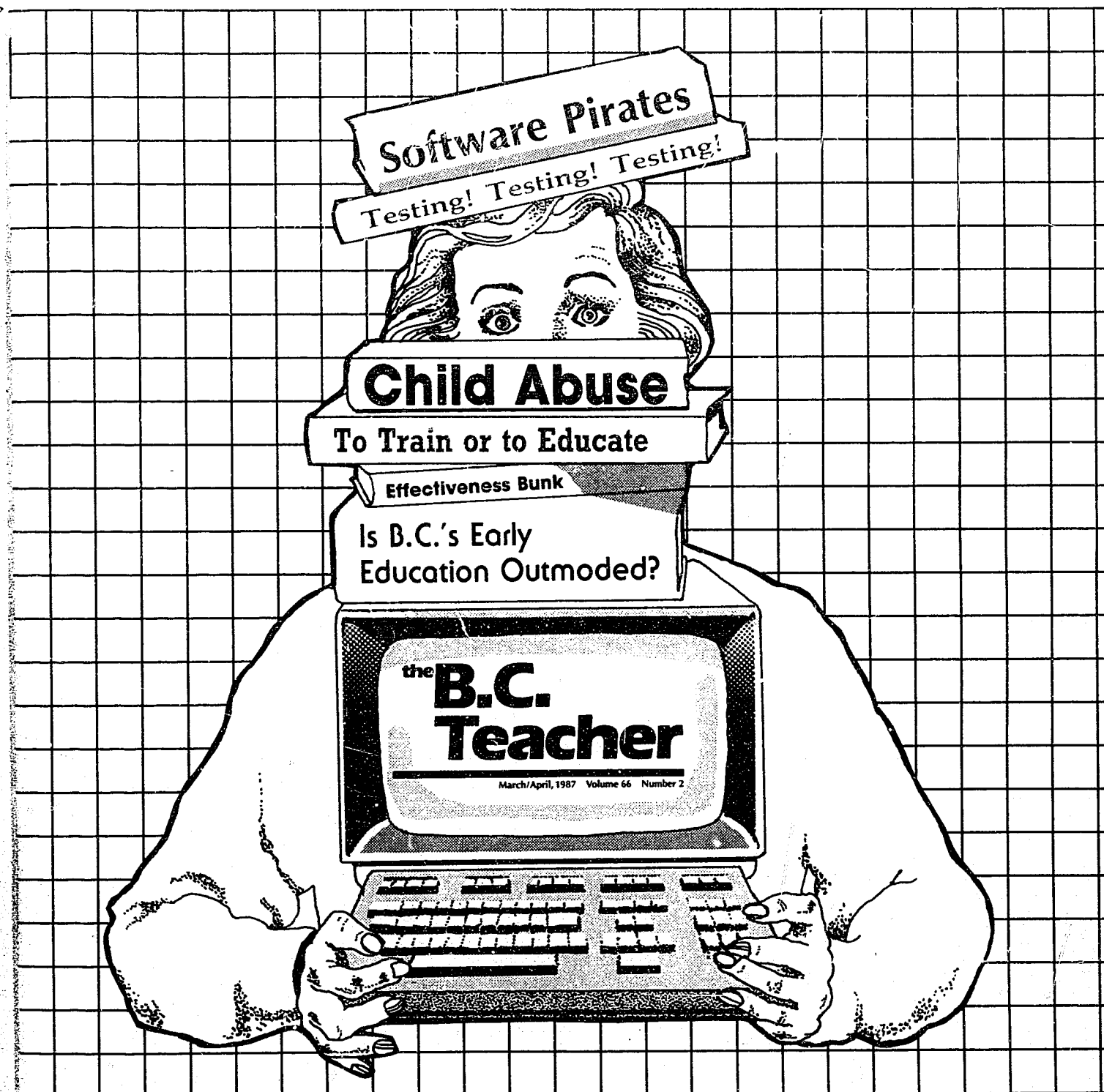


# the **B.C. Teacher**

March/April, 1987 Volume 66 Number 2

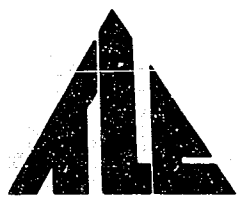


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# Opinion

## Rick Sullivan touched a sensitive chord when he called for the elimination of student exchanges with South Africa.

Editor:

I realize that the "Opinion" section of our journal is probably intended to create a degree of controversy among federation members, and I usually agree that anything which encourages them to shake off their customary lethargy should be applauded. However, I must state that I believe that Rick Sullivan's column in the January/February edition places a point of view more in keeping with the editorial stance of one of metro's more "conservative" neighbourhood newspapers, than in a BCTF publication.

As a one-time social studies teacher who had a visiting student from South Africa — a white student I must add — I can only say that I completely disagree with the notion that anything can be achieved by turning South Africa into a ghetto from which no one escapes, black or white. I believe that both my students and our guest benefited from the exchange of information which occurred. Change is undeniably long overdue in South Africa, but change will only be accomplished by one of two methods, violence or education. I would hope that the latter is the means that most teachers would espouse.

If education is to take place, white students must see the world outside of South Africa. Only through that process will it be possible to provide South African students with a view of their homeland which is not filtered through the censorship of its repressive government. Allowing their students here allows them to obtain information. The implication that a short stay in South Africa will undo the effect of local teachers and the international media is an insult to B.C. Social Studies teachers and to the intelligence of the students themselves. To deny South African students access to this opportunity is to condemn them to perpetual ignorance and open the door to violence, and I fear that once that door opens, closing it may prove to be a very difficult task indeed.

I believe that to heed Mr. Sullivan's call for boycott of exchange activities would be abdication of our educational goals and comes dangerously close to

being a form of racism of its own, in which all of the whites in South Africa are condemned because of the actions of its government. I would ask Rick how comfortable he would be if he were denied access to an educational program because of the education lunacy of the B.C. government? I rest my case.

Don Briard  
Vancouver

Editor:

I am writing this letter in response to the article *Ambassadors from Apartheid: South African Exchange Students*, in the January/February issue of *The B.C. Teacher*, page 4. Rick Sullivan correctly stated that the issue in debate is not the morality of apartheid, but the method by which the world's nations can help terminate apartheid. While I share Mr. Sullivan's repugnance of apartheid, I believe he has arrived at the wrong solution for the right reasons. The international exchange program of young people is one positive way to help end injustice and to help bring about positive social change in the world.

I take strong exception to Mr. Sullivan's suggestion that we disallow some students the privilege of participation in the student exchange program because of the actions of their government. As a teacher of senior history, I have had international students in my classes for many years. Our community is culturally homogeneous; therefore, the historical, cultural, and political perspectives of these foreign students has provided interesting and informative contributions to those classes. Furthermore, I note the article singles out white South African exchange students. The inference I am left with is that if a student is white and if that student is South African, he or she is automatically supportive of the South African government and of apartheid. This obviously is a classic case of illogical thinking. Does Mr. Sullivan believe Black South African students should be disallowed as well? Should we disallow white students who condemn apartheid and advocate its immediate cessation? If the denial of fundamental human rights

by one's government is the criterion for the selection of exchange students, how many other students from other countries should be denied these opportunities?

One other justification Mr. Sullivan offers for the denial of South African participation in the exchange program is to protect our students from a different point of view. He states when "impressionable adolescents have only one contact with South Africa, and that contact is a bright, charming youngster who seems to be no different from them, it's easy for them (our students) to believe, by extension, that all of South Africa is just as wonderful." If indeed our students are making sweeping generalizations based on one contact, then, as educators, we must assume some of the responsibility and help rectify the situation. We should be encouraging our students to challenge, question, and criticize an opposing point of view. We should not protect them from that point of view.

My experience with South African students is quite different. It is the South African students' perceptions that have changed after a year of living in our country and studying in our school system. They have returned home with a new perspective of their own country and its problems. I just cannot accept the premise that these "bright" and "charming" young people are sent over to poison the minds of our children. Let's give our students a little more credit.

I find incredible the statement "exchange programs must be terminated as surely as the evil of apartheid must be terminated." As educators, if we want to make a positive contribution to end apartheid, we should be expanding the student exchange program. We should be allowing more students the opportunity to learn of one another's countries in an atmosphere of equality. Further isolation of the future generation of South Africans will do nothing to enlighten them and certainly will do nothing to encourage the badly needed changes in that society.

Don Gibbings  
Summerland



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## Editors' Note

We're adding another dimension to The B.C. Teacher. The articles in this issue are provocative enough to warrant responses from our readers, and we're experimenting with a new way of responding, one that is open to more and more teachers these days: computer messaging and conferencing. Gareth Shearman's article on page 24 explains how this can be done. Of course we realize that right now limited numbers have the equipment for conferencing, but we think it's only a matter of a couple of years before all schools, and hence all teachers, will be able to send electronic messages to each other, as well as to the BCTF, the ministry, and the universities. We invite your responses, either electronically or via the mail.

The response to our international issue was very encouraging. Letters poured in from teachers to request the booklet on exchange and overseas teaching programs. It was also grat-

ifying to hear comments from teachers who discovered how far-reaching BCTF's international role had become. For some, the international issue reinforced the fact that our problems in B.C. often pale alongside the problems of some of our colleagues in Third World countries.

Our call for poetry previously published by teachers met with a good response. Thank you very much. We will be publishing some poems in future issues.

A column directed to teachers as consumers makes its first appearance in this issue. We'd like to continue this column, so we invite your ideas and contributions.

A third issue of The B.C. Teacher will be out in mid-May. It will be a combined issue of the BCTF Newsletter and The B.C. Teacher, and, as such, it will be a pilot "news magazine," one that could characterize a new communications approach for next year.

We welcome your letters, ideas, and articles.



## BCTF LESSON AIDS

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- ☐ **C101 Logo Lessons** by Bea Marshall, 195 p. 1984. This booklet outlines a series of 35 lessons for use by primary students. The lessons are designed for group presentation and discussion using one computer in the classroom. *Terrapin Logo* for the *Apple II Plus* or *Apple IIe* computers and *Commodore Logo* for the *Commodore 64* have been used for this project. The ideas can also be adapted for use with other kinds of Logo. **\$13.00**

- ☐ **C103 Introduction to Microcomputers Using D's Instant Logo** by Dawn Vavra and the staff of Georgia Avenue Elementary School, Nanaimo, BC, 1985. This program is suitable for the *Commodore 64* and *Apple IIe* microcomputers. *Terrapin Logo* is required to use this program. This package consists of 16 detailed lesson plans, a *D's Instant Logo* disk and the charts, materials and activity cards necessary to implement the *Introduction to Microcomputers* program in a primary classroom. The specific suggestions are made with regard to Grades K-3, using a *Commodore 64* computer. The developers of the program suggests that these lessons and materials could be adapted for use in the intermediate grades.

- ☐ A. *Commodore 64* version, includes *D's Instant Logo* diskette, and 112-page teacher's guide. **\$20.00**  
☐ B. *Apple IIe* version, includes *D's Instant Logo* diskette, and 112-page teacher's guide. **\$20.00**

### Intermediate

- ☐ **C204 Teacher's Aid—Elementary Math** by Jim Montgomery, © 1985. An *Apple II, II Plus* program that is designed to enable teachers to generate drill and practice questions specific to primary and intermediate classroom needs. The program generates a worksheet of drill and practice; prints this worksheet on standard 8½" x 11" paper; provides answers to all questions generated; enables the teacher to select a mode of print (vertical vs. horizontal display); allows a selection of arithmetical operations to be generated; allows place value to be selected and is teacher-friendly. A printer is required to operate this program. **\$15.00**

- ☐ **C206 Mr. Apple Shows You the Library** by L. Schill and G. Ruffell, 1986. An *Apple* microcomputer with game

paddles or a joystick are required to operate this program. The main objectives of the program are to assist students in the development of specific research and library usage skills: identification of various parts of a book; library call numbers and titles; types of organization systems; alphabetic and numeric order. This software package uses a programmed instruction approach with simulated activities and progressive question and answer technique. Progress through the program is controlled by student input and branching for individualized student progress is provided. **\$15.00**

### Secondary

- ☐ **C302 Negative Numbers** by Jim Montgomery, 1984. An *Apple II* program with instructions on diskette and sample printed worksheet. A drill and practice program to reinforce the learning and using of negative numbers. Allows a teacher to generate as many questions involving negative numbers with any combination of arithmetical operations as may be desired. Suitable for junior secondary. **\$15.00**

- ☐ **C307 Spelling Bee** by C. Stewart Lynch, 1986. This program consists of two diskettes—a teacher's utility disk and a student work disk written for the *Apple II* microcomputer. Documentation on how to operate the program is included. The program allows teachers to set up specific word lists for individual students, and to evaluate and record the progress of each student. The student disk can hold up to 20 individual students work lists and 20 universal lists, accessible to every student. **\$20.00**

- ☐ **C308 Le Français International Vocabulary and Grammar Drill** by D. Main, C. Main, L. Proctor. An *Apple II, II Plus* and *IIe* program. This program is designed to augment the beginning *Le Français International* program. The program is user friendly and does not require written documentation. The exercises are on four diskettes and are based on the vocabulary and content of Lessons 1, 2, and 3 of Book 1, *Le Français International*.

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# Readers Write

## Exchange Students

Editor:

Rick Sullivan's contribution to the *Opinion* section last issue (*Ambassadors from Apartheid: South African Exchange Students*), page 4 makes some good points.

It is appropriate for us to re-examine just *who* truly benefits from the exchange program and *what* lessons are communicated in the process. The ministry should move at once to cancel the program until such time as *apartheid* is ended in South Africa.

That said, something about the Sullivan article leaves me feeling uneasy. By concentrating on criticism of the student exchange program, the author is really asking us to consider one of the *relatively* minor aspects of South Africa/Canada relations.

The larger picture is more disquieting. We in western Canada continue to be direct economic beneficiaries in the trade between the two countries. For example, from January to September 1986 (the last period for which figures are available), we shipped \$52 million worth of sulphur to South Africa through two British Columbia ports. That amounted to 43% of all Canadian exports to South Africa during the same period. (Source: Statistics Canada).

If we really want to make a strong statement about how we feel about *apartheid*, we should demand that the sulphur trade be ended.

The Canadian government, which has said that it supports sanctions, is connected (through the Canadian Development Corporation, CDC) to the corporation that exports the sulphur, Cansulex. Why not give your federal representatives a call, pointing out the hypocrisy of the government's public position on *apartheid*?

Gavin Ross  
Vancouver

Editor,

Sullivan's suggestion to cancel the program of exchange students, ambassadors from apartheid, is counterproductive.

People who have seen the movie "Gandhi" and the media coverage of the black townships allowed from South Africa have a pretty good idea about apartheid which is not exactly cricket. Most

South African whites, however, have been taught to believe that the treatment of the blacks in the US, the aboriginal peoples in Australia and Canada, the lower castes and the untouchables in India, the Ainus in Japan, the bourgeois revisionists or counter revolutionists in the communist countries, are all worse than the blacks of the other African countries like Ethiopia. Two wrongs don't make a thing right, but three or more do!

Young South African students in our midst soon learn that in Canada, the native Indian children and the other non-Caucasian children are provided the same kind of schooling and educational opportunities as the Caucasian children. The visiting students might even visit non-Caucasian homes in Canada, feats impossible for most of the whites in South Africa. They would be able to see the trickle of media coverage in Canada about happenings in South Africa's black townships where most whites dare not walk freely.

On impressionable young people, these exposures certainly help South Africa's future generation of the privileged minority to come to its senses before it is too late. If everything else fails, there is the grim prospect of dismantling apartheid through the mass exodus of the whites from South Africa to other continents. Perhaps the student visitors are unconsciously being prepared for such an eventuality.

B.A. Kamath  
Merritt

Editor:

South African exchange students should be welcomed into our B.C. classrooms.

My husband and I have just returned from a five week stay in South Africa where we were hosted by white and non-white families and traveled freely throughout that beautiful, vast, and varied country. We saw no violence and met with goodwill everywhere.

We met many teenagers and discovered a shocking lack of awareness of their own country's political situation. How can young South Africans know the evils of apartheid when their schools,

T.V., and newspapers tell only what the Afrikaaner-controlled government wants them to hear? Only by communicating with these young people can they become aware of the problems that exist.

Bringing coloured, black, East Indian and white students to our country to make them aware is invaluable in changing basic attitudes in South Africa. I showed a photo of my racially mixed class visiting Expo 86, to a 7 year old in South Africa. Living in an Indian "group area" and attending an Indian school, she was astonished that more than one race could attend one school in Canada.

It is my hope that many B.C. high school teachers will have an opportunity to show a young South African exchange student a classroom free of prejudice and racism. It may provide their first glimpse of a dream for their future.

Sincerely,  
Muriel Walton  
Castlegar

## Bouquets

Editor:

The January/February 1987 issue of *The B.C. Teacher* is the most pertinent I've ever read. I had a knot in my throat as I read it as well as pride.

In the article by Douglas Roche, "Education . . . Foundation for Global Awareness," the author paraphrases, E. Reischauer in *Toward the 21st Century: Education for a Changing World*, "we will never operate successfully unless the bulk of the people develop a sense of world citizenship." The January/February issue achieves that.

Congratulations and many bouquets of thanks.

Juaneva Smith  
Quadra Island

Editor:

Just a big compliment for the last issue of *The B.C. Teacher*. What a wonderful change in this magazine!

It is refreshing to look at broader horizons and expand our insights.

Thank you.

Petra Hart  
Vancouver

# EARLY SCHOOLING IN B.C. NEEDS REFORM

NOEL HERRON

**"Without substantial changes, thousands of B.C.'s children will continue to enter our schools each September programmed for boredom or failure."**

In 1980, B.C.'s Ministry of Education commissioned an assessment of Kindergarten education, which yielded an informative report with many worth-while recommendations for changes in the first year of school. As with many education reports, the Kindergarten study continues to gather dust in Victoria and, with each passing year, early schooling in B.C.'s public schools becomes less and less responsive to the needs of young children.

Without substantial changes, thousands of B.C.'s children will continue to enter our schools each September programmed for boredom or failure.

By contrast, the winds of change in early childhood education are sweeping through public schools across the continent. For example, last fall, New York became the first major American city to

provide classes for all four year olds. The board of education in that city has set 1989 as the target date for extending its pre-Kindergarten program citywide.

Both Toronto and Ottawa have had pre-Kindergarten classes (called junior Kindergartens) since the mid-1940s, and a report last year from the Ministry of Education in Ontario recommended that junior Kindergartens be phased in across the entire province.

Large urban centres such as Winnipeg, Montreal, and Quebec City, where school boards have become concerned about the increasing numbers of children entering elementary schools handicapped by their lack of necessary cognitive and social skills, have, over the past decade, opened junior Kindergarten classes for four year olds.

Other changes in Kindergarten programming, admission policies, and class



ratios are gradually changing the face of early childhood education in public schools.

This so-called "bottom-up" approach to school reform — beginning in pre-school and Kindergarten — could have a significant impact on schools in the next decade. Four trends have contributed to the changes:

*An increase in the number of working parents.* As reported by Statistics Canada, the number of mothers of children under five who work outside the home increased by a remarkable 42% from 296,000 women in 1977 to 706,000 women in 1984. The trend is expected to continue.

*An increase in the number of children who have had preschool and daycare experience.* Since the early 1970s, the number of children entering public school who have attended privately run or co-operatively operated daycare or preschool programs has gradually increased. More than 50% of pupils are estimated to have had such experience prior to entering B.C.'s public schools.

*An increase in the influence of television and family mobility on children.* These factors have produced many five year olds who are apparently more ready for extended early childhood experiences than were the children of previous generations.

