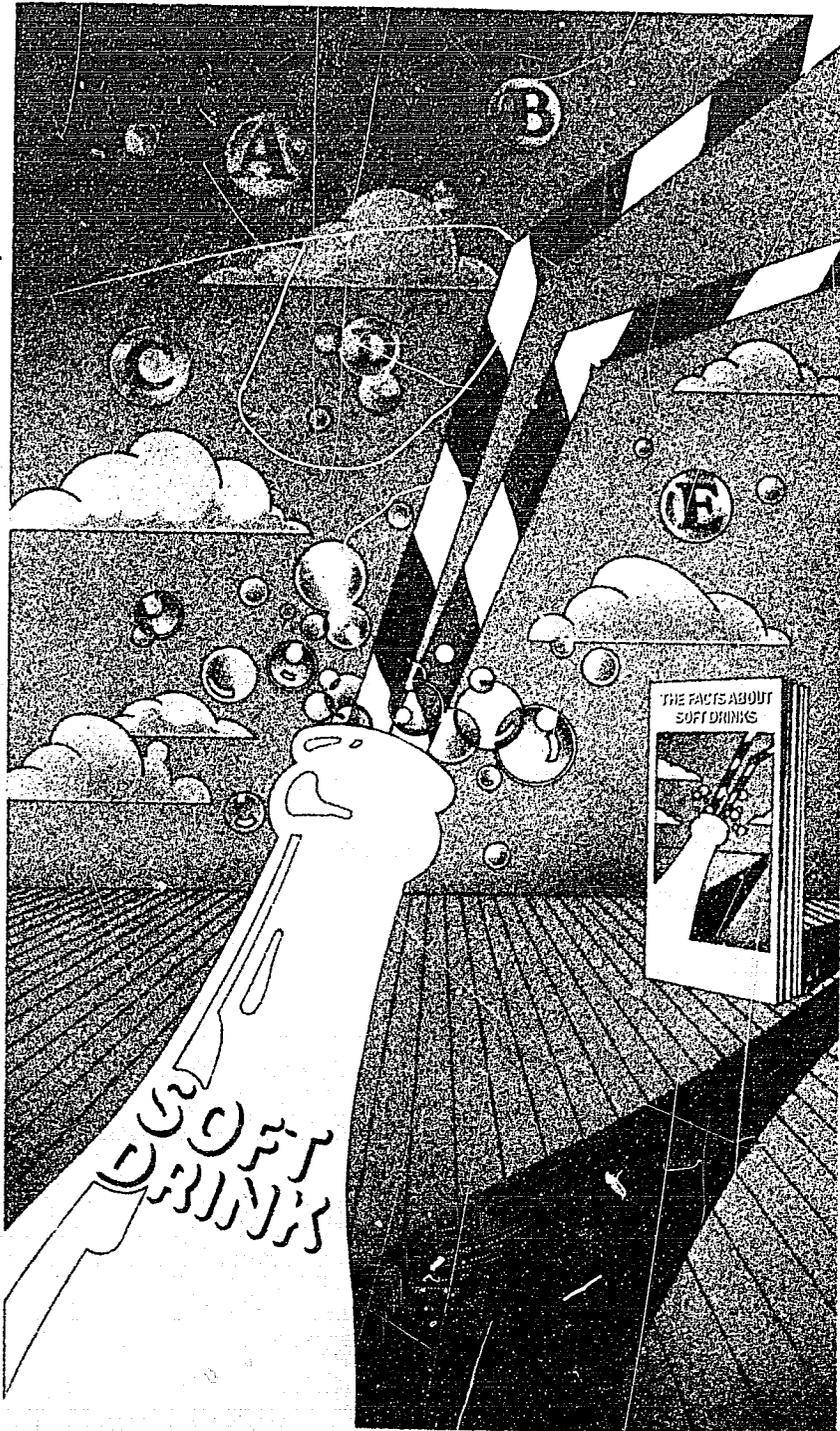
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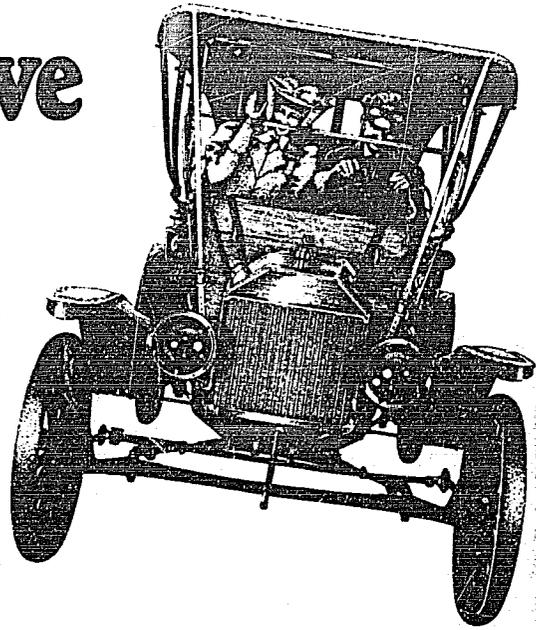
We'd like to send you "The Facts About Soft Drinks" and a list of our other material, free. Just drop us a line at the address below.

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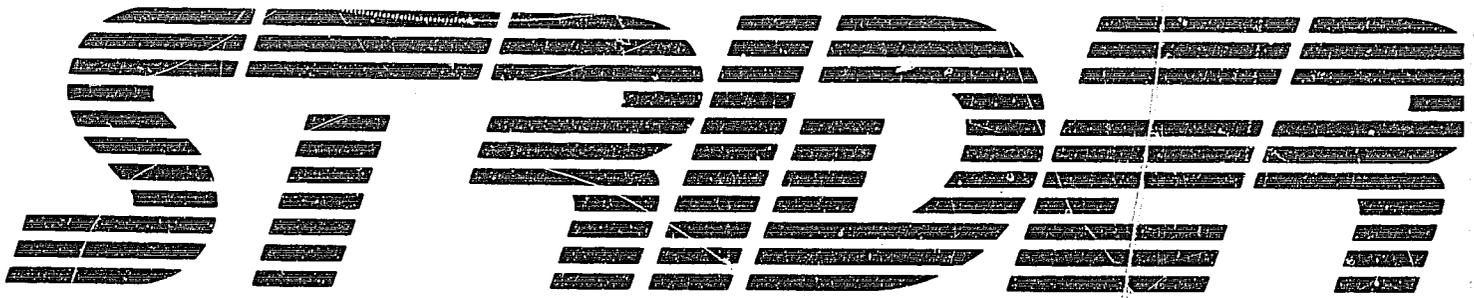
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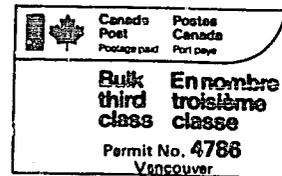
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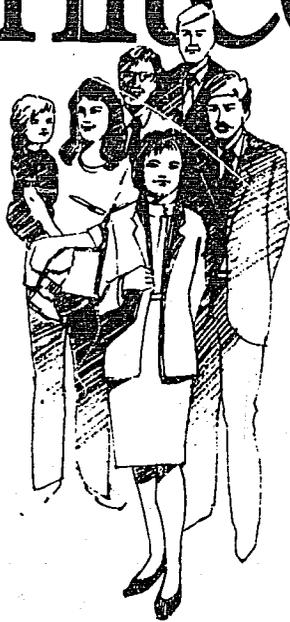
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