*Renewed interest in academic preparation for later school success.* Even



*Through the influence of television, many five year olds are today far more prepared for extended Kindergarten.*



*The winds of change sweeping across the continent in early education must come to B.C.*

families without both parents working outside the home show a great interest in the contribution of an early childhood program to later success. Some of this interest unfortunately has led to an acceleration of unsuitable and highly academic preschool programs to meet the

#### **DEMONSTRATION PRESCHOOL ESL PROJECT — SEXSMITH COMMUNITY SCHOOL, VANCOUVER**

This program was developed to accommodate three- and four-year-old children who are learning English as a second language. The program, which has been in existence in this South Vancouver school for three years, has been the focus of important research in multiculturalism. Guidelines for modifying curriculum, a video tape for teacher in-service education, and a testing instrument for identifying level of English language ability are among the components now available. The project is funded by the federal government and co-ordinated by the Vancouver School Board, UBC's Child Study Centre, Pacific Immigrant Resources Society, and a Preschool English-as-a-Second-Language Committee.

needs of what has been appropriately dubbed the "superbaby syndrome."

Currently in B.C., reform of early childhood education is at a virtual standstill. Evidence reveals a tremendous reluctance to examine too closely new ideas that might alter traditional organizational patterns in place for generations. The repeatedly postponed review of the School Act for almost a decade reinforces this perception. Yet, if, as nearly all observers agree, early education has a lasting effect on adult life, we can ill afford to postpone significant changes in the pre-Grade 1 programs in our public schools.

To meet the changing needs of B.C.'s younger children, the provincial government should consider for full funding the three options used successfully elsewhere: provision of junior Kindergarten classes for four year olds; all-day Kindergarten classes for five year olds; and Kindergarten/Grade 1 transition classes for six year olds who are not ready to enter a formal Grade 1 class.

These options are not intended for all pupils; the unique needs of urban and rural districts play an important role in determining selection. Nevertheless, access to a wider array of carefully structured and well-executed programs must be provided if the varied needs of all children are to be met. Let's look at the options:

#### **JUNIOR KINDERGARTEN FOR FOUR YEAR OLDS**

While junior Kindergarten was initially designed as a way to help disadvantaged children in low-income areas by giving them an extra year to absorb more experience to make easier their introduction to the urban school system, many school boards have found such classes

valuable and enriched experiences for young children from any environment. Studies focussed on children of the urban poor, but the needs of precocious children could also be addressed in programs like this.

Improvements have been noted in performance of four year olds attending junior Kindergarten in such areas as fluency in English, attention span, listening skills, psychomotor development, social skills and, most important, self-confidence and independence.

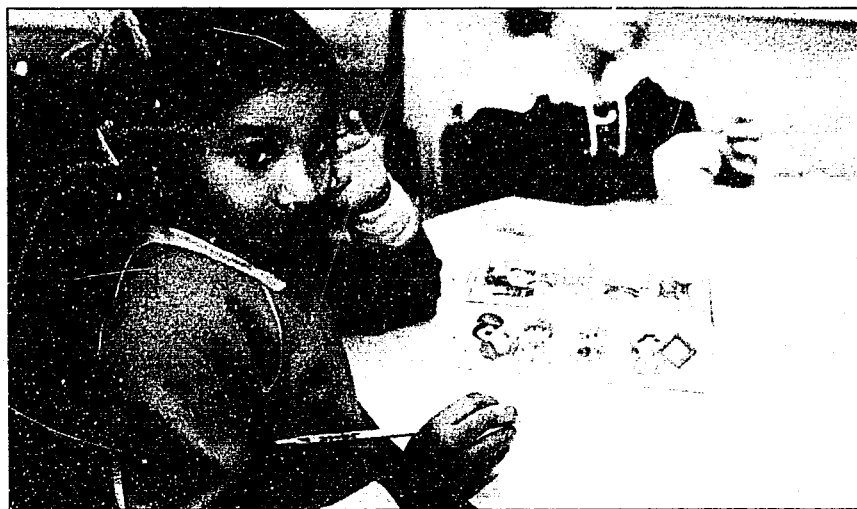
Citing "dazzling results," the president of the New York School Board of Education, Robert F. Wagner, Jr., noted, "This is one area (referring to studies showing that children who start at four years old stay in school longer and perform better) where all the literature is compelling that it makes a difference."

#### **FULL-DAY KINDERGARTEN FOR FIVE YEAR OLDS**

Currently Kindergarten children in B.C. attend school for half a day only in conformity with the outdated directives of our public school system.

Public schools are finding that many of the social and learning activities that form part of our traditional half-day Kindergarten program are already part of the preschool children's experiences in privately operated daycare or nursery school. As they enter the public school, many of these children are ready for richer and more diversified programs, which an all-day Kindergarten can provide. Without such an option many children are turned off school.

Kindergarten teachers across Canada and the United States cite the following advantages for all-day Kindergarten classes: longer blocks of uninterrupted time for learning experiences; more time



*The advantages of all-day Kindergarten classes are becoming more widely recognized.*

for diagnosing children's needs and interests; more time for helping pupils who need remediation; more time for children to develop stronger social relationships with other children; more time for individualization and small-group instruction; and, more time for teaching readiness skills in language arts, reading, and mathematics.

Support for full-day Kindergarten classes in the United States has come from groups such as the National Association for the Education of Young Children, the American Federation of Teachers, the Council of Chief State School Officers and the American Association of School Administrators.

#### KINDERGARTEN/GRADE 1 TRANSITION CLASSES FOR SIX YEAR OLDS

Each year, hundreds of pupils from B.C.'s Kindergarten classes enter Grade 1 not yet ready for that program. Lacking any formally recognized programs between Kindergarten and Grade 1, these children flounder during their early elementary school years and often experience tremendous difficulties in secondary school.

An independent survey of B.C. Kindergarten teachers revealed that 78.5% felt such children should "not be pushed on to Grade 1," and they recognized the need for setting up a transition class between Kindergarten and Grade 1. Such a class would operate on a full-day basis similar to Grade 1. The curriculum, while advanced from Kindergarten, would not be as structured and fast-mov-

ing as the Grade 1 curriculum. This is *not* the customary K/1 class set up (generally in haste) in September because of a shortfall or overflow of pupils in Kindergarten or Grade 1. Neither is it a family grouped K/1 class set up at the request of staff or community. Rather, the pupils who enter this transitional class would be identified as developmentally, socially, or academically behind their peers and thus needing special attention.

To achieve the goals of contemporary early childhood education, B.C. urgently needs an infusion of options such as those outlined above. These options and others, such as a more flexible age of admission, should be considered.

More and more Kindergarten and Grade 1 teachers are questioning the validity of existing structures for a number of their pupils, and it is not surprising that there appears to be increasing recognition that reform is needed.

Not since 1973, when the Kindergarten option became available to all, has a single worth-while change in early childhood education taken place in B.C.

Of course, the provision of these options would add to the cost of early schooling, but longitudinal studies indicate that major benefits to society accrue in the form of reduced costs of later education and increased earnings, both actual and predicted, to the group that received appropriate early childhood programs.

From the taxpayers' point of view, the educational gains are matched by economic gains.

Finally, much of school reform in the

#### UBC CHILD STUDY CENTRE KINDERGARTEN, VANCOUVER

Located in Kitchener School in West-side Vancouver, this special Kindergarten class is part of the early childhood education demonstration and research facility of UBC's Faculty of Education. The centre offers programs for one- to five-year olds and currently provides the largest early literacy program in Canada. The Kindergarten class, which is new this year, emphasizes emergent language and literacy for five year olds. Children tell, read, and write their own stories in an enriched teaching-learning environment. This Kindergarten pilot is jointly sponsored by UBC and the Vancouver School Board. Two teachers work with 20 pupils in a program characterized by teacher involvement in curriculum design and intensive parental support. Dr. Glen Dixon is the director of the Child Study Centre.

past has focussed on incentives and requirements for teachers and students. It is time we paid attention to how we can do things better by looking at the way we organize and structure the all-important first few years of a child's school life.

To continue to ignore such reform could be costly indeed.

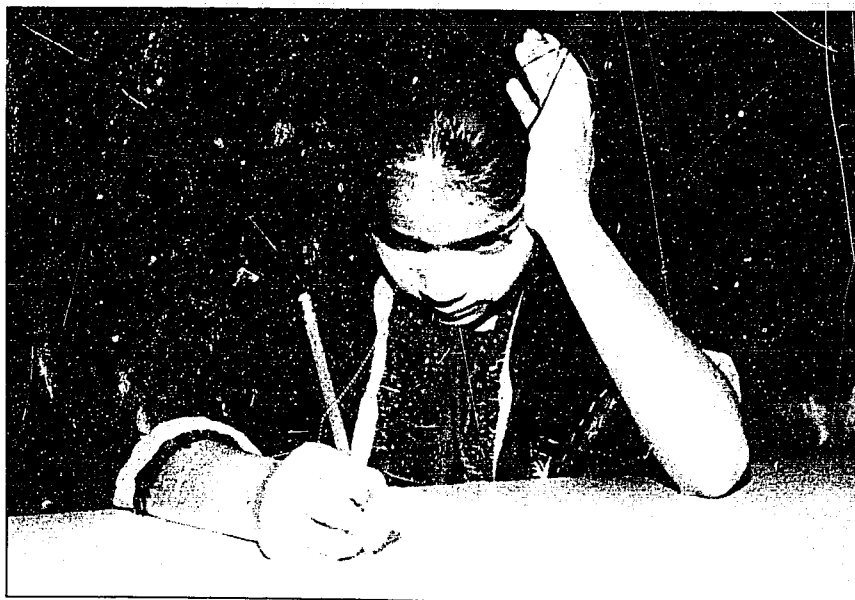
*A bibliography is available upon request.*

Noel Herron is principal of Walter Moberly Elementary School in Vancouver.

#### VIEW ROYAL, KINDERGARTEN TO YEAR 1 TRANSITION PROGRAM, VICTORIA

This program was developed four years ago to facilitate the often difficult transition from Kindergarten to Grade 1. It consists of an evening session in May and a follow-up session in September. The Kindergarten, Year 1, learning assistance teachers and district counsellors help plan and present the program. Children and parents are included. An exchange visit between Kindergarten and Grade 1 classes is part of the program. Staff members regard the program as highly successful and will be pleased to respond to inquiries.

(This orientation program is not to be confused with the *year-long* K/1 transition classes described in this article.)



*To achieve the goals of contemporary early childhood education, B.C. needs an infusion of more options.*



# TEACHERS AND CHILD ABUSE: DUTY TO REPORT

**BCTF lawyer, Des Grady, explains the statutory reporting requirement for teachers in child abuse cases.**



DES GRADY

A cursory review of the literature confirms that child abuse and public concern about it is not confined to British Columbia. Many provinces and states have revamped their abuse and neglect laws and all statistics seem to reveal an enormous growth in reports and investigations. It may be debatable whether there is a growth in abuse or whether there is now a greater willingness to report abuse. Whatever the reason, society demands help and co-operation to put an end to the crimes against children. A report (from another jurisdiction) of a school district administrator being tried and convicted for delay in reporting his "reasonable suspicion" reinforces the fact that educators have to recognize the signals and act immediately and definitively.

Of late the teaching profession in British Columbia has been held up to public scrutiny as a number of care-givers, including some teachers, have been tried and convicted for offences against children. This adverse publicity will not, and can not, obscure the fact that the public schools of this province are among the safest places for children and

that the vast majority of public school teachers are dedicated to playing a leading role as caring members of the community.

This article is intended to explain the statutory reporting requirement and related school law and to attempt to address some of the primary sources of confusion for school personnel.

*The Family and Child Services Act* is British Columbia's legislation to protect the safety and well-being of children. It is administered by the Ministry of Social Services and Housing (previously the Ministry of Human Resources). The act clearly states that any person who has reasonable grounds to believe a child may be in need of protection must report the matter to the Superintendent of Family and Child Services or his delegates, Ministry of Social Services and Housing social workers. **All teachers should know the name and telephone number of their local contact. Calls after hours or on weekends are toll free to Operator ZENITH 1234.**

Child abuse, whether physical, sexual, or emotional, must be reported if a person has reasonable grounds to believe

that a child is in need of protection. "Child" means a person under 19 years old and "in need of protection" means that a child is:

- a. abused or neglected so that his/her safety or well-being is endangered,
- b. abandoned,
- c. deprived of necessary care through the death, absence or disability of his/her parent,
- d. deprived of necessary medical attention, or
- e. absent from his home in circumstances that endanger his/her safety or well-being.

The use of the term "in need of protection" conjures up the extreme situation where a child may have to be removed to a safe place while an investigation takes place. But, the act provides that in all cases "... the safety and well-being of the child shall be paramount consideration." This, in our opinion, confirms that the statute clearly extends to the child in all circumstances, not just at home.

The ministry describes child abuse as being physical, sexual, or emotional action against a child by another person,

often a parent or other care-giver. Physical abuse is defined as any physical force or action which results in, or may potentially result in, a non-accidental injury to a child and which exceeds reasonable discipline. Sexual abuse is defined as any sexual touching, sexual intercourse or sexual exploitation of a child. It may include any sexual behavior directed toward a child or the request by an abuser that a child perform sexual acts. Emotional abuse is defined as actively undermining a child's self-image, sense of worth and self-confidence.

**Teachers and other persons who have reasonable grounds to believe that a child is in need of protection shall report to the Ministry of Social Services and Housing.** This does not mean that you cannot discuss your immediate concerns with a person in whom you have confidence. This might mean a school nurse, or counsellor, or administrator, to whom you have prompt and ready access. **But, you cannot transfer or delegate your duty to report if you have concluded that you have "reasonable grounds."** This duty to report overrides a claim of confidentiality or privilege except a claim founded on a solicitor and client relationship. A failure to report when one has reasonable grounds is an offence under the statute and a maximum fine of \$2,000 or six months in jail, or both, may be imposed.

*The Family and Child Service Act* protects all who report suspected child abuse from any actions against them, unless the report is made maliciously or without reasonable grounds. The alleged abuser is not to be provided with information about the source of the report during the investigation. Notwithstanding the intended confidentiality, in certain settings the identity of the reporter may become obvious and the reporter may be asked to provide valued assistance to those investigating the allegation of abuse. If the reporter wishes to remain anonymous the ministry will take the report and conduct an investigation. Eliminating child abuse is seen as more important than identifying the person making the report.

If teachers have reasonable grounds to believe that a child is being abused in any setting, then they have a legal duty to report even though the fact pattern might not readily fit the "in need of protection" definition. The common law has ascribed to teachers the duty to act in "loco parentis" towards children under their care. The legal fiction of the classroom family is that the teacher exercises the same care of the children as would a

prudent parent. The law does not demand more; it will not be satisfied by less. Thus it is that the teacher exercises towards the child some of the privileges of the natural parent and in return many of the parental responsibilities and obligations rest upon the teacher in every aspect of the teacher's work. This duty is ever present; it is not shed when leaving the school grounds or out of school hours.

Apart from this common law duty the province has structured a statutory scheme whereby the Ministry of Social Services and Housing is the centralizing agency in child abuse matters. In our opinion, the common law duty and the statutory duty leave no doubt that **the Ministry of Social Services and Housing has to be advised in every instance where a teacher has reasonable grounds for suspecting child abuse.** The social worker has the authority and responsibility to advise the police if there appears to be grounds to believe that a criminal offence has taken place.

In addition to the duty grounded in the common law and the provincial statute, most teachers will be required to follow local procedures set out by the local school board if the complaint relates to a pupil, employee, or school activity. On some occasions a school principal has neglected to follow up on reports of child abuse. This omission is why we stress that the statutory duty to report may not be delegated. Also, on rare occasions the principal's normal role cannot be exercised as the principal is the alleged abuser. But, in virtually every case the principal will be fully and promptly informed. Many reports are, in effect, joint reports from the teacher and the principal. Usually, the principal will also then serve as the link to the appropriate school district official.

Effective procedures have to be in place to ensure liaison between social workers, the police, and school officials. These are very important since they may determine the effectiveness of the investigation and the response. However, by this stage the teacher's reporting duty has been fulfilled.

The near future will see major emphasis on education of children about their bodies and their rights. Teachers will become more attuned to identifying indicators of child abuse. The caring teacher and pupil relationship will be a major asset as the community accepts its responsibility to protect our children.

Des Grady is senior legal counsel with the B.C. Teachers' Federation.

**Teachers and other persons who have reasonable grounds to believe that a child is in need of protection shall report to the Ministry of Social Services and Housing.**

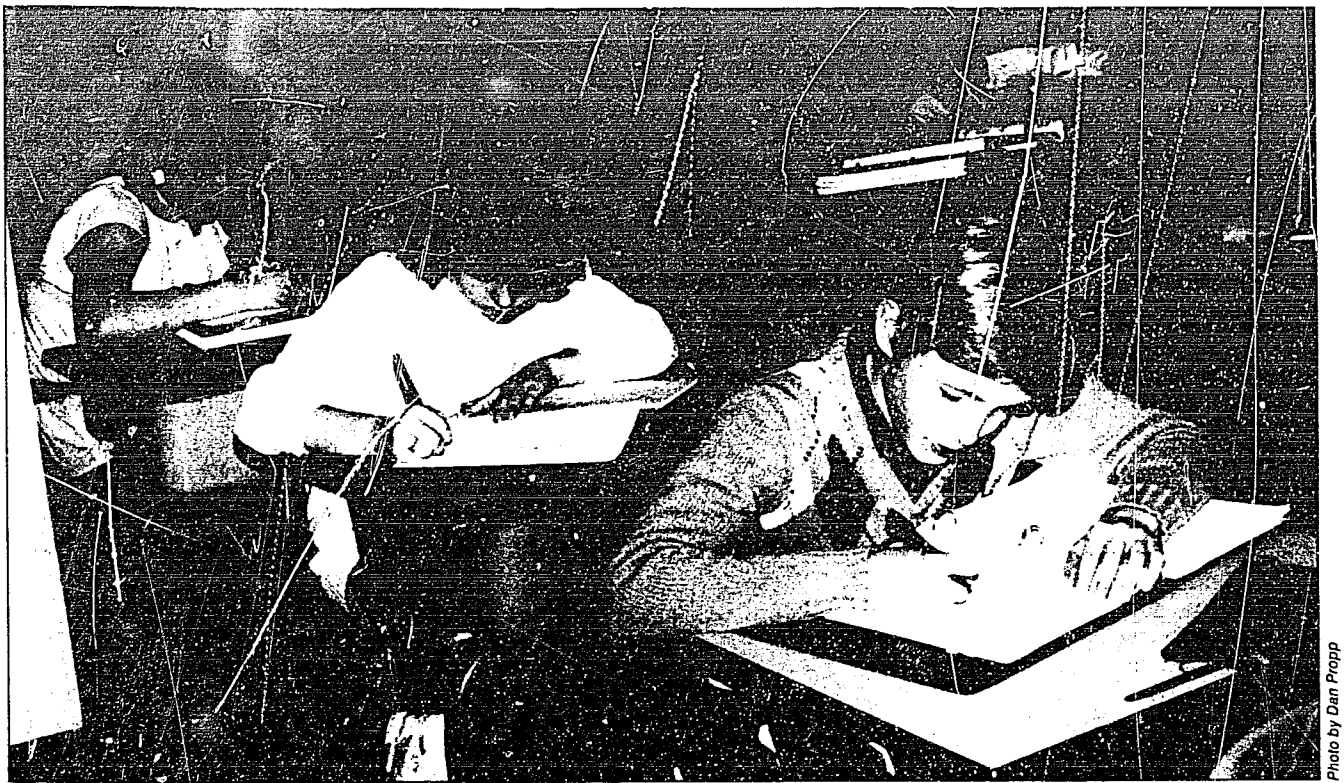


Photo by Dan Propp

# Testing! Testing! Testing!

ANN ALMA

**In our changing economy, grade-wide, mandatory tests will not prepare students to be innovative, independent thinkers.**

The media perpetuate the belief that competency testing raises the academic standards of both the educators and the educated in our school system. The public, their elected officials, and most members of the business community go along with them. They argue that a business or office needs graphs to measure successes and failures; likewise, a school needs statistics to indicate the academic

growth of its "products" in order to prove its usefulness in our financially oriented world. Tests, given at different grade levels, will supply much-needed information about the pupils' progress or lack thereof; they will focus the teachers' attention on the most important subjects to be taught; they will identify, to the teachers, their charges' strengths and weaknesses — indicators they can use

further to stimulate the students or to rectify their problems. The tests will provide the students with a powerful incentive to work hard and to concentrate on their final goal: passing the standardized tests at the end of their endeavors. For the business-oriented world, the competency tests create a device by which to measure teachers' performances, in order to ensure a proper return for the

money invested in the educational system; for the parents, the tests reveal the academic standing of their children; for elected officials, tests indicate the skillfulness of their employees, the teachers. Most people, therefore, support testing in the school system.

However, testing is not an efficient device to encourage maximum participation from the students, nor does it effectively reveal the educators' real capabilities to the community. We cannot compare the school system to the business world because children are not robots, but unique human beings, with their own special needs and capabilities. Education is a process of growth for the pupils, but tests supply false evidence of the growth that takes place in each youngster: because tests are business centred, not child centred, they measure production instead of intellectual and emotional gains. Tests misrepresent the educational growth of a child.

A test is a device that measures the capabilities of a subject. The proficiency of a person can be measured only when the general abilities of each unique test taker are known, because only then is the test a true challenge to see how well tasks are performed. To test school children, for example, a test must be devised that suits the capabilities of all pupils. However, since each pupil is unique, each test must cater to the uniqueness; thus, each test must be different. It is therefore impossible to use standardized tests.

Classroom teachers are able to determine how each pupil performs. When competency tests are made mandatory, however, the teachers' focus will change from helping the pupils to improve at their own level to ensuring that the general test material is taught properly. The focus shifts from the child to the text: the teachers forsake their ingenuity and intelligent attempts to reach the pupils' creative and inquisitive minds; instead the teachers become the masters who impart to the pupils the knowledge needed to pass the test. Their teaching styles will become stale and repetitive, and will be detrimental to the pupils. Rather than help the weaker pupils to progress at their own rate, the teachers will ignore them and hold them back (a high failure rate on tests will make the instructors look incompetent in the eyes of the public; whereas a lower promotion rate places the fault with the pupils themselves).

Madaus and Greaney, for instance, in their article "The Irish Experience in Competency Testing: Implications of

American Education," show a drastic drop in promotion rates from the Fifth to the Sixth Standard when a competency test was made mandatory in Ireland. Their data shows the promotion rate before the compulsory testing to be from 84.5% to 86.3%, while it drops to 80.9% and even 77.4% in the first five years after the testing was made obligatory. Likewise, statistics show that in countries that use exams for certification, the retention rates are higher. "For example, in Belgium, 12% of the total number of

**Because tests are  
business centred,  
not child centred,  
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production instead  
of intellectual and  
emotional gains.**

primary school children in Flanders each year and more than 20% in Walloon had to repeat classes" (Madaus).

Instead of being a powerful incentive for students to work hard, the test divides the class into two groups: the performers, who become fiercely competitive in their academic work and, as a result, sometimes show aggressive or dishonest behavior, and the nonperformers, who give up the struggle to learn because tests will only measure their failure, and not their success. For the nonperformers, the

test is not a true trial, because it does not measure the students' capabilities. The students do not fail to know everything; instead, the test fails to measure what the students do know.

In schools where tests are mandatory, the teachers will start instructing their pupils according to the test materials of past years, thereby focussing on the tests as their curriculum, and consequently narrowing the curriculum. Madaus and Greaney note that inspectors in the Irish school systems, where testing was at the time mandatory, were finding "that it would be appropriate to include History and Geography in the examination as well, since these subjects [were] neglected in some of the schools in the term after Easter". They also report "that since no oral examination existed in Irish, the development of oral fluency in Irish was adversely affected".

The general academic performance of students is pulled down as the tests' passing levels become the maximum levels for students to reach; however, knowledge of test skills is not an improvement over knowledge of general subjects and questioning techniques, because test skills do not provide practical value for the students who are preparing to take their places in the productive community.

The financial burden on taxpayers is such that they demand a return for the money invested in the educational system. Competency testing gives the elected officials, the business community, and the parents a means of checking into the productivity of the school system; however, by installing such a measure of control, education, as an institution, becomes less productive. The teacher's potential as a vibrant educator is dulled, the test materials dictate the extent of learning that is required, causing a general narrowing of learning.

Testing focusses the educators' attention on the most important subjects of study in the curriculum. But in our rapidly changing economy, students need to be innovative, independent thinkers, who can deal with changes. It takes skills taught in addition to the basics to be productive: assembly-line students — products of schools with grade-wide mandatory tests — will not be able to cope with the rapidly changing world as effectively as those who are taught in schools that provide personal challenges for all individuals.

Ann Alma teaches at Len Wood Elementary School in Armstrong, B.C.

# TO TRAIN OR TO EDUCATE?

**“Mere training, without education,  
will bring about a new tyranny of  
technological barbarians.”**

TASOS KAZEPIDES

The first priority in sound educational planning is the setting of clear, worthwhile, and realistic goals. When such goals are missing, thinking and planning become confused, and practice is left without direction. Several papers issued by the Ministry of Education in recent years, “High School Graduation Requirements” and “Let’s Talk About Schools,” suggest that official educational policy in this province is confused and misdirected. The first paper reveals by its various specific recommendations what the second paper discloses with its vapid, all-embracing definition of *education*, that is, that the Ministry of Education has no understanding of the nature and value of education, that it is trying to lead our public schools to abandon their educational goals and to become mere training centres, and that, by implication and policy, the ministry is committed to providing unequal educational

opportunity for the young people of this province.

## THE VARIOUS GOALS OF SCHOOLING

There is no logical reason why our public schools should be *educational* institutions. They could be institutions primarily committed to *training* the young for particular tasks or to *socializing* them into the prevailing beliefs, attitudes, and traditions of their society. Or the public schools could be places whose main function is to *indoctrinate* the young into the dominant religious or political doctrines of the community. In closed, narrow-minded, illiberal societies, from ancient Sparta to modern Albania, schools have primarily emphasized training and indoctrination. Training prepares the efficient workers who will keep the wheels of industry turning; while indoctrination will produce the dedicated citizens who

will defend the prevailing doctrine from its enemies. In all open, liberal democracies, however, the public schools are primarily *educational* institutions and only incidentally institutions committed to socializing and training. Indoctrination, on the other hand, is considered an anathema because it constitutes a betrayal of reason and a corruption of the human mind.

## CONFUSION AND MISDIRECTION

The advisory committee of the ministry that prepared the discussion paper “Let’s Talk About Schools” has looked at a variety of issues that range from the philosophical problem of determining the nature of education to the practical questions about budgets and management.

Instead of a clear definition of *education*, however, the committee offered the



most vague and obfuscating definition of *education*, which includes every kind of learning and excludes no human experience: *Education* may be defined as the total of our life experiences — an accumulation of experiences that may be planned or unplanned, structured or unstructured . . . it pertains to all the things we learn in life. . . ."

The word *education* has several uses in ordinary language, all of them legitimate, but not all of them significant for educational thinking and planning. Thus, although, in one sense, *education* means "schooling" (as in "Education in China"), the words are not synonymous. Otherwise we wouldn't be able to say "I am sending my child to that school so that he/she can get a good education." Another use of *education*, which happens to be the most trivial for our thinking about educational policy, is the one mentioned by the committee: all the things that a person has experienced or learned (as in "The Education of Henry Adams"). The word *education* is used here synonymously with *learning* or *acquiring* information, skills, habits, etc., regardless of their worth. Surely that is not what people have in mind when they send their children to educational institutions. Should we have to remind the ministry that education is a good thing and that not all our experiences have educational value?

The committee has not given us the criteria that will enable us to distinguish activities, programs, and institutions that are educational from those that are not.

Instead, it has given us an undifferentiated conceptual mush that excludes nothing and can accommodate not only training and socialization, but also indoctrination, propaganda, and every other form of miseducation. What we learn can be valuable, worth-while, or useful as well as valueless, worthless, or useless; even worse, it can be false and harmful. To engage in rational and worth-while educational planning, we need that narrower meaning of *education* that excludes the worthless, the false, and the harmful and directs us to those activities that develop the mind and the character of the young in significant and desirable ways.

The vague definition of *education* allows the ministry to put typing, metal-work, and shorthand side by side with science, math, and English. The true educational value of these subjects has now been blurred and de-emphasized. This vague definition of *education* has now become the convenient cover-up under which the Ministry of Education is promoting *inequality of educational opportunity* in this province. If the recommendations of the first paper are implemented, many young people will be denied the opportunity to develop their minds with the help of a well-balanced liberal curriculum.

The slogan that is being used by the ministry is the familiar mindless one of meeting the "needs, abilities, and aspirations" of the pupils. This must be the most harmful political and educational slogan, because it invariably results in

the neglect or abandonment by the public schools of those students who come from educationally impoverished families. We are not born with specific educational "needs, interests, or aspirations"; we *acquire* them. The role of educational institutions is not to *meet* the interests, etc., of the young, regardless of their educational value, but to *develop* worth-while interests in them. In a world awash with trivia, it is time we abandon this pernicious slogan and rededicate ourselves to the educational task of developing worth-while interests and noble aspirations in all the young people of our society.

#### WHAT IS EDUCATION?

When we say, "We send our children to school to get an education" we mean we expect them to acquire worth-while knowledge and understanding. That much is clear and indisputable about education. If we deny it, we will be talking nonsense.

It would require a rather long and involved argument to show in detail which kinds of knowledge have educational value and which do not; all we need here is to recognize that that distinction is made in ordinary language and that this key idea must underlie all rational educational planning. The study of literature or science does have educational value; whereas memorizing the B.C. telephone directories does not. Similarly, several useful subjects — such as typing — are taught in our public schools, not for their educational value but for other legitimate

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I am not claiming that once we have an understanding of the nature of education, we will have no more disagreements about educational objectives, content, methods, etc. We *will* know whether our agreements or disagreements are about education or about something else.

**“Papers issued by the Ministry of Education in recent years, “Grad ’87” and “Let’s Talk About Schools,” suggest that official educational policy in this province is confused and misdirected. The Ministry of Education has no understanding of the nature and value of education.”**

Any person who wants to get involved in education (as a policy maker, teacher, or administrator) must have a clear and rationally defensive idea of what it means to educate someone — as opposed to merely train, socialize, or indoctrinate a person; to do otherwise is presumptuous, irresponsible, and ultimately dangerous.

We live in a complex technological world that needs well-trained individuals to serve it. When our computer malfunctions or when a nuclear reactor leaks, we turn to appropriately trained persons to repair the damage. It does not follow that

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we should turn our educational institutions into professional or semiprofessional schools.

The English language suggests that a world of difference separates *education* and *training*. We talk about *sex education* and not about *sex training*! We train a person *for* a job, *as* a pilot, or *in* medicine, but we do not educate a person *for*, *as*, or *in* anything. The value of training is narrow and instrumental, while the value of education goes beyond utility. If, as I suggested earlier, *education* means the development of mind and character through the transmission of valuable knowledge and the cultivation of worth-while interests, abilities, dispositions, and sensibilities, then it is not merely a means for some further end; it is good in itself and, therefore, it is *not negotiable*. Education is one of those goods that we use as a criterion for evaluating programs, institutions, political orders, and whole societies. Other things being equal, a society that educates all its citizens is a better society than one that does not.

Our technological world needs trained persons to serve it, but, precisely because of the profound and unprecedented changes technology is bringing into our lives, the world has even greater need of better educated people to guide and con-

**"By implication and policy, the ministry is committed to providing unequal educational opportunity for the young people of this province."**

trol technology so that it serves a civilized form of life. Mere training, without education, will bring about a new tyranny of technological barbarians. The new barbarians that threaten our world today are not like the poor, ignorant, and undisciplined hordes of the past; they are well fed and clothed, superbly trained, highly efficient, and obedient technicians without understanding and imagination, without civilized sensibilities, without care and compassion, and without love.

Tasos Kazepides is professor of philosophy of education at Simon Fraser University.

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# Software Pirates

**B.C.'s reputation as the software piracy capital of North America may soon be tested in the courts.**

BLAKE WIGGS

The widespread consumer acceptance of the home or personal computer has attracted pirates like the audio and video tape pirates, who have plagued the entertainment industry. Software proprietors have estimated that improper appropriation of commercially available software is so widespread that the ratio of illegitimate to legitimate copies of some popular software packages approaches 10:1.

Revenue lost because of software piracy is in the millions of dollars. With stakes that high, some might puzzle over the apparent reluctance of software proprietors to take legal action to restrain software piracy, evidenced by little relevant Canadian jurisprudence.

The lack of progress is only partially due to the identification and evidentiary problems that characterize most attempts to enforce industrial or intellectual property rights against a pirate (that is, it is difficult to isolate and obtain clearcut evidence of unauthorized copying). In Canada, software proprietors have also had trouble applying the provisions of the current Canadian *Copyright Act* to computer software.

The act has remained substantially unchanged for more than half a century. Significant amendments rumored to be in the offing have not been made. Software proprietors anxiously awaiting an amended statute may have deferred action in hopes of having a sharper sword with which to fend off the pirates, but they may ultimately have grown frustrated with the repeated legislative delays and decided to make what use they can of the present act.

In large measure, the pirates' argument has been that the *Copyright Act* cannot apply to computers or computer software because they were unknown for almost a quarter century after the act came into force. Nevertheless, with the financial stakes mounting, software proprietors have been forced to take action, and they have had to frame their actions in copyright, since efforts to obtain commercially worth-while Canadian patent protection for software have not succeeded. In a number of recent decisions, Canadian courts have sided with the software proprietors by enjoining computer software piracy as a violation of copyright.

A number of the difficulties software proprietors have had in pursuing copyright-infringement actions against software pirates have been removed by the recent decision of Madam Justice Reed of the Federal Court of Canada. In *Apple Computer, Inc. et al. v. Mackintosh Computers Ltd. et al.*, the defendants were enjoined from importing, selling, and distributing computers and computer components that contained a copy or a substantial copy of certain software developed by Apple. (The decision is under appeal.) A single decision of the courts, however, cannot address the myriad difficulties that have plagued software proprietors.



**"Software proprietors who have patiently awaited legislative reform may decide that the time has come to confront the pirates in court, regardless of the perceived deficiencies in the existing law."**

Simplified somewhat, *copyright* means the sole right to produce or reproduce a particular "work" or any substantial part thereof in any material form whatever. The *Copyright Act* defines a number of different types of works, including *architectural works of art, artistic works, collective works, dramatic works, literary works, and musical works*. Canadian copyright protection arises automatically for works created by Canadian citizens (and by citizens of most other countries).

One need not register one's copyright with the Canadian Copyright Office, although registration may prove useful if proceedings have to be taken to restrain infringement. Canadian copyright registrations do not create copyright; they merely record the copyright ownership claim of the person named in the registration and give rise to a rebuttable presumption that copyright subsists in the work identified by the registration. That presumption may be overcome by satisfying a court of law that, as a matter of Canadian law, copyright does not subsist in works of the type in question. Thus, defendants in lawsuits that raise allegations of infringement of copyright in software have argued that software is not one of the "works" to which the present *Copyright Act* extends protection.

Software proprietors have countered by pointing out that the act includes a "catch-all" provision that "includes every original production in the literary, scientific or artistic domain, whatever may be the mode or form of its expression." However, for technical reasons, beyond the scope of this note, the provision has not been accepted as clearly setting the issue in the software proprietors' favor, although it has been a key talking point for the proprietors. In short, both sides acknowledge the inadequacies of the present *Copyright Act*.

In her recent decision, Madam Justice Reed had to indulge in rather tortuous reasoning to apply the now antiquated language of the *Copyright Act* to a modern problem. Of course, computer software proprietors and their legal counsel have devised arguments in an effort to explain how modern technology is covered by the existing statute. However, this approach has been uncertain because of the lack of pertinent judicial precedents to help interpret how the existing statute can be applied to computer software.

Broadly speaking, two alternatives are available for relieving uncertainties in the law. The first is to bring before the courts an appropriate lawsuit about the uncertainties at issue, thereby giving the courts an opportunity to clarify the law. However, this can be a time-consuming, expensive exercise fraught with pitfalls (for example, if the court's decision is at odds with the desired results, then one may have done more harm than good by having established a "bad" precedent). The second approach is to attempt to clarify the law through legislative reform. In recent years, many proposals for revision to the *Copyright Act* have come forward; some have dealt with computer software.

Many years have passed since the government first looked into copyright law reform. Accordingly, lawyers are cautious in forecasting the likely date of adoption of a revised copyright statute. The government has indicated that it will proceed with drafting revised copyright legislation for early introduction in the House of Commons. However, students of current affairs recognize that the government has other priorities as well. Unfortunately, because most Canadians do not perceive the copyright laws as involving bread-and-butter issues, the government may defer reform yet again to attend to other matters. Software proprietors who have patiently awaited legislative reform may decide that the time has come to confront the pirates in court, regardless of the perceived deficiencies in the existing law.

Decisions like that of Madam Justice Reed, while not as clear-cut as some had hoped, should provide considerable encouragement. Lawyers may argue for a long time about the correctness of the decision, but whatever position they advocate, they must recognize that underlying the decision was a clear sense of repugnance for the defendants' admittedly copying the plaintiffs' software. When confronted with conduct of that sort, courts often bend over backward to impose liability, even if the law must be applied in a novel way. Software pirates would thus do well to heed the message implicit in the judgment: unauthorized software duplication will not be tolerated. Notwithstanding that the decision is under appeal, some software proprietors have already taken the message to heart with a vengeance: witness the recent sheriff-assisted seizures of allegedly infringing software copies from a Vancouver enterprise.

Blake Wiggs is a partner in the Vancouver law firm Barrigar & Oyen which restricts its practice to patent, trade mark and copyright law.

# A Potpourri of Rick Hansen Ideas

Rick Hansen's arrival in B.C. has sparked interest in numerous classroom projects. Here are just a few, geared to the elementary classroom.



DAVE MARTIN

## LANGUAGE ARTS

1. You have just discovered that Rick Hansen will be visiting your school next week. You've been asked to make a welcoming speech at a school assembly. What would you say? Write out your speech. Prepare a report for a television news broadcast about his visit to your school.

2. Rick Hansen has visited your school. Prepare the front page for your school newspaper describing his visit. Use the daily newspaper as a model to learn about newspaper format. Include headlines, feature stories, interviews, and pictures.

3. Write a newspaper editorial encouraging people in your community to support the Man in Motion Program.

4. What is a hero? Who do you now think of as a hero? Is Rick Hansen a hero? Why? Start a file of magazine and newspaper stories about people you consider to be heroes.

5. Interview someone in a wheelchair. What problems does he or she have in moving from place to place? What solutions for these problems could you suggest? Start a file of newspaper and mag-

azine stories about people in wheelchairs.

6. To make the Man in Motion Tour successful, Rick Hansen has a team of people who travel with him. Why would he need a manager, a nutritionist, a physiotherapist, and a mechanic? You're one of the people on Rick's team. Make a diary describing your activities for a week.

7. Paraplegics and quadriplegics now work as engineers, lawyers, architects, clerks, secretaries, welders, farmers, politicians, doctors, nurses, and journalists. Collect stories from newspapers and magazines about disabled people in various occupations. Which job would a paraplegic or a quadriplegic find difficult to do? Why?

8. Collect newspaper articles explaining how Rick Hansen was greeted by people in different regions of Canada.

9. Read several stories about the Man in Motion Tour. Choose 40 words about Hansen's trip, and use them to create a word search, a word scramble, or a crossword puzzle.

10. During his trip, Rick Hansen will meet many important people. Use the newspaper to keep a record of the people he meets and the positions they hold.

11. Write a story for the travel section of the newspaper describing part of his route.

12. Read the Letters to the Editor section of the newspaper, and watch for letters about Rick Hansen's Man in Motion Tour. Choose one letter, and write a response.

13. Many well-known people have made important contributions to society despite being disabled. Sir Winston Churchill, the prime minister of Great Britain during World War II, stuttered as a boy. Ludwig von Beethoven, one of the world's greatest composers, began to lose his hearing in his late twenties. Canadian children's writer, Jean Little, is almost totally blind, and she writes with the aid of a talking computer. Set up a Hall of Fame in your school for people who have overcome their disabilities.

#### SOCIAL STUDIES

1. Through newspaper coverage, follow Rick Hansen's travels across Canada. Trace his route on a map. Why has he travelled through northern Alberta and northern B.C. rather than simply taking the shortest route between Calgary and Vancouver?

2. Why were those involved in the Man in Motion Program very concerned about the journey westward from Toronto along the north shore of the Great



Photo by Glen Olson

*Rick's visit to a school in Winnipeg meets with another enthusiastic response.*

Lakes and across the prairies? What is hypothermia? What is frostbite? What steps have been taken to protect Rick Hansen from the elements?

3. Rick Hansen is using a special wheelchair for winter travel. A number of newspaper stories have described how the chair differs from his summer chair. Make a drawing or working model of Rick Hansen's winter chair.

4. Transportation is very important in our community. What problems would handicapped people encounter in getting around your area? Can someone in a wheelchair ride on city buses, Skytrain, or most taxicabs? What changes have been made to make curbs easier for those in wheelchairs to negotiate?

5. If you were going to build a new two-storey shopping centre in your community, how would you make the building accessible and useful to those in wheelchairs? Be sure to consider parking, floor surfaces, elevators, public

washrooms, and telephones. What type of doors would you use? Why would revolving doors be a hazard to those in wheelchairs?

6. Using the "Barriers Checklist" (pp. 40 and 41) in the Man in Motion School Program, find out how well a disabled person could cope in your school.

7. Which agencies in your area are prepared to help disabled people? Watch for newspaper articles on the Spinal Cord Injury Unit at Shaughnessy Hospital, the G.F. Strong Rehabilitation Centre, and the Canadian Paraplegic Association.

8. Using the weather reports in the newspaper, compare the temperature in Vancouver with the temperature in two of the prairie cities Rick Hansen passed through. Record the temperatures over two weeks. Use a line graph to share the results of your research.

9. As Hansen continues his tour west,





*Rick shares a toast on the Great Wall of China.*

use the newspaper and an atlas to keep track of how far he travels each week. Use a bar graph to display your results.

#### SCIENCE

1. To have enough strength to wheel 80 km a day, Rick Hansen must eat nutritious food. Use the library to find out about balanced meals. What are carbohydrates, fats, proteins, minerals, and vitamins. Why is it important to have a well-balanced diet. Plan Rick Hansen's menu for a week.

2. A lot of planning has gone into Rick Hansen's winter clothing. What does the word *permeable* mean? Why would clothing designers make the inner layer of his clothes *permeable* and the outer layer *impermeable*?

3. Check the science pages in newspapers and magazines for developments in medicine. The articles could be clipped, mounted in a scrapbook, and kept in your school or home library for reference.

4. Use your school or community library to find out more about the spinal cord. How is the spinal cord protected? What happens when a person's spinal cord is broken or injured? What is the difference between a paraplegic and quadriplegic? What is hemiplegia? What does the word *atrophy* mean?

5. Some computers can now be controlled entirely by voice commands. Why would such a computer be very useful to quadriplegics? Why would a speech synthesizer be very useful to someone who is visually impaired? Watch the newspaper and magazines for

developments in science that would help disabled people.

6. What changes would have to be made to a car so it could be operated by a paraplegic? Suppose you were going to buy a car for a paraplegic. What features would be important? Why would front-wheel drive be important? Would you recommend vinyl or fabric upholstery? Why?

7. Someone living in your home has suddenly become a quadriplegic. List six changes that would have to be made to let him/her live independently.

8. What is traction? What changes were made to Rick Hansen's wheelchair to increase traction during the winter?

9. Disabilities such as cerebral palsy,

multiple sclerosis, polio, muscular dystrophy, and spina bifida may cause a person to need a wheelchair. Report on one of these disorders to your class.

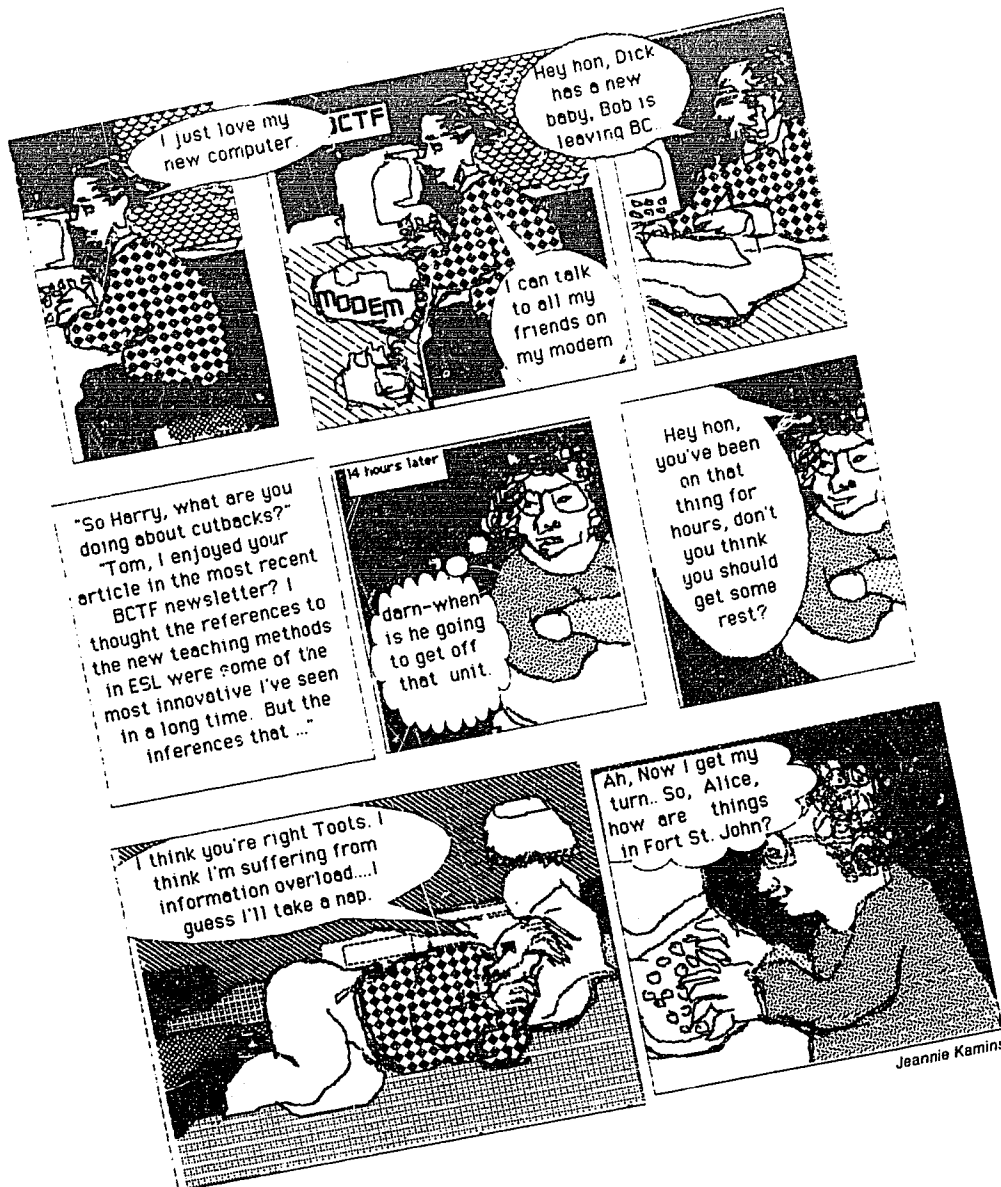
10. How could the activities and sports you enjoy be adapted for disabled people?

This material is part of the Man in Motion workshop developed for the Newspaper in Education (NIE) Service of the *Vancouver Sun* by Dave Martin. Teachers wishing to receive the complete kit should contact NIE services at the *Vancouver Sun*, 732-2174.

Dave Martin is vice-principal of Alexander MacKenzie Elementary School in Vancouver.



*Rick Hansen, seen here in Portugal, is inspiring children to go beyond themselves.*



# B.C. TEACHER ON LINE

GARETH R. SHEARMAN

**We begin  
a new way  
of interacting  
with  
*The B.C. Teacher***

Doubtless, you've had the experience of reading an article in a magazine or newspaper and being frustrated because you couldn't react. Perhaps the article aroused your ire, and you wanted to dash off a rebuttal. Maybe you just ached to be able to tell the other readers of some incident drawn from your own experience. "Letters to the Editor" or some equivalent is usually too much trouble; besides it would be three months from next Sunday before your lightning riposte would see the light of day.

Until recently, this problem has had no

real solution. Even such a simple matter as drawing the attention of a colleague to a new piece of research has required a letter or a long-distance phone call if your friend happened to live in some remote part of the province. Now, however, thanks to the computer, that new mind tool that is taking the world by storm, there is another way.

Are you finding some of the articles in this issue of *The B.C. Teacher* controversial? Well you can react to them right away if you are one of those teachers who has taken advantage of the oppor-

tunities afforded by computer messaging and conferencing. If so, you have also probably taken advantage of the generous offer made by UBC and SFU of accounts on their systems.

If you are one of those individuals, you should understand the instructions to "sign on to your account at UBC, run \*forum and then, when you get the 'command' prompt, say join bctf." This will make you a participant in 'conference bctf'. You can then start a discussion on the article that interests you or add your comments to any already started.

The following provides background and suggestions for those who do not yet use this aspect of computing. Electronic messaging and conferencing facilities are becoming more and more common, and they afford their users the opportunity to respond almost instantly. Computer conferences and message systems are not new, or at least no newer than a lot of other computer applications. Most of us are hearing about them now because only recently has computer hardware been affordable for schools and individuals.

The addition of a piece of hardware, called a *modem*, to a microcomputer enables the machine to talk to another computer, be it another Apple down the block or the mainframe computer at the University of Waterloo. *Modem* is short for modulator/demodulator. In essence, the device converts the binary signal from the computer into the analog signal required by the international telephone system. Your computer can now use the telephone. Of course, nothing is ever quite that simple. First of all, you will need a program to help you use the modem; then you will need to arrange access to the remote computer.

Even with the appropriate program, using a modem is really not for rank neophytes in the wonderful wacky world of computers. I am not trying to discourage you. It's just that in my role of network co-ordinator for the Computer-Using Educators' PSA, I have seen too many individuals try to fly before they could walk. One frustrated parent volunteer, who was trying to learn to start up the computer, help students write messages with a word-processing program, and send the results to a very picky program at a university all at the same time, said it was like trying to read *War and Peace* before learning the alphabet.

Obtaining the appropriate hardware and software is not a particular problem. Your computer dealer will be very pleased to sell you both. Just be sure that

whatever you buy is compatible with your computer. Try it out first if you can. Talk to others in your district to see what they recommend. If you can possibly afford it, buy the faster 1200-baud modem rather than the slower 300-baud type. You'll prefer sending and receiving 120 characters a second instead of just 30.

As far as access to a remote computer goes, you have to be sure that the remote computer is listening and that the remote computer is willing to talk to your machine.

If the machine in question is your friend's Apple, chances are it won't be listening, and you will have to make a date with its owner. If your friend has an IBM or a Commodore, that doesn't matter as much as you might think. There is an agreed upon "lingua franca" that works for at least simple textual information. (It is known as the American Standard Code for Information Interchange, or ASCII.)

In some communities in the province, you will find that local "bulletin boards" operate at set hours and allow for local messages and gossip to be exchanged. The bulletin boards are usually free and only a local phone call away, so they are an excellent way of getting some practice with your equipment. In communities such as Vancouver, specialized bulletin boards exist that may give you access to a large group of like-minded users and afford you all the interaction you desire. Victoria has more than 20, and new ones appear frequently.

It is time to return to our original premise. You have read a controversial article in *The B.C. Teacher*, and you want to discuss it with other teachers. That you teach in a one-room school in a remote village is incidental. You can still join in an electronic discussion of the article with your colleagues.

Given that you already have access to a microcomputer and are reasonably familiar with its operation, you would follow these steps.

1. Purchase an appropriate modem and communications program for your computer.
2. Join the Computer-Using Educators' PSA, and request accounts on the UBC and SFU computers.
3. When you get your account, find the "BCTF" discussion, and join in the fun.

Of course, by the time you have made all the arrangements, the controversial article you wanted to talk about may not be such a burning issue. You will certainly be all set for the next issue, however.

Are you thinking, "that's all very fine, but I don't have a computer and modem"?

How can you join an electronic discussion without your own hardware? Access is easier than you might think.

Check around the school, first. By the end of this school year there should be more than 20,000 computers in B.C. schools, with \$25 million from Funds for Excellence being directed to technology, according to Ministry announcements. This is up from 12,000 machines counted in a March 1986 survey.

Some of these computers will have modems, as well. At the secondary school, check with the computer science or science and technology teacher, either of whom may be offering telecommunications units in their courses.

Check the library; more and more are using modems to access the thousands of electronic data bases which provide access to masses of information which could never be stored in a school library.

Ask at the school offices; several school districts have set up district electronic networks to share information, transmit orders for district resource centres and similar administrative uses.

The intended use for which the computer and modem were purchased is irrelevant — once they are available, they provide a pathway to UBC's Star Forum, or any other electronic service.

If you can't find a modem anywhere in your school, try your local association. The BCTF has for five years been using electronic mail through the telephone company's "Envoy 100" service. Every local association has been equipped with a communications terminal or a modem so that bargaining information and other association business can be rapidly communicated. These terminals also can be used for making contact with other networks.

Electronic communication networks are growing rapidly and have a great potential for educational uses as they become more common and accessible.

Both universities have generously decided to allow all B.C. educators to have access to their computers for messaging and conferencing purposes. CUEBC is not the only PSA to encourage its members to take advantage of this FREE service. More and more are discovering its benefits all the time. You don't even have to belong to a PSA, but it really helps to know others who have already cleared the hurdles and are prepared to help you.

You who teach in Bella Coola may ask, "... What good to me are accounts on computers to two Greater Vancouver universities?" They wouldn't be much good at all if it weren't for Datapac, the telephone company's "packet-switched network." Datapac is a network designed to handle data transmissions instead of voice communications. Datapac is Canada's name for its network. Many other countries have their own equivalents, and they are all interconnected. The B.C. Telephone Company has established a number of "public dial ports" or entry points into the network. They are essentially local telephone numbers that you can call just as you would any of the other numbers in your directory. The list below contains the names of the B.C. communities that currently have such a port.

Abbotsford	Penticton
Campbell River	Prince George
Cranbrook	Terrace
Dawson Creek	Vancouver
Kamloops	Victoria
Kelowna	Vernon
Nanaimo	Williams Lake
Nelson	

If you live in one of these places you will find the telephone numbers listed under *B.C. Tel* in your phone directory. Because the numbers are local, the calls are free, or they will be as long as we don't let the telephone company institute "local measured service"! Of course, there is a charge for using Datapac, but at the moment (at least until August 31) and perhaps for some time to come, the universities are subsidizing the service. They are not only picking up the bill from the phone company but also giving educators free access to their computers as long as only the message and conference programs are used.

This still doesn't do you in Bella Coola much good. A phone call to Williams Lake doesn't cost as much as one to Vancouver, but these charges can still mount up (as some of our members have found out, to their spouses' annoyance).

The solution to this part of the problem came very recently, when UBC joined the iNet system as an "information provider." iNet is a service of the telephone company that provides a means for consolidating customer accounts on various remote databases and centralizing the billing. Instead of applying to companies in a number of different centres that provide on-line services, a group can have the phone company organize it for you. iNet subscribers can call into the service via an 800 number

from anywhere in the province. The cost for each individual is as follows:

\$50 (one-time sign-up fee)  
\$3 per month to maintain the user ID  
\$6 per hour prime time (06:00-18:00)  
\$4.50 per hour non-prime (including weekends)

If you also want to use Envoy or query the iNet system, the rates are:  
\$15 prime and \$11.25 non-prime per hour.

(A group can get together and pay the \$50 just once, but then it will receive a group billing and be responsible for collecting from the group members.)

The charges are such that, unless you either live in one of the communities with Datapac ports or very close to one, becoming an iNet subscriber will be much cheaper. Indeed it makes the whole process feasible. The telephone company will make the arrangements to sign you up as an iNet subscriber, which gives you 800-number access to Datapac. Once you have done that, you can follow the procedure outlined at the beginning of this article for obtaining an account at UBC.

You should not expect to jump into this without committing a number of hours to learning. Even if you are already using a micro, you will spend 5 to 10 hours to learn all the new jargon, figure out how to configure your hardware and software, and then find your way around in the remote machine. Don't be discouraged. Stick with it. It really is worthwhile once you get going.

#### STEPS TO SUCCESSFUL "NETWORKING"

1. Purchase a modem, 1200 baud if possible. (You DO already have a micro, don't you?) Make sure it will work with YOUR machine.

2. Purchase an appropriate communications program. Make sure it is for YOUR machine. There are quite a few good ones around. Make sure your program is "user friendly." You will have to jump through enough hoops without struggling with poorly documented software. You want a program with all the standard features, but the "cadillac" of software packages is not necessarily the one to get.

3. If you are going to be using the modem from home, you will need to have a connection installed near your computer. It should be equipped with one of the little "modular" plugs. To operate with a long "umbilical" into another room is inconvenient. If the modem is going to be installed in a machine at school, you will need a "dedicated"

line. Don't try to go through the school switchboard.

4. Dialing the remote system. If you dial the Datapac number given in your phone book (or the 800 number given you when you first signed up with iNet) and you have done everything else right, you may still be frustrated because the Datapac computer refuses to answer. It is necessary to print a "." (period) before you press the return or enter key. Datapac should then identify itself. You should then enter the electronic "address" for UBC: 67200040. At this point, you should have in front of you the instructions that came with your UBC account. They will tell you how to talk to the UBC system. iNet should be a bit friendlier and actually ask you which computer you want. If you are calling the number from the book, note that there may be a different one for 1200 baud than for 300 baud.

#### SOME FINAL NOTES

1. If you are calling in from the Greater Vancouver dialing area, DON'T use Datapac. It will be much cheaper for the university if you call direct (228-9051 for 300 and 228-1401 for 1200).

2. I have used the UBC system in most of my examples because, at the moment, the BCTF conference is on UBC's \*forum. You can also get an account at SFU. And as time goes on, there will likely be lots happening on both systems.

3. Some of you may find it cheaper to call one of the universities than the other. If this is the case, you can link to the other university. From the '#' prompt, type '%switch x' where x is either 'ubc' or 'sfu'. From Datapac, the command is 'source net:x'.

Finally, good luck!

Gareth R. Shearman is network co-ordinator for the Computer-Using Educators' PSA and a teacher-librarian currently on leave from School District #61 (Greater Victoria).



# EFFECTIVE. BUT IS IT GOOD?

**The author argues that the most serious consequence of effectiveness training is that it causes teachers to fragment and trivialize learning.**

LEE GUNDERSON

Many of B.C.'s teachers have attended effectiveness training sessions. I have been asked repeatedly whether or not I know about "ITIP" and what I think about it. B.C.'s classrooms are being influenced by effectiveness training. Indeed, in many districts across the province schools follow a whole new morning ritual: the Bible Reading, the Lord's prayer, and the math power drill. Many school districts have encouraged teachers to take the training and have readily supplied power exercises for use in classrooms. Pupils appear to enjoy the challenge of trying to better their performance over time. Two areas need to be addressed: the politics of effectiveness training and the impact of effectiveness training strategies on learning. That there are political consequences for teachers is apparent.

The atmosphere became conspiratorial as the Grade 6 teacher looked around the teachers' lounge before addressing me.

"You know, some teachers who have taken the course won't talk to me because I haven't. Our principal sees the staff as those who have taken the course and those who haven't. We who haven't taken the course have become second-class citizens."

I have come to believe that that teacher is correct. Effectiveness training is imbued with politics. Principals in the Okanagan have told me that they will hire only teachers who have taken the training. In one school I visited, the effectiveness-trained teachers sit at separate tables in the faculty lunch room. In many respects, becoming an effective teacher is very much like joining a cult. School staffs are often divided into

those-who-have and those-who-have-not camps. The most serious consequence of effectiveness training in my opinion, is that it causes teachers to fragment and trivialize learning.

I am familiar with the educational program I criticize. My first experience with such training occurred in California in the early '70s. The training which took place over an academic year included video-taped micro-teaching. I do under-

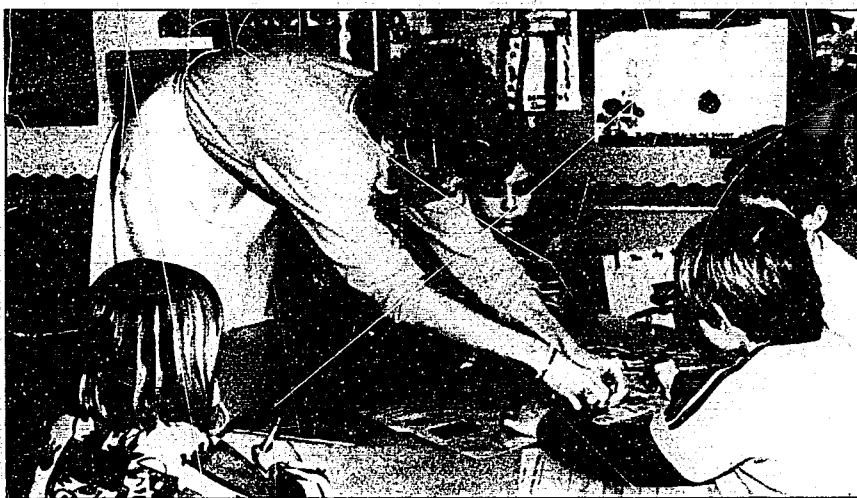


Photo by Dan Propp

*Gunderson says it's important to make the judgment of whether students' learning has improved rather than whether instruction has been improved.*

stand the value of critically analyzing teaching behaviors. In addition, my interests are in reading instruction: I will limit my observations to that area.

I will take Mike Lombardi's (February 1986) advice, and analyze effectiveness training to see whether it results in "... professional/staff development activities that improve instructional effectiveness." I will attempt to make the judgment of whether students' learning has been improved rather than whether instruction has been improved. This may sound like a trivial differentiation, but I hope to demonstrate that it is vital.

It is immediately possible to recognize teachers who have "taken the course" upon entering their rooms. They are the ones with the time-on-task charts displayed throughout the room, testifying to pupils' improvement in some behavior. I visited one room, for instance, that had a predominantly displayed chart entitled "Time on Task USSR," which covered a period of three months. I doubted that someone could measure time on task in silent reading, but I was assured it was possible. Images of the teacher carefully watching and recording eye movements danced through my head. "Who recorded the time on task?" I asked. I was assured the recordings were accurate because she, the teacher, had made them. I pointed out to her that she was mistaken, then, in calling it USSR, because the basic concept behind the activity is that *everyone* reads silently at the same time, especially the teacher, who provides the positive model! Her effectiveness training had told her to identify a

behavior she wanted to change, to monitor it, and to provide feedback to her pupils. Her pupils' time on task had increased over the period of observations. Unfortunately, the teacher had taken a good activity, one in which her role is central, and had perverted it. She had become a monitor of eye movements and had relinquished her role as model, one who is seen as enjoying reading, one to be emulated. Are pupils coming to believe that silent reading is an activity devoted to keeping the eyes tracking the page? Effectiveness-trained teachers may certainly be teaching their pupils to keep their eyes on the page — that is keeping them on task — but are the teachers sharing their love of reading with the pupils which is the real goal of USSR?

I saw more interesting results of time-on-task training in a school in the Fraser Valley. The period was USSR, just after lunch. Pupils came into the Grade 4 classroom, sat down, took out books, and began to read. The teacher appointed a special monitor, whose task was simple: to walk around the room talking to individual readers, to try to get them off task. The teacher diligently recorded the USSR time-on-task behaviors while the monitor walked about the room talking to individual pupils.

"Jimmy's not really reading; I can see he wants to do something else." The 25-minute USSR period proceeded in this fashion. This is such a contemptible perversion of the activity, I needn't comment further. In both cases, the teachers had been taught to identify a completely

trivial set of behaviors to increase time-on-task (the word *improvement* means "increasing or decreasing the frequencies of identified behavior"). In both cases, the learning had been improved. Indeed, I would go so far as to say that these teachers' effectiveness training had made them worse teachers in these cases.

Barak Rosenshine, when he visited the University of British Columbia in 1983, told us, among other things, that teachers are more effective when they reward and call on students in a random manner rather than a predictable manner. That is, students demonstrate higher levels of time on task when teacher calls on individuals in a random rather than a predictable order. I have seen this knowledge applied in interesting ways.

In the classroom, a graduate of "the course" was conducting an oral reading session. Before the session, she had shared her thoughts about effectiveness training and had shown me her textbook from the course. A note from a consultant written in the front cover indicated that the book was a gift from the district for taking the course. The session began, and the teacher was careful to ask her pupils to read in a random fashion. She explained to me that the procedure was much better than the old method most teachers use, to call on pupils in a regular and predictable fashion. Pupils in the reading circle did appear to be very attentive to the reading going on. I suppose knowing they might have to read at any time kept them attentive to what was being read. Unfortunately, the old method is better! Unrehearsed oral reading has received constant damnation from reading educators since about 1849 (see this journal, January 1985). By making her instruction more effective, this teacher had caused more pupils to pay attention to the activities going on. Unfortunately, she had made a bad situation worse. Instead of a few pupils paying attention to bad oral reading, now most of the group was listening and rehearsing the worst possible oral reading.

Teacher effectiveness training trivializes behavior to the point where the most complex become hierarchical sets of sub-behaviors relegated to S-R conditioning. Uninterrupted Sustained Silent Reading is analyzed behaviorally to mean eyes on books. Like trainers teaching killer whales to jump for fish, teachers can increase their pupils' eye contact dramatically by monitoring and positively reinforcing it. Indeed, effectiveness-trained teachers know that behaviors are learned better if there is a differential ratio of reinforcement. If you



Watching video-tapes of one's teaching helps considerably in making changes in communication styles.



**In one school I visited, the effectiveness-trained teachers sit at separate tables in the faculty lunch room. In many respects, becoming an effective teacher is very much like joining a cult . . .**

don't reinforce a pupil constantly, but rather occasionally, the learning is longer lasting. Slot machines give a few coins back every now and then, and our gambling behaviors become more intense.

Suddaby (1985) stated that "... when teachers consistently apply the elements of instruction in these programs, kids do learn more — hardly an earth-shattering conclusion" (p. 16). Unfortunately, in many cases the behaviors they learn are not necessarily important. Indeed, effectiveness-trained teachers, by reducing learning to a series of discrete subskills, focus pupils' attention away from meaningful learning to minutiae. In effect, they have divided human learning into tiny, perhaps meaningless, subskills. By focussing pupils' attention on the behavior of visually tracking text in USSR, they have lost the meaning and importance of the activity. Suddaby (1985) suggests "The proper response then is not in a radical break with technical reason but in properly locating it within a comprehensive theory of rationality." Little rationality is apparent in a great number of applications of effectiveness-teaching behaviors in the classroom.

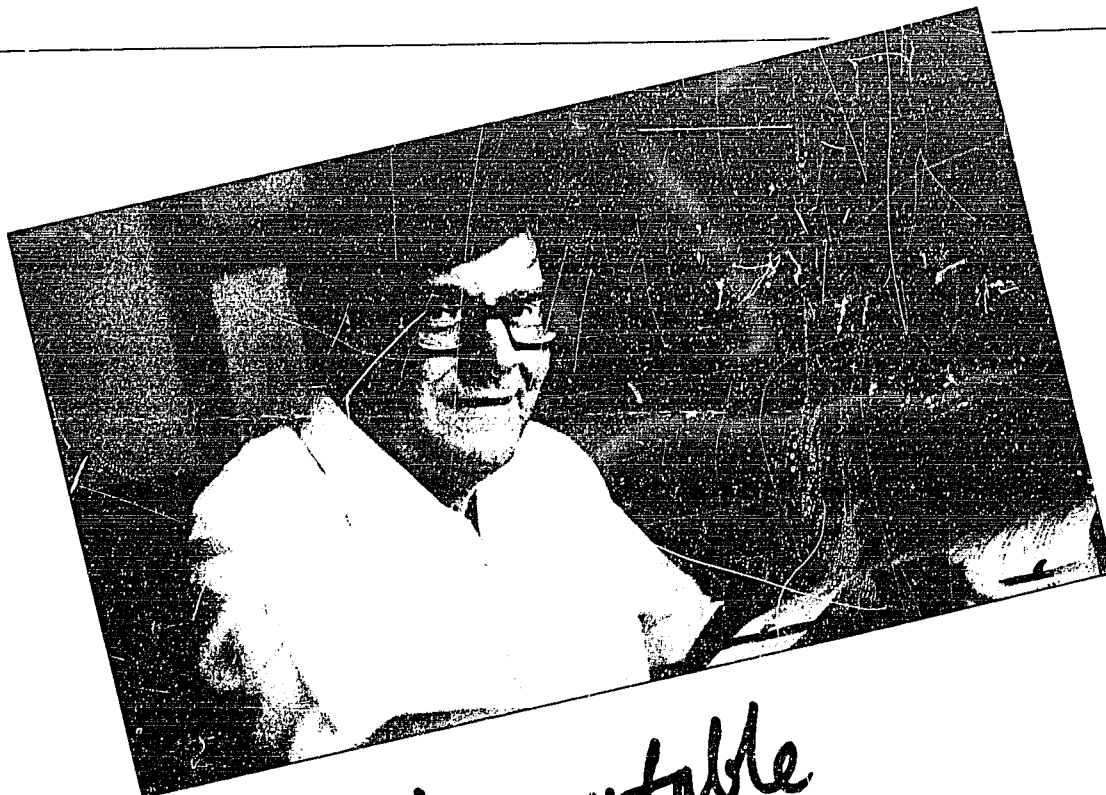
I have mentioned only a few of the incidents I have observed over the last 15 years that reveal negative results from "effectiveness strategies." I am convinced they are so abundant we need to seriously analyze classroom applications of such training. I am still, however, not opposed to careful observation of teacher practices. Examining one's teaching closely is extremely revealing. I found, in watching video-tapes of myself conducting a micro-lesson, my teaching could be improved considerably with a few changes in the way I communicated and organized lessons. I am thankful I was given the chance to see myself teach and to be able to improve. Napper (1986) states that "... our instructional skills should always be open to professional growth . . ." (p. 7). I agree. However, we must look at what it is we are so effectively teaching. We must make professional judgments about the value of behaviors we fragment and teach individually. We must be constantly aware of the value of the discrete subskills we isolate and reinforce in our pupils. Indeed, many researchers in language arts and reading believe that focussing pupils' attention on subskills is unproductive. Effectiveness programs allow us to observe a particular behavior and to design ways to increase the likelihood it will be learned by the most pupils in the most efficient manner. We need, however, to take one more step. We need to

make serious judgments about whether the behaviors are worth-while, are valuable. It may be that technical reason (see Suddaby 1985) must be located not only within a "comprehensive theory of rationality," but within a clearly defined axiological framework. We must judge whether the effective strategy results in learning that is of value.

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## The immutable Laws of Teaching — a Memoir

JIM BOWMAN

**Jim Bowman, BCTF's Government Division Director, retires this year. Before he leaves, we asked him to reflect on his years in education and to perhaps make some parting shots. He doesn't disappoint.**

In 1948 I left university after qualifying as a teacher, and as expected, was conscripted into the army. After several months of charging around southern England sticking bayonets into stuffed sacks, being shouted at by large and officious sergeant-majors, and nourished by strong tea (reported to be 99% bromide to squelch the libidos of 19-year-olds), I was posted to West Germany, there to run an Army Education Centre.

That was my first teaching job. My customers consisted of former supporters of General Mihajlovic who could not return to Yugoslavia because they would have been — it was stated — shot by the

supporters of Marshal Tito, who had come out on top in that part of the Second World War. They were now employed as security guards around the headquarters of the Highland Brigade, where I lived and worked.

I was supposed to teach them English. My training had not encompassed teaching the language of Milton to dissident Serbo-Croatians. Indeed, I had a sinking feeling that my training had not taught me to teach anything to anyone. Perhaps, in fairness to the venerable institution I had attended, that should be restated to say that I had not learned anything about teaching anything to anyone. There can't

have been any bromide in the tea at the college where I occasionally attended lectures because I was otherwise preoccupied catching up with my libido.

Before my first army class I was terrified and could see no valid reason why we shouldn't all go to Yugoslavia and take our chances with the firing squad. However, from some education dungeon I unearthed a forerunner of the flip-chart featuring large pictures of apples, bats, cats . . . yeoman and ziggurats. And after a few weeks of repetitive drill in the fashion of the day with times tables, the bemused Chetniks had solidified a vocabulary of some 26 nouns. Greatly dar-

ing, I ventured into the endless permutations that are possible in sentences when one has that many nouns at one's disposal. Since most of my clients were hoping to emigrate to Australia, no doubt the lessons were useful if and when they got there. And those of you who doubt the value of simple declarative sentences such as, "The Bat played the Xylophone on the Ziggurat" are obviously not conversant with the normal incoherent language patterns of those beer-swilling residents of the Antipodes.

Classroom life proceeded, as it will, in its usual humdrum manner, enlivened only by a near-riot when some enterprising artistes about to bring English culture to a lot of savage Scottish riflemen, stuck up a poncey poster advertising Gilbert and Sullivan's "Yeoman of the Guard." In contrast to my flip-chart "yeoman" who was a bovine sort of rustic in corduroy breeches with string around the knees, clutching a billhook in weed-threatening fashion, the poster "yeoman" was the one you will have seen in London with lace cuffs, buckled shoes, and a bloody great pike or halberd in his right hand. It took a measure or two of Serbo-Croat from them and some splendid dramatic acting on my part to get things sorted out and back to the usual torpor where teachers survive until pensions beckon. Fortunately, by this time, I had become great friends with my students, and something of a hero to them, for as an honored guest at their Christmas celebration I had been introduced to the galvanizing effects of their national treasure — slivovitz. A slug or two of that plum brandy to the vitals so overrode my Cumbrian reticence that I ended up spouting great gobs of poetry, dancing on the tables and generally making a damned fool of myself before collapsing over the peppered goat and the Bulgar wheat salad. So the first immutable law of teaching, I was lucky to discover early in my career, is **"Do not avoid the beneficial effects of strong drink."**

I was soon to formulate my second law. The pack of chinless wonders who ran the British army determined that all non-commissioned officers would have to pass academic examinations. Suddenly that somnolent transplanted region of the Balkans that was my classroom was jammed with large and extremely competent practitioners of the trade of soldiering. Survivors of Arnhem, El Alamein, and the siege of Imphal had to sit bewildered as they were introduced to such martial matters as the gross nitrate exports of Chile, compound interest, and the arcane mysteries of English gram-

mar. Those grizzled veterans were at the mercy of a lad who shaved twice a week if the sun happened to illuminate the bum-fluff on his cheeks. Blessings on the Sergeants' Mess, which restored some balance to the equation. As they deferred to my knowledge during the day, I deferred to theirs in the evening as we all took refuge in the bar. As I listened to their reminiscences, it dawned on me that the silly decision to impress formal schooling on these battle-scarred soldiers was only one in a series of equally stupid decisions that had been inflicted on them throughout their careers. So I tentatively postulated the law that the army must be run by idiots.

"The world is run by idiots," they extended, "and always has been."

And from that global view it doesn't take much to formulate the second immutable law of teaching: **the education system is run by idiots.** The working corollary of that law is that all decisions made by those who have neither to directly implement them, nor to suffer the consequences of them are axiomatically bad decisions.

In the past four decades, I have been gathering a mountain of irrefutable evidence to support that axiom of administration. At the highest bureaucratic levels, they have weekly meetings competing for the honor of making the most idiotic recommendation. (Implementable, of course. There are rules.) Naturally they use euphemisms. You wouldn't expect them to display Joe Blow's picture on the coffee-room bulletin board over the caption **Idiot of the Month.**

In this province, our political masters tightened graduation requirements, thus ensuring increased dropouts of young people into a labour market that can't absorb them. Now you can't get much more idiotic than that, can you?

In case some of you think my remarks are a mite churlish, I hasten to add that you are getting inside information. I have been either an idiot or a close advisor to idiots for the past 25 years. I decided to become one after 10 years of penury had brought me to state my 19th immutable law: **If you want to make a decent living in the education business, stop teaching.**

How tempting to elaborate on that iron dictum but I must go back to my teacher beginnings and the follies of the British army.

Thirty-eight years ago I had a decision to make. I was in charge of both the instruction and the examination. Was I to be a witting tool of the idiots who ran

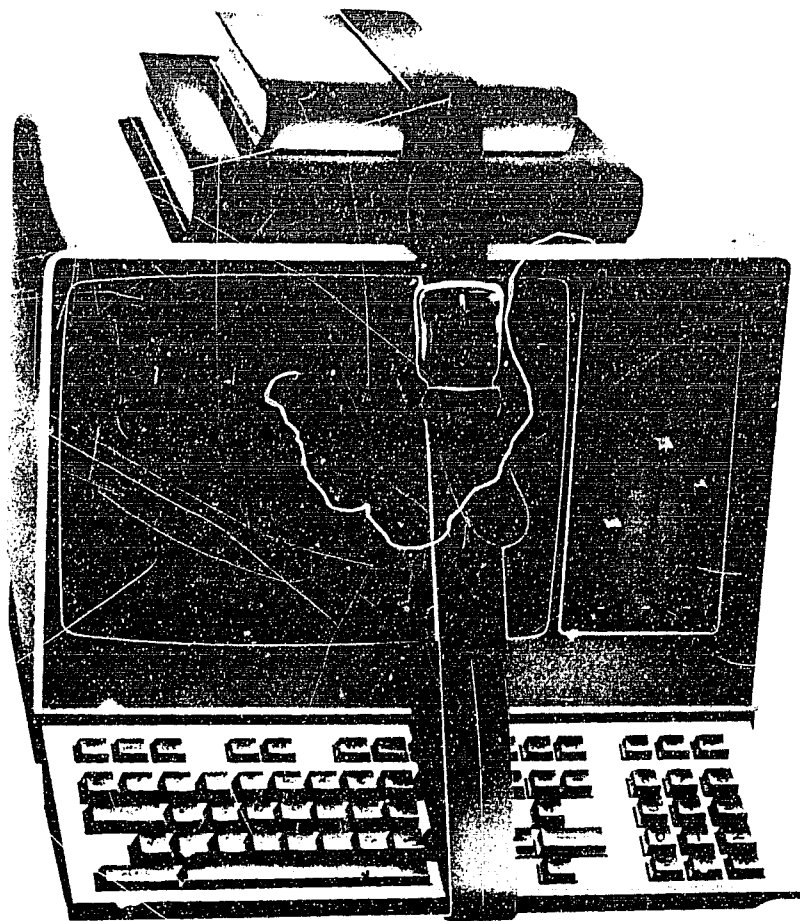
the army and thus fail most of my new comrades-in-arms, or would I act as a teacher in the best interests of my students?

A few years later, I met a woman teaching in a one-roomed school in rural Saskatchewan who had dealt with a similar predicament. She drilled her charges on the *Iowa Basic Achievement Tests* for three weeks until they blew themselves right off the percentile scale. She was brought to heel, of course, but was magnificently unrepentant. Her "children," she maintained, would remember their efforts and achievements all their lives while the alternative was to have some ho-hum test scores absorbed as part of some district evaluation, for purposes obscure even to the idiots who initiated the project.

The academic myrmidons of that school district caught up with her a lot faster than the British army will catch up with me. My best estimate is that by about the year 2001, some minor idiot in the Ministry of Defence in London will signal the British Army of the Rhine asking why the examination results in the spring of 1949 were so outstanding, thus initiating a block of research for his bureaucratic confreres that will stretch well into the next millenium.

Meanwhile, as you must have gathered, I have been bumbling around in the civilian end of the education business for some considerable time. I have now formulated 57 laws, one of which, #14, even achieved a small measure of notoriety. That law, propounded while I was a young bachelor teacher in the Saskatchewan bush, is: **The supply of rural school teacherages rises in inverse proportion to the decline in egg prices.** It occasioned a trenchant editorial in the March 1954 issue of *Eggbound*, the quarterly journal of the United Poultry Breeders of North-East Saskatchewan. Apart from that bit of controversy, the damage I have inflicted on society and the system of education over the years has not been too considerable.

You who are left to cope with things, take care. Those in charge of the system now have phalanxes of computers to do their bidding. Who knows to what depths of idiocy they will descend in the future? The first of my grandchildren awaits stage left, so practise a little gentle anarchy, if you will, to thwart our rulers and preserve some of those unmeasurable elements that occasionally grace our honorable trade. And if at times it all gets too much for you, remember law #1 and the beneficial effects of strong drink.



MILT STANLEY

### What Is Desktop Publishing?

Desktop publishing is a new term for an idea as old as Gutenberg's printing press: being your own publisher. Were Gutenberg alive today, he would probably appreciate the excitement evident in recent feature articles in *Newsweek* and *Time* describing desktop publishing as the latest phase of the microcomputer revolution (June 1986). The excitement revolves around the writer's capability to produce near-typeset-quality printed materials, quickly and for a fraction of the cost of traditionally produced materials.

Two developments have transformed the personal computer into a personal publishing system: the laser printer and page-assembly software tools. Software packages such as *Pagemaker*, *Ready-Set-Go*, and *MacPublisher II* for Apple's Macintosh computer and *PagePlanner*, *SuperPage*, and *Do-It* for IBM PC XT computers can make the time-consuming task of paste-up obsolete in the production of printed matter.

The usual process of producing camera-ready copy for printing and publish-

ing involves sending all text to a typesetter and waiting for proofs to return. Then the text, art, headlines, photographs, and photo captions are cropped, trimmed, and glued on to stiff paper. The finished "mechanical" is then sent to the printer for reproduction proofs, and the proofs are returned for final checking before printing.

The new software tools allow the desktop publisher to assemble text, digitized graphic elements, and headlines electronically on the page. Editing is a simple task, since the elements can be moved around the screen using a mouse-driven pointer. (The mouse, a rodent-sized plastic box attached to the computer by a long "tail," allows the computer operator to manipulate images on the screen, as well as accomplish other housekeeping tasks.)

Most of the page-assembly systems employ a What-You-See-Is-What-You-Get, or WYSIWYG (pronounced "wiz-zywig") format. WYSIWYG makes page composition easier, eliminating the need for complex control codes in the

test or graphic display; to drive the printer. The software automatically handles the task, resulting in fewer mistakes.

The laser printer completes the desktop publishing system. Laser printers use a xerographic process to produce an image on paper, much like office photocopiers, but without using a hardcopy original. Instead, the computer sends coded information about the electronic "page" held in its memory directly to the laser printer over a connecting cable. The laser printer then uses its own microprocessor and memory to direct a laser beam to reconstruct the page image on a rotating drum. The sensitized drum picks up toner, a black powder, in an exact replica of the page image and transfers it onto a blank piece of paper. Finally, heat and pressure fuse the toner to the paper.

The laser printer has limited application as a printing press. It was not designed for large production runs and should be restricted to fewer than 4,000 sheets per month, the duty cycle recommended by the manufacturers. Also,

laser printers are slow. Once the complete page has been described to the printer and stored in its memory (a process taking anywhere from a few seconds to several minutes, depending on page complexity), the top production speed is about eight copies per minute. Therefore the usual procedure for larger production runs involves making a single copy on the laser printer and using other printing methods to make duplicates. The savings gained by producing your own camera-ready copy often make the price of a quality printing job within reach.

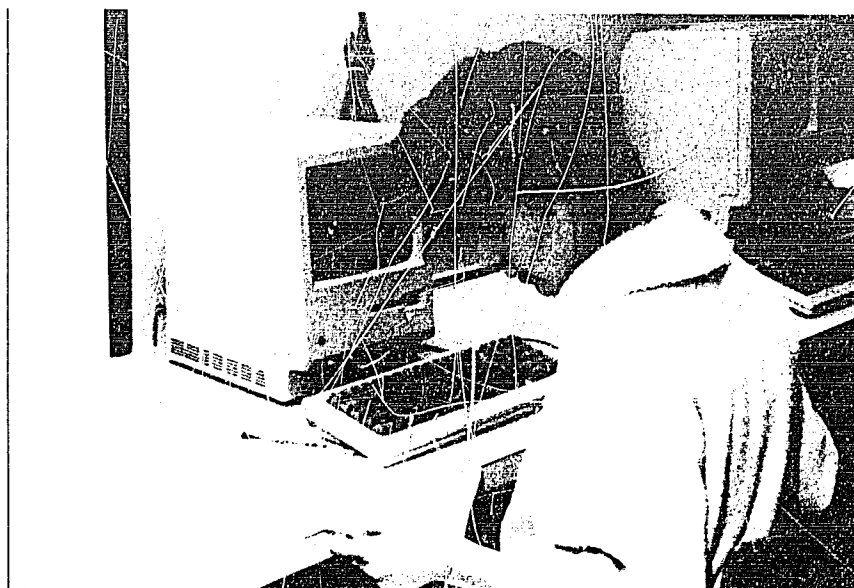
### Desktop Publishing in Schools?

Schools can use this new technology in many ways. Teachers and administrators, whether they realize it or not, have always been publishers. Since all printed materials — tests, report cards, student manuals — involve publishing, schools can use desktop publishing tools in the same way most business offices do. The business community has long recognized the value of presenting their public image in the best possible light by using professional-quality printed materials. Many schools have adopted a similar policy, employing professional printing firms for publications such as student and parent handbooks. However, these publications often become outdated because the high cost of production precludes frequent revisions. As a low-cost communications tool, desktop publishing is appropriate in any school or business office.

Looking beyond the obvious office uses — producing a myriad of forms, brochures, handbooks, posters, programs, and other printed matter — an important *instructional* application comes to mind: publishing in the English department. Most teachers of writing and language arts recognize the value of publishing students' written work. However, they do not publish because of two perennial constraints: time and money. Shortages of both prohibit the use of traditional publishing methods, but a desktop publishing system may be the solution.

### Why Publish?

Why do teachers of writing skills place a high value on publication? To Donald Graves, author and researcher on the process of writing, the question 'why publish?' is equivalent to the question 'why write?' He sees writing as a public act, meant to be shared with an audience or many audiences. Graves has written many articles on the writing process and has analyzed the teaching of writing to young children with the goal of encouraging and enhancing their writing abilities.



Pam Cann, a Computer Science 12 student, at work in Kaslo school's Macintosh Laboratory ("the MacLab").

ties. He emphasizes the importance of publishing students' written work, believing that writing without a sense of audience is an empty, worthless activity. The goal of publishing gives the writer a focus, a framework, and an incentive. All writers, no matter what their age or degree of experience, feel a sense of

An experiment in the instructional applications of desktop publishing is under way in Kaslo Elementary-Secondary School. One example involves Yvonne Gever's Grade 3 class. The class is writing a book with the working title: *A Spring Night's Surprise*. The book will be illustrated with the children's own drawings, published by Milt Stanley's Computer Studies 11 class, and bound and distributed by the district resource centre. (The GS 11 class received instruction on the use of desktop publishing tools in the school's Macintosh laboratory.) The project requires the collaboration of elementary and secondary students, each group bringing its special skills to focus in the publication. The book will be professional in appearance and will include the publication date, a biography of the authors, acknowledgments, and a preface by the principal. Although the project is not a new idea, the quality of the finished publication will greatly enhance the feeling of accomplishment of both classes, and heighten the sense of value the authors have for their written work.

In other projects, students are publishing the school's weekly bulletin and *The Kaslo School Education Update*, a quarterly that describes school activities and education programs.

pride in seeing their work in print. The publishing phase of writing, says Graves, gives the author a "specific anchor" for the future during the act of composing. The published work also provides a record of past accomplishments. Many young children enjoy looking at their previously published books to see how they have progressed during the year.

The intended audience also affects a student's writing style. Experience in writing for a variety of audiences is therefore desirable. For instance, writing for the instructor for the purpose of a grade, differs from writing for peers for the purpose of informing or entertaining. For younger children the inclusion of their own books in the class library to be read and enjoyed by other children during storytime increases the value they hold for their own writing.

Graves emphasizes the importance of a classroom in which every student, not just a "literary elite, the future literary scholar," is encouraged to publish. He points out that children with a poor sense of audience often benefit most from the act of publishing, losing their self-centered world view when writing for an audience.

Publishing means giving up ownership of a written work and sharing it with others. This requires commitment and more than a little bravery. Answers to the questions 'is it good enough?' and 'will they like it?' are important to all authors, professional or student. Attention to all stages of the writing process contributes positively to these answers. The final, crucial stage of publishing encourages one to engage in a difficult task in writing: distancing one's self from the piece, viewing it with the critical eye of a



reader, and performing the necessary revisions.

#### What To Publish?

Graves advises teachers to have their children publish books. Typically, parent volunteers use simple materials to create such books: typewritten and bound, complete with the publishing date, a dedication page, and a short biography of the author. The purpose is to make a book that will not look out of place on the library shelf beside professionally published books. Desktop publishing can help automate the process.

Books may be written on any subject, fiction or nonfiction. They may be co-authored. A whole class might produce an anthology of Haiku poetry or a collection of favorite recipes. Older students may engage in more ambitious projects, such as newspapers, newsletters, or magazines that support a particular theme or interest group. A literary magazine, for example, provides a forum for the works of a creative-writing class. The journalism class might wish to adopt a tabloid format for the school newspaper and use desktop technology. A more sophisticated use of the technology would be to produce a magazine with student contributors from a number of schools, with authors sending their contribution to the publishing school via modem.

#### How To Publish?

Although desktop publishing equipment may be too expensive to purchase for a single instructional use, the many possible office uses, coupled with the fact that a school already has some of the hardware, brings the cost within reason. A low-cost approach to explore is the use of Scholastic's *The Newsroom*, a program that allows the printing of a newsletter-style page using graphics from special clip-art files along with the text. The composed pages can be printed on a

dot-matrix printer and photocopied. *The Newsroom* runs on Apple II series computers and IBM machines. The low legibility of the dot matrix font used for the main-body text in *The Newsroom* reduces its usefulness for some publications. A more professional system produces a higher quality product.

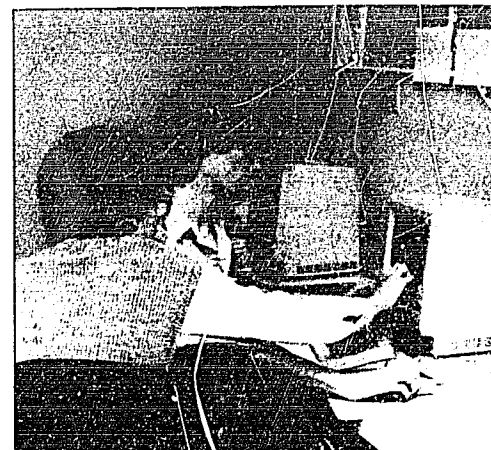
The Macintosh system was first off the mark in desktop publishing. A Macintosh computer with external disk drive, page assembly software and Apple's LaserWriter printer present a sophisticated and versatile publishing system costing under \$10,000. The system can accomplish most of the tasks required of publishing, from typesetting to management of a clip-art data base.

Schools already owning IBM PC's may upgrade their machines with graphics hardware and graphics monitor, and interface with either Apple's LaserWriter or Hewlett-Packard's LaserJet. There are compatibility problems with some configurations, but as new products and peripherals become available, problems should soon disappear. Good page-assembly software is available for the IBM, although some is very expensive.

New software products developed for the Commodore Amiga, the Atari 520ST, and the Apple IIGS, all graphics-oriented machines, allow for output to HP's LaserJet or Apple's LaserWriter.

The Macintosh system currently has the edge for price, compatibility, and quality software. But since desktop publishing is a new and volatile market, industry watchers predict that IBM will quickly close the gap.

Software for desktop publishing systems should include word processors, graphics packages, and page-assembly programs. Depending on the application, data-base programs and communications software may also be useful. Peripheral equipment may be added to enhance the system, such as a graphics



A locally-developed unit on electronic publishing is being offered this year in Kaslo as part of Computer Studies II.

tablet to allow for input of hand-drawn graphics. Image digitizers such as ThunderScan or video digitizers such as MacVision allow input of line art. The resolution of both these devices is too coarse for digitizing photographs, except where a grainy effect is acceptable. Finally, a hard disk drive, necessary only for a very large project or a lot of little ones, completes the system.

Although desktop publishing is easier and quicker than traditional methods, it does require a considerable time commitment to become proficient. And good layout requires some knowledge of graphic design. The tools are high quality but the publication's final appearance and attractiveness depend on the judgment and decisions of a human operator. Fortunately, system- and software-specific guidebooks and manuals are available to assist the novice.

There are compelling reasons to consider establishing desktop publishing in schools. Administrative applications may follow the example provided by business offices, but it will be up to teachers to discover and develop instructional applications. Teachers' awareness of possible instructional uses such as the publication of students' work can turn the writing classroom into a publishing house. Gutenberg would be pleased.

(An earlier version of this article was published in the November 1986 issue of *The Computing Teacher*, journal of the International Council for Computers in Education, Eugene, OR.)



Yvonne Gever's Grade 3 class in Kaslo doing preparatory work on their publishing project, *A Spring Night's Surprise*.

Milt Stanley teaches secondary school mathematics, physics and general science at Kaslo Elementary-Secondary School in the West Kootenays. One of his duties at Kaslo School is to co-ordinate the integration of computers across the curriculum. His interest in publishing stems from the days he worked as a "printer's devil" in his father's print shop.

# Teachers : Remembered

In-Service	Died	Last Taught In
Patricia Adlem (McRae)	July 6, 1986	Greater Victoria
Marlene A. Hedstrom	November 29, 1986	Kitimat
Ian D. Loveridge	November 19, 1986	Cariboo/Chilcotin
Edythe McAllister	November 20, 1986	Nanaimo
Pamela McManus	November 29, 1986	Kitimat
Keith Robinson	December 11, 1986	Prince George
Rita M. Sampson (Harris)	October 26, 1986	Nanaimo

Retired	Died	Last Taught In
Amy Barker	September 23, 1986	Vancouver
George Biddlecomb	October 19, 1986	Vancouver
Walter Bobbitt	September 27, 1986	Penticton
John Boyes	November 8, 1986	Vancouver
Lorna Boyle (Stogre)	November 12, 1986	Vancouver
Gordon Cameron	September 19, 1986	Vancouver
Geoffrey Cave	January 14, 1987	Surrey
Kathleen Coates	January 14, 1987	Vancouver
Miriam Davie (Rosison)	December 23, 1986	Sunshine Coast
Alice Davis (Cousins)	November 9, 1986	Mission
John Duke	October 2, 1986	Vancouver
Ardis Dumphy (Boomgaarden)	December 20, 1986	Quesnel
Norah Elphicke (Klay)	October 26, 1986	North Vancouver
Eldred Evans	October 21, 1986	Nelson
Mary Frew (Dugeon)	October 20, 1986	Williams Lake
Howard Garratt	September 2, 1986	Kamloops
George Gravin	November 24, 1986	Burnaby
Evelyn Hatton (White)	November 11, 1986	Richmond
Fanny Hoe (Thom)	September 14, 1986	New Westminster
Sarah Holmgreen (Fleming)	September 14, 1986	Abbotsford
Harry Hooge	January 12, 1987	Maple Ridge
Kathleen Horner	November 19, 1986	Victoria
Hubert Hutchison	December 2, 1986	Trail
Jean Keith	October 3, 1986	Chilliwack
Bertha Kidd (Spencer)	September 28, 1986	Coquitlam
Grace Knipfel	December 14, 1986	West Vancouver
Elizabeth Knott (Pember)	November 24, 1986	Chilliwack
Katheryn MacDonald	September 24, 1986	Vancouver
Eileen Mackenzie	November 17, 1986	Nelson
Geraldine Mackridge	September 19, 1986	Vancouver Island S.
Mary Macmillan (Raabe)	November 26, 1986	Vancouver
Bona Claire MacMurchie	November 18, 1986	Victoria
Herbert Maisey	October 2, 1986	Dawson Creek
Alice Maluish (Fetherston)	October 14, 1986	Vancouver
Beatrice Marchant	October 31, 1986	Abbotsford
Gladys McKechnie (Roberts)	November 23, 1986	Williams Lake
Dorothy McKorrall (Robinson)	September 22, 1986	Courtenay
Leah Miller	September 16, 1986	Vancouver
Anna Nash (Miller)	November 8, 1986	Burnaby
William Nevard	November 20, 1986	Maple Ridge
Ralph Norman	November 1, 1986	Vancouver
Grant Paterson	November 8, 1986	Victoria
Rachel Price (McKay)	September 8, 1986	Armstrong
George Rusler	October 20, 1986	Vancouver

Retired	Died	Last Taught In
Margaret Scott (Cook)	November 9, 1986	Vancouver
Eugene Sewell	December 10, 1986	Vancouver
David Simons	January 18, 1986	Terrace
Margaret Smith (McKenzie)	September 12, 1986	Powell River
Jack Sparks	October 9, 1986	Vancouver
Robert Stark	December 17, 1986	Prince George
Myrtle Thorne (Anderson)	November 24, 1986	Castlegar
Helena Wheeler	December 15, 1986	Victoria
Helen Wylie (Acheson)	July 25, 1986	Mission
Gilbert Yard	November 18, 1986	Trail
Sigrun Young (Goodman)	November 23, 1986	Coquitlam

## Teachers : Retired

Most of the teachers listed below retired between October 1986 and February 1987. A few left teaching earlier but were granted deferred allowances.

The federation extends to them all best wishes for the future.

Sophia A. Adams, Burnaby  
 Leo J. Auterson, Courtenay  
 David P. Avery, North Vancouver  
 Ronald E. Bowcott, Langley  
 William B. Burnett, Surrey  
 Desmond J. Cavin, Greater Victoria  
 Harold H. Christensen,  
 Greater Victoria  
 Bernard A. Clarkson, Nelson  
 David W. Codville, Coquitlam  
 Jane P. Craig, New Westminster  
 Robert W. Dowding, Vancouver  
 Judith A. Doyle, Burnaby  
 Elizabeth A. Duthie, Cranbrook  
 Emiel E. Duyvewaardt, Chilliwack  
 Richard Ehrenholz, Surrey  
 Harriette M. Ellington  
 Peter Enns, Princeton  
 Evelyn C. Ferguson, Alberni

Cecil E.J. Gould, Sooke  
 Vernon L. Gregory, Vancouver  
 George F. Gurney, Sooke  
 Raymond D. Hancock, South Cariboo  
 Ian W. Hooper, Vancouver  
 Gordon Hutton, Delta  
 Audrey E. Jenkins, Courtenay  
 Henry E. Justesen, Vancouver  
 Herbert G. Kenny, Courtenay  
 Thomas Kerr  
 Jocelyn M. Kidder, Kamloops  
 Mary D. Laffavor, Burnaby  
 Arthur L. Langdale, Greater Victoria  
 Elizabeth S. Lawson, Burnaby  
 Roy L. Lister, Greater Victoria  
 Stewart W. Martin, Vancouver  
 Freda M. McLean, West Vancouver  
 Peter A. McPhedran, Hope  
 Eleanor H. Michelsen, Sooke

James R. Mitchell, West Vancouver  
 Juanita A. Moen, Vancouver  
 John A. Napier-Hemy, Burnaby  
 Gwyneth S. Norheim, Prince George  
 Elena V. Ostrowercha, Surrey  
 Marguerite G. Pettit, Vancouver  
 Maud Phillips, Greater Victoria  
 Kenneth M. Provan, Greater Victoria  
 Elizabeth M. Pryhitko, Kamloops  
 Solveig I. Riddell, Vancouver  
 Peter R. Samoyloff, Castlegar  
 Brenda E. Smail, Central Okanagan  
 Graham F. Smith, Burns Lake  
 Maurice A. Smith, Richmond  
 James A. Spencer, Kimberley  
 Shirley E. Sundmark, Kamloops  
 Joseph P. Verdurmen, Shuswap  
 Leonard D. Weaver, Greater Victoria  
 Jerry Wennes, Burnaby

# The Consuming Teacher

Hundreds of exhausted teachers have this year dragged themselves out to still another after-school meeting — the BCTF's retirement planning workshop. One way some teachers are coping with the stresses of the classroom is to plan for life when mark books are no longer demanded.

This first consumer column carries a review of a magazine aimed at those preparing for the pleasures — and new pressures — of retirement. The reviewer, Ken Macpherson, writes from the perspective of a recently retired teacher. For those too young to count on avoiding mark books through early retirement, Campbell River English teacher, Justus Havelaar, reviews a computer program designed to help stressed teachers survive paperwork and record keeping demands.

## PRE-RETIREMENT PLANNING

*Foresight*, 206 Urban Centre, 9821 — 108th Street, Fort Saskatchewan, AB T8L 2J2

Published six times a year, *Foresight* is available for \$14.95 a year in Canada, slightly more for U.S. and other foreign deliveries.

Full of informative articles that will appeal to both those planning retirement and those who have retired, this magazine bills itself as the official news publication of the Canadian Association of Pre-retirement Planners. Two subtitles give the potential reader clues to content: Life begins at Fifty, and Canada's Magazine for Retirement Planning.

As might be expected, the magazine carries lots of advertising concerning RRSPs and Financial Planning; however, such material provides good study material. The magazine articles are helpful and are well written by professionals and by people who "have been there." Topics almost always include the most recent material on RRSPs, RRIFs, annuities, Canada Pension, investment,

and other matters of finance. There seems to be a determined attempt to make the topics easy to understand. Other subjects frequently dealt with are health, fitness, aging, travel, and, of course, planning (both pre- and post-retirement).

Every issue provides light moments, and an interesting personality sketch or a general-interest column frequently appears among the heavier topics. A big plus is that the magazine is thoroughly Canadian — Western Canadian at that.

Contemporary, easily read, and helpful, *Foresight* seems worth reading for anyone in the mid-forties—or better.

Ken Macpherson  
Vancouver

## MARK BOOKS

**Mark Manager, BB Software.** Box 23005, Vancouver, B.C. V7B 1T9

Readers may remember the time, just a few years ago, when class sizes suddenly went from excessive to ludicrous over the summer. If you missed it (and I'll bet that doesn't include very many of you), lucky you: I am a secondary English teacher, and my load suddenly went from 149 to nearly 200. Imagine, then, my apprehension as the first report loomed on the horizon: How would I keep my classes occupied, my marking pile from building up until it underwent spontaneous combustion, and the flood of memos, ministry documents, and student records from damming my desktop, thus threatening my very survival?

That I am writing this suggests an indeterminate end to this story, which I attribute in part to two fortuitous coincidences: I had just purchased my first computer, an Apple, and my school purchased a program called Mark Manager. I was able to combine the two, survive that report card, and emerged in a used but serviceable condition.

Mark Manager is far from a panacea, and there may well be programs that do

more and do what this one does more efficiently or are cheaper or whatever, but for me this program continues to be a lifesaver, and I make ritual observances to that effect in the direction of Vancouver and BB Software every time another reporting period rolls around.

Mark Manager enables me to enter my class lists every September, before things get too hectic, and then, in a few relatively short sessions every week (or, as seems to be happening more frequently, every several weeks) to enter all my marks. I can then cause it, at any time, to print a class interim report (arranged by code or by rank or alphabetically, depending on my choice) or individual interim reports. It can alphabetize my class lists, and provide me with data forms, and weight and scale marks, and, finally, when I need those report grades, it takes no time at all to get the printer to spit them out.

Then I doctor them in the usual way.

I don't suppose I've done anything with Mark Manager that wasn't possible without it, but the computer has no competitor when it comes to speed, and all those names and numbers I entered and filed away are forever only a few keystrokes from being reactivated when I next need them — at the end of the year or when a parent calls.

The other great, if generally unacknowledged, attribute of computer-based mark managers is their authority. I am, of course, aware that the whole edifice is built on the sands of my subjective evaluation and the relatively arbitrary numbers I assign to that evaluation. I know that over the years, I have learned to manipulate those figures until they do what I want them to do. Yet, when the same figures are processed by a computer, they have a way of becoming, if not exactly TRUTH, the next best thing. This is a fact that should not be underestimated, especially in these times when competence is always open to challenge . . .

As a reviewer, I should probably go

over all the features of this software and try to do some comparisons. Sorry. I'm going to disappoint you if that's your need. Let me instead mention just two features, both of which I find admirable:

1. The manual has three "tutorial sessions," which are clear, concise, and practical workshops dealing with how the Mark Manager works and what it can do. The developers get top marks from me for this feature.

2. The "Quick Reference Card" at the back of the manual is a flow chart that gives complete access to the program. Several people I know who use the Mark Manager have bypassed the tutorials altogether, merely using the card. I wish all programs were as intelligently and usefully documented.

Last, a note for those of you in schools that use the HARTS program in your office: the newest version(s) of Mark Manager allows you to access the HARTS program at report-card time, so that you may enter marks directly from your floppy onto their floppy. Pen need never touch paper. I have not used this feature, and have not spoken to anyone who has, so I cannot say how valuable an addition it is, but I know it's there, and one of these times, when I get done with this pile of marking . . .

Justus Havelaar  
Campbell River

## TRAVEL

### Martinique: A Love Story

When the UBC Centre for Continuing Education Language Programs offered a special French intensive program to take place in the French Caribbean for three weeks in July 1986, a dynamic group of 30 B.C. teachers and administrators responded enthusiastically and went to live a love story with Martinique, "une histoire d'amour entre ciel et mer."

They brushed up their French to meet and exchange with Martiniquaises and Martiniquais, and when the words were missing, they used body language. But French there is easy. It is not French from France or French from Quebec; it is "le français des îles," as musical as the "beguine" dance and cheerful like children playing on the beach. During the month of July, when the "Festival culturel de Fort-de-France" takes place, a wealth of exciting cultural activities lends local color to "la francophonie." Our 30 B.C. teachers talked, danced, sang, and ate and bathed themselves in the sea, sun, culture, and language of Martinique. They will never forget the experience.

Of course, the people of Martinique are warm and friendly, but the success of the intensive program "De Vancouver à Fort-de-France" was due, for the most part, to the professionalism, openness, and congeniality of our representatives of the B.C. teaching profession. They presented a brilliant image of the dedicated teacher of French in English Canada and took on the role of Canadian ambassadors in the promotion of "dialogue des cultures," furthering the development of international exchange. Through their work and research in Martinique, they developed material that they brought back for immediate use in the classroom not only for French but for other subjects as well. Their expertise in French and, more generally, in social studies has been tremendously increased by their experience in Martinique. A few of the participants have presented workshops on their projects in their respective school districts, and I have heard that fellow teachers in all areas have been most impressed.

Jean-Guy Trépanier

For more information on this year's program, from July 2 to 24, call the Centre for Continuing Education at 222-5227 or Mr. Trépanier at 876-3127.

## LABOUR/ART

# POSTERS

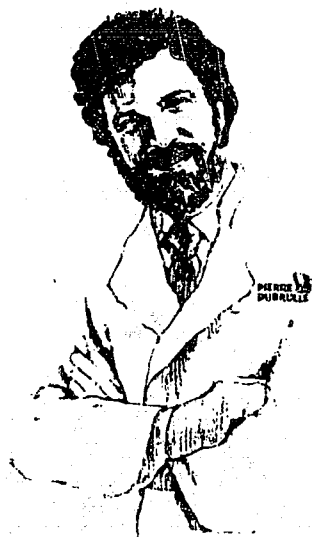


Immigrant Workers' Rights  
Craig Condy-Berggold

Posters are available as sets or individually. Single posters: \$10 (\$8 + \$2 mailing). Set of 6: \$25 unemployed, \$40 employed, \$75 organizations.

Mailing: 1 or 2 sets \$5, 3 or more sets \$10. Cheques payable to VDLC—Poster Series.

Labour/Art Poster Series  
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Vancouver, BC V5T 1R5



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**(604) 738-3155**



## Department of Education Co-ordinator of Special Education

will provide program development services for all special needs children in Yukon who are gifted or who have disabilities and learning handicaps. Other major activities will revolve around the provision of in-service and specialized training sessions/workshops for regular/special education teachers and learning assistants and the provision of professional guidance towards the selection and maintenance of appropriate program materials at the classroom level.

In addition to successful classroom and administrative experience in the area of special education, interested persons should also have substantial professional level training in the education of children with special needs. Familiarity with common psychological assessments would definitely be an asset.

**Salary: \$47,780 to \$55,762 per annum depending on training and experience.**

**Competition No.: 86-EC-5**

## Co-ordinator of Assessment and Counselling Services

will provide a full range of student assessment, counselling and behaviour management programs for the Public School system. School staff, counsellors and special education personnel will benefit from in-service and specialized training relative to behavior management, testing and assessment. The Co-ordinator will also assist schools in the selection and maintenance of testing instruments and program materials.

This position will require an individual with graduate training in student assessment and counselling techniques and practical classroom, counselling and administrative experience.

***The successful candidate must be registered or be eligible for registration as an Educational Psychologist.***

**Salary: \$47,780 to \$55,762 per annum depending on training and experience.**

**Competition No.: 86-EC-6**

**Review Date: April 10, 1987**

Successful candidates would be expected to commence work August 1, 1987.

Please send detailed résumé to:

**Yukon**

Public Service Commission  
P.O. Box 2703  
Whitehorse, Yukon  
Y1A 2C6

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# Classified

## FOR RENT

**Three bdm. family home**, 2 blocks from the water, close to downtown Victoria, 10 mins. from UVic, available July and August. \$750/mo. Contact Carl Cohen, 156 Eberts Street, Victoria, BC V8S 3H7 or phone 386-0292.

**Large 3+ bdm. house**, Victoria, 10 mins. to UVic, five min. to Camosun, \$700/mo., available July and August. Phone 595-3056, P. Thompson.

**Retired!** Get away to Skaha Lake, 2 bdm. cottage, private beach, \$200/week off-season. Phone 1-492-0087.

**3 bdm. fully furnished house** close to beach and Penticton, September 1987 to June 1988. Write S-50, Comp. 15, RR 1, Okanagan Falls, BC V0H 1R0 or phone 497-8442 after 5 p.m.

**Furnished house in Summerland**. Cheap rent in the Okanagan for the summer. Contact J. Ochman 494-1520 (evenings).

**3 bdm. house**, beautiful Qualicum Beach on Vancouver Island. Rent during August, 5 min. drive from beach, fully furnished, children welcome, \$250/week incl. utilities and cable. Contact P. Lamb, Box 731, Qualicum Beach, BC V0R 2T0 or phone 752-5757.

**Christmas in Puerto Vallarta, Mexico**. Dec. 19 to Jan. 2, deluxe 1 bdm. condo-Villa del Mar resort. Sleeps four. \$1,800. Book early so you can arrange transportation. Phone Jim 378-5768.

**4 bdm. waterfront house**. Silva Bay, Gabriola Island. 2 full bathrooms, fully equipped kitchen, fireplace, carpet and tile throughout. Large sundeck. Available by week/or weekend. May to Oct. Dennis 277-9836.

**Cozy cottage on Galiano Island**. Daily or weekly. Close to ferry, stores. Phone 594-0676.

**3-4 bdm. character house**, Victoria, July and August, close to university, beach, downtown. \$600/mo. Phone 595-1667.

**Modern comfortable family lakeshore accommodation** with nice beach on Shuswap. \$450/week, prime. Phone 955-6278 or 492-7070.

**Okanagan lakeside two bdm. summer home** with 100 ft. pier. June-Sept. Write Mr. Jordan, 1005 Westmount Drive, Port Moody, BC V3H 1L1. Phone 937-3095.

**Maul Condo Rental**, Kihei, studio, 1-2 bdm., fully equipped kitchen. W/D, pool, BBQ, tennis across from beach, walk to shops. Contact Doug or Mary Carr, 596-9284.

**Rustic waterfront cottage**. Weekends/weekly, Indian Arm, Vancouver, all equipped. Phone 435-0401 or 291-1158.

**4 bdm. furnished house**. One mile from stores and sea. 40 minutes from Victoria. Available from July 1. \$300 per week. Phone 743-5257.

## FOR RENT—LOWER MAINLAND

**Vancouver summer sublet**: bright and roomy furnished flat near Cambie and King Edward, June 26-August 15. \$850 total. Phone 877-1779.

**3 bdm. Vancouver house**, furnished. Available July and August. \$900 per month, utilities incl., no pets, 10 min. to UBC and downtown. Write: A. Segura, 745 West 26th Avenue, Vancouver, BC V5Z 2E7 or phone 876-4383.

**2 bdm. fully furnished apartment** on UBC campus. To sublet May 1 to September 1 or any portion thereof. \$700 per month negotiable. Phone 859-8831.

**3 bdm. fully furnished house** in Kitsilano. Close to UBC and beach. Private sunny backyard. Family room. July and August only. \$1,000 per month. Utilities incl. Phone 732-1896.

**3 bdm. furnished townhouse**. Richmond, July-August, gardener. Phone 274-5031.

**White Rock house**. July and August. 2 bdm. and den, L.R., D.R., Kit., Rec. Rm., 1 1/2 baths, deck, fenced yard, fully furnished, 3 bks. from beach. \$650 per month. Phone 536-8647 after 6 p.m.

**Large 3-4 bdm. house**. 3 bathrooms, end of June to September, approx. 20 min. from SFU, 10 min. from BCIT. \$750 per month. Contact Victor Guy, 7811 Gray Avenue, Burnaby, V5J 3Z2. H: 438-8827, S: 255-9371.

**Large 3 bdm. home**, 1 blk. from UBC gates. Fully furnished and equipped. Close to shopping, bus and beaches, \$1,200 for full summer, June 27 to August 30, utilities included. Write R.F. Dick, 4595 West 9th Avenue, Vancouver, BC V6R 2E2 or phone 228-9682.

**5 bdm. house**, Vancouver, July 3-August 3, \$400, yard and veg. garden. Child proofed. Crib, etc. optional use of car, easy access to anywhere in city. Knight/King Edward/Kingsway. Write Jim Edmondson, 1023 East 21st Avenue, Vancouver, BC V5V 1S6. Phone 876-0594.

**Port Moody house**, July, 10 min. to SFU, couple or single nonsmoker, \$450, can accommodate a student until end of summer course. Phone 939-4269.

**3 bdm. house**, North Vancouver, July/August. Excellent view, quiet neighborhood, close to all amenities, rent negotiable. Phone 980-4418.

**5 bdm. house**, West Vancouver. June 28 to Sept. 1, lovely view, nonsmokers, no pets. \$1,600 per month. Phone 921-9588.

**2 bdm. furnished home** near UBC and beach. July 1-August 31. No smokers or pets. \$875 per month. Phone 222-0786.

**1 bdm. furnished suite**, West Side, Vancouver. Any length of time July and August, \$450 per month. Phone Louise 738-3676.

**4 bdm. fully furnished house**. July 1-August 15. Large, spacious, airy, 4 bdm., 4 bathroom, Dunbar area, close to UBC, bus, shops, beach. Entertainment-sized living room, large kitchen, skylights, sundeck, backyard. \$2,250 plus \$500 deposit. References required. Phone Margaret at 224-7619 after 5:00 p.m.

**Gorgeous Kits, 1 bdm. penthouse**. July and/or August, \$610 per month incl. cable, Hydro extra. Phone Violette 733-3280 or 531-8354.

**2 bdm. house**, plus study in N. Burnaby. Bright, clean, good view, comfortable, garden. 15 min. from SFU and downtown, 50 min. to UBC. Available from July 2-August 19. Nonsmokers only. Phone 291-9319 (evenings).

## WANTED TO RENT OR EXCHANGE

**Vancouver teachers—accommodation wanted** for visiting Japanese students to Vancouver, ages 10 to 20's, July and August. Remuneration on daily rate basis, length of stay varies with group (from 3-21 days). For information and registration, write to Homestay, P.O. Box 58476, Station C, Vancouver, BC V6P 6K2.

**Sublet apartment or house-sit** close to SFU or UBC for July. Phone 1-782-9113 (evenings).

**House or pet-sit near Vancouver**. Reasonably priced accommodation for all or part of July. Phone 1-368-9355.

**House-sit near UBC**. Two adults with two children aged 14 and 13 would like to house-sit near UBC for the duration of summer school during the summer of 1987. Call Prince George 964-9201 collect, or write to: Mr. and Mrs. E. Block, 5549 Madden Place, Prince George, BC V2N 3T1.

**Exchange**, we wish to exchange our three bedroom house in the Oak Bay-Willow's Beach area in Victoria for a 2 or 3-bdrm. home or apartment on the west side of Vancouver for two weeks this July. Phone J. Sexton, 1-595-7406.

**Wanted to Rent**, family wishes to rent a home in Victoria for most of July and August 1987. Preferably near UVic. Will consider house exchange. Our home is on Lake Windermere, 15 min. from Radium Hot Springs, Fairmont Hot Springs, and Panorama. Contact: Barry/Luana Gillies, Box 184, Windermere, BC V0B 2L0. Phone 1-342-9600.

**House-sit**, mature, responsible couple, both presently B.C. teachers, without children, are interested in house sitting this summer or part of the summer either in Victoria or Vancouver. Would also be interested in a house exchange in Prince George. Contact Ellen 1-562-7039.

**Swap houses**, sunny, 2 bedroom house near Sechart, walking distance to sandy beach, swap for house near UBC. July 6-August 14. Phone 885-3663.

## TRAVEL & HOLIDAY

### RUN AWAY TO SEA

On May 15, the graceful ocean sailing ketch "Marita Shan" will be departing Vancouver on her third voyage to the fabled South Pacific—a voyage that will take her to the Islands of Hawaii, French Polynesia, the Cooks, Tonga, Samoa, and Fiji. The voyage will last over a year but will be divided into three week segments, and for as little as \$2000, you can be a part of this unique adventure. The cost is all inclusive except for airfare, and the participation is limited to 6 persons per section. Three week sections are offered in each of the island groups and there are also three ocean legs for the truly adventurous. Learn celestial navigation and how to handle a sailing vessel in offshore conditions or simply choose to relax in the most beautiful setting on earth. We have a lot of fun and we see the islands in a way tourists never will. Sailing, snorkelling, shell collecting, exploring Polynesian culture or just plain relaxing—this will be the vacation of a lifetime. Write for a brochure to:

**Marita Shan Charters**  
2875 Alamein Avenue  
Vancouver, BC V6L 1S4  
or phone 688-1774 or 733-3648.

**Travel Companions**—If you are planning a vacation and you are reluctant to travel alone, if you find single supplements too costly, or if you simply want companionship "Travel Companions" will put you in touch with other travellers. Registration fee \$25 (\$20 seniors). For further information call 467-1512 (metro), 850-0636 (Abbotsford) or write North American Travel Companions, 533-2445 Ware Road, Abbotsford, BC V2S 3E3.

**Skipped Sail Tours**—Washington's San Juan Islands on trim, Rhodes-design yacht *Amanite*. One, two and four day cruises incl. meals, instruction if desired. \$50 U.S. pp/pd. Brochure: *Amanite*, P.O. Box 51, Deer Harbour, WA 98243, or call 206-376-4231.

#### TEACHERS DESERVE A BREAK!

Get away to Europe and enjoy a relaxing summer. Teacher, Merle Bennett and Woodward's Metro Town are offering an escorted tour of luscious SCANDINAVIA and/or wonderful GREAT BRITAIN. In Scandinavia enjoy 17 days of Denmark-Norway-Sweden-Finland. Depart July 3 for only \$1,948 and/or enjoy 24 days of the old countries Scotland-Wales-Ireland-England departing July 29 for only \$1,949. These holidays are worth every penny. If you have any inquiries, incl. mo. payments on your Woodward's account contact Merle Bennett 433-4738 or Woodward's Travel 433-1222.

#### BED & BREAKFAST

**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 from Vancouver, \$50/double, \$40/single, \$10/child. Write: 7391-124th Street, Surrey, BC V3W 3X2 or phone 591-7180.

**Palmer's Chart House**—A unique guest house on Orcas Island, San Juan Islands. Open year round. Sailing, fishing, hiking, kayaking. Private entrance; private bath. \$60-70 CAN pp/pd, breakfast incl. Dinners by arrangement. By former B.C. teacher. Brochure: Mr. & Mrs. D.G. Palmer, P.O. Box 51, Deer Harbor, WA 98243, or call (206) 376-4231.

**Surrey, country style.** Very quiet, private accommodations on 2.5 acre. Park-like setting, 1 bedr. with queen and one with twin beds. Separate lounge area and bathroom with shower. Doug and Mary Carr, 596-9284.

**Queens Park, New Westminster.** Enjoy the ambience of a turn of the century home in residential Queens Park. Recently renovated home provides a suite with fireplace, private entrance, heated outdoor pool and gourmet breakfasts. Two bks. to bus routes that connect to SkyTrain. Weekly rates available; discount rates to BCIF members. J. Gilgan, 333 Third Street, New Westminster, BC V3L 2R8, 521-8592.

**Saturna Island Retreat.** Enjoy the unspoiled quiet of island life in a 12-room historic farmhouse nestled in 28 acres. Private beach. Reasonable rates for individuals and groups. Breezy Bay Bed and Breakfast. (604) 539-2937.

**Victoria.** Good location, private home, double \$40, single \$30, no smoking or drinking on premises. 1521 Arrow Rd., Victoria, BC V8N 1C3. Phone 477-8378.

#### STUDENT EXCHANGES

**Wanted: a group of 30-35 students** to participate in an exchange with high school Geography Economics students from Harland High. The exchange will be through Open House Canada and will occur April-May 1988. Interested teachers, please contact Dianne Lunn or Dwight Tranquilla at Harland High, Box 300, Harland, NB E0J 1N0.

#### TEACHER EXCHANGES

**Australian teaching couple** desire a teaching exchange (one or preferably two) with Lower Mainland teachers in 1988, Australia's Expo year. Car and home, 1 blk. from beaches, 2 hr. to Sydney. Secondary English and Primary. Write: D. Carley, 21 Park Avenue, Caves Beach 2281, N.S.W., Australia (phone 049-71-3339). Vancouver contact: Joanne Whitney, 434-2398.

**Cornwall, England.** Sr. Physics teacher, wife and three children would like exchange with B.C. teacher. Four bedroom stone cottage, 20 min. from Helston, fully modernized, suitable for 2-4 children. Write: B. Wigglesworth, c/o Helston Comprehensive School, Church Hill, Helston, Cornwall, England TR13 3N4.

**New Zealand Exchange.** One year private exchanges available. Call or write for application/information to Janet Parsons, New Zealand Teacher Exchange Scheme, 1754 West Broadway, Vancouver, BC V6J 1Y1. 734-0814.

**Australian Teacher Exchange.** If you have applied for a teaching exchange to Australia, start planning now. Call for the best advice and arrangements. ANZA Travel Ltd., 734-7725, or toll-free 800-972-9928.

A teacher from France would like to swap camping cars with a Canadian during the summer holidays or another suitable time. Contact: Mr. Alain Leurion, 3 Av. de l'Universite, 33400 Talence, France.

#### CHARTERS/RENTALS

**Fish! Dive! Explore!** Historic Nootka Sound in a 22' fibre-glass vessel, max. 4 adult passengers. Easy Peace Charters, Box 395, Gold River, BC V0P 1G0. (604) 283-7250.

**Charter.** 25' Champion power boat, excellent condition, sleeps four, reasonable rates. Phone 926-4933.

#### FOR SALE

**Watch Lake.** .5 acre wooded freehold water front lot. Water permit, winterized, power, furnished. Price \$50,000. Phone (604) 266-8567.

**Logo Adventures and Games.** Perfect for teachers just starting logo, or tired of drawing shapes. Amazing things beyond graphics. Teacher's guide—worksheets \$16.95. Diskette of poems, stories, adventures, games \$14.95. David Walters, Box 1562, Innisfail, AB T0M 1A0.

**Free Catalog of 150 Sewing Craft Patterns.** Calico Craft Pattern Distributors, 224 Cantrell Dr., S.W. Calgary, AB T2W 2K6.

**Log Cabin.** 15' x 25' on 40' x 100' lot, 3-piece bathroom, elec. stove, fridge, freezer, aluminum boat complete, in Procter on Kootenay Lake. \$12,000. Phone 433-3752.

#### CONFERENCES

**Focus on Thinking '87.** Thinking Skills Symposium, October 22-24, 1987. Fairmont Hot Springs, B.C. Registration \$150. Apply: Focus on Thinking, Box 656, Invermere, BC V0A 1K0.

**The Organization of Discourse: Beyond Utterance to Text.** 10th ann. Speech/Language Conference, May 8-9, 1987, Surrey, B.C. Contact: Speech/Language Conference, SD 36 (Surrey), 14225-56th Avenue, Surrey, BC V3W 1H9. Phone 596-7733 (local 279).

#### MISCELLANEOUS

**Work Abroad** newsletter listing current openings \$5. 1987. Work Abroad Directory of Hiring Agencies \$7. Directories of Canadian and U.S. school boards and English-speaking schools abroad \$4 and up. Free catalog. Mr. Information, P.O. Box 955-122, Ganges, BC V0S 1E0.


**Happy Hearts Daycare.** Preschool program also offered in a caring home environment. Qualified ECE supervisor, now taking applications for 1987-1988 school year. Phone 520-3966.

**Trade Homes-Trade Lives.** Rent free vacations in over 50 countries. Exchange homes (or B & B) for holidays of any length. Access to thousands of homes from cottages to castles. *West World Holiday Exchange* (affiliated with International DGA), 1707 Platt Crescent, North Vancouver, BC V7J 1X9, Tel. (604) 987-3262.

**Educational Consultant for Child Development Program.** Sunny Hill Hospital. Half-time position—assessing, diagnosing, developing remedial programs and making recommendations for learning difficulties. Member of multidisciplinary team. Experience in diagnosis and remediation of learning disabled children and masters or doctoral level degree required. Position available May 1, 1987, HSA scale. Enquiries to Department Psychology, Sunny Hill Hospital, 3644 Siocan Street, Vancouver, BC V5M 3E8.

#### REUNION


**Britannia Secondary School.** Vancouver Class of 1977, June 20, 1987 at the Hotel Georgia. All ex-grads, teachers and administrators welcomed. Contact: Annie Choi at 324-6316 (res.) or 522-0644 (New West. Secondary).



## Aboard/Ashore

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## TEACHING OPPORTUNITIES YUKON TERRITORY SEPTEMBER, 1987

The Yukon Department of Education employs 300 teachers who work in the public and separate schools of the Territory. There is usually a 10 per cent turnover in staff each year and applications are invited for the following general types of teachers:

- Teachers for the Public Schools  
(Kindergarten - Grade 12)
- Teachers for the Separate Schools  
(Kindergarten - Grade 9)
- Teachers of French Immersion  
(Kindergarten - Grade 7)
- Teachers of French As A First Language  
(Kindergarten - Grade 9)

### GENERAL INFORMATION:

- All applicants must hold a valid teaching certificate from a Canadian province.
- There are 26 schools in the system. All of the schools, except one (Old Crow), are accessible by road.
- Salaries and conditions of employment are determined by the terms of a Collective Agreement which is negotiated by the Yukon Teachers Association and the Government of the Yukon.
- The Schools are in session for 190 days and follow the British Columbia programme of studies with some local adaptations.
- The Department of Indian Affairs does not operate any schools in the Yukon.
- Prospective teachers should be capable of considering all aspects of their pupils' development. This must be interpreted from a position of educating pupils in a system which encompasses two cultural perspectives.

Initially, applicants should request an application form and a copy of an illustrated brochure "Teaching in the Yukon". Requests should be sent to:

Senior Consultant  
Department of Education  
Government of the Yukon  
Box 2703  
Whitehorse, Y.T.  
Y1A 2C6

**Yukon**  
Education

### In the next issue . . .

- The implications of free trade for teachers
  - Native Indian methods of communication
  - Remedial reading instruction is cheaper than prison
  - Immigrant and refugee children have created thousands of jobs for B.C. teachers.
  - To affiliate with labour?
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# Books Books

## HONEY HALPERN

Practically every school board in Canada has a steady influx of immigrant families. A continuous flow of small children is entering our Canadian classrooms from different cultures, different languages, different climate expectations, and sometimes different family structures.

Each immigrant child comes from a distinctive background, and each classroom that receives these children is a distinctive classroom. As a result, the confrontations of child and classroom encompass such a large range of potential problems we'd be wasting our time if we hoped to find neat solutions or even tidy descriptions. Yet we can be looking for ways to assist the transition, to acknowledge our awareness of their troubles.

For many children, objects, such as special toys, blankets, or family photographs, link the old and new worlds. Children's books, another potential source of emotional support, can also smooth the bumpy path of transition. The introduction of story books about first experiences in Canada, books that tell a child's point of view of the difficulty of entry into a Canadian community from a foreign country, can prove useful to these special youngsters.

"Whatever genre, children's literature of immigrant experience involving international contrast provides both the fictional child and the child-reader with an awareness that a larger world exists outside the child's original homeland, a world with separate values and life patterns. In stories such as these, children gain a broader perspective of the responsibilities involved in dealing with this wider world and a sense that old and young alike must make adjustments to change, to the challenges of new and different settings."

Mikkelsen, 1984, p. 67

Few teachers disagree with the notion that good children's books about immigrant experiences in Canada are valuable, yet, sadly, few such books are being included in the curriculum (Davis, 1983).

In most instances, what is lacking is not interest but information on the appropriate book titles. As a first step to sup-

plying these resources, I'd like to suggest six stories suitable for Grades 2-5 that deal specifically with the topic of young people immigrating to Canada. These books are only a starting point in identifying the genre. If you have found other books that fit this category, please send me the titles so that I can share them in a follow-up article.

## CONTEMPORARY BOOKS ABOUT THE IMMIGRANT CHILD

Allison, Rosemary. (1979) *The Pillow*. Toronto: James Lorimer. Angelina arrives from Italy, does not speak English, and so has trouble making friends. An East Indian boy and his grandmother befriend Angelina, and she begins to sense she belongs. An easy-to-read book with pictures.

Duncan, Frances. (1977). *Kap-Sung Ferris*. Toronto: Macmillan of Canada. Kap-Sung, from Korea, loves to figure skate, yet she has to sort out her conflicts about her origins and her adopted Canada. A junior novel.

Singer, Yvonne. Illus. by Angela Wood. (1976) *Little-miss-yes-miss*. Toronto: Kids Can Press. Cicely arrives from Jamaica and is teased about her accent. She misses her friends, but parental reassurance helps her return to school and start to make friends. An easy-to-read book with pictures.

Tanaka, Shelley. Illus. Ron Berg. (1980). *Michi's New Year*. Toronto: Peter Martin Ltd. Michi, a 10-year-old from Japan, is having her first New Year in Vancouver. She is at odds with her new home and the strangeness of the new country. An easy-to-read book with pictures.

Wallace, Ian and Angela Wood. (1975). *The Sandwich*. Toronto: Kids Can Press. Vincenzo's father makes him a sandwich of strong Italian sliced meat. The children make fun of him at first, but their curiosity takes over, and they munch up his sandwich. A short story with pictures.

Wallace, Ian. (1984). *Chin Chiang and the Dragon's Dance*. Vancouver: Groundwood Books. Chin Chiang, living in Vancouver, has to participate in a Chinese celebration parade. First he balks, not wanting to be part of this ancient ceremony, but then he proudly joins in. A short story with pictures.

Honey Halpern, a B.C. educator, is this year serving as assistant professor of education, University of Windsor.



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# Resources

**Reason to Live**, 30-minute video, 50 Holly St., Toronto, Ont., M4S 3B3, telephone (416) 482-8600. \$80.

This video is an examination of the problem of youth suicide. The video includes interviews with experts, broken-hearted parents who call themselves survivors of suicide, young people who tried to commit suicide and teenagers who can't imagine why anyone would.

This documentary describes the warning signals, the suitable and unsuitable responses when someone threatens to commit suicide, and the help that is available. In addition to providing factual information and an emotional look at the lives of those affected by youth suicide, the video also details specific services in various communities across the country that are available to help young people and their families in times of distress.

**Lucky to Live in Cedar Cottage**, 1986, edited by Seymour Levitan and Carol Miller, teachers at Lord Selkirk School in Vancouver, 72 pp. Available from BCTF Lesson Aids for \$10.

Started as a centennial project, this book shows how well Grade 7 students undertake oral history and learn the art of interviewing. Students reveal a great deal about their community. Moreover, they won a City of Vancouver Heritage award for their efforts.

The book is not a teaching resource; it is an example of what can unfold when students embark on walking tours and reach into their community. What emerges is a social history of 50 years of home, neighborhood, and school life. Included in the book are archival photographs and historic documents from public and private collections. The book could serve as a model for teachers undertaking similar projects with their students.

**British Columbia Humane Education Society**, 411 - 740 Granville St., Vancouver, B.C. V6C 1V5, 681-7271. Currently working on lesson aids, curricula and programs on prevention of cruelty to animals. Ken Hemmerick, coordinator, is interested in working with teachers on humane education projects. **Lifeforce** (299-2822) offers a critique of the controversial U.S. **Project Wild** curriculum guide, a version of which is

being prepared by B.C. Fish and Wildlife Branch.

**Poverty in B.C.**, by Sandy Cameron, 1986. A resource unit, 23 pp. Available from BCTF Lesson Aids, \$2.50

This resource unit is basically a fact sheet for teachers and community groups about poverty and unemployment in B.C. and Canada.

The resource unit, which fits into the social studies programs for Grade 10, 11 and 12, outlines another side to British Columbia, one which affects one in five of our people. It is a British Columbia of unemployment or employment at wages below the poverty line. It is a British Columbia of alienation and suffering where the ideal of personal freedom is lost in the fight for basic survival and choices shrink to the consideration of whether to buy food for the children or fuel to heat the apartment.

The resource unit provoked heated debate last year when it was published. The Minister of Education at the time (Jim Hewitt) had trouble controlling his anger over the booklet when he spoke at the B.C. School Trustees' Convention. Again, on the Webster Show, Hewitt erupted angrily when asked about the booklet. The booklet, indeed, strikes a responsive chord. It is a highly useful tool for beginning a discussion on poverty and unemployment, two visible aspects of life in B.C. in 1987.

**Understanding Social Change**, four new teaching kits from Statistics Canada, Ottawa, K1A 0T6. The kits are: **Living Alone**, **Canada's Young Family Home-Owners**, **The Elderly in Canada**, **Canada's Lone-Parent Families**; \$17.50 each for educational institutions.

The kits set out the dimensions of some major social changes students will confront in their lives.

**Vancouver Bays & Harbours**. Teachers' guides to activities and support materials relating to the Port of Vancouver. Support materials include a student reader, a simulation game and a videotape of five slide-tape sets. Available from Western Education Development Fund, Faculty of Education, UBC, Vancouver, B.C. V6T 1Z5

**Learning Peace: Nuclear Education in the Classroom**. Video. Prompted by

a study that indicated students have strong concerns about nuclear war, the Burnaby School Board presents a 10 lesson curriculum unit on conflict resolution. Designed for Grade 7 students, this unit devotes one segment to nuclear war. Students learn that the individual can make a small impact in the pursuit of peace. Available on loan from the BCTF Resources Centre, 2235 Burrard St., Vancouver, B.C. V6J 3H9; telephone 731-8121, toll free 1-800-563-9163.

**AIDS Education and Awareness**. Loree Rose, consultant, has worked with West Vancouver and Kimberley School Boards, AIDS Vancouver and B.C. Coalition for the Disabled. A teacher by profession, Ms. Rose offers programs on social-sexual issues, sex education and AIDS. She can be reached at #3, 144 West 10th Avenue, Vancouver, B.C. V5Y 1R8, 876-7503.

**The Northwest Regional Creative Problem Solving Institute**, sponsored by UBC and the Creative Education Foundation, UBC, Vancouver, July 19-24, 1987. For information contact the Creative Education Foundation, P.O. Box 48330, Bentall Centre Three, Vancouver, B.C. V7X 1A1, 681-9899.

**Youth, Education and the Arts**, an International Symposium on Arts Programming for Young Audiences, May 14 to 17, 1987 at the Vancouver Museum and Planetarium Complex on site at the Vancouver Children's Festival, Vanier Park, 1100 Chestnut Street.

International speakers, panelists and resource people: Augusto Boal (Brazil); Michael FitzGerald (Australia); Aloke Roy (India); Yukio Sekiya (Japan); Michele Landsberg (Canada); David Holman (England); panelists from the USSR and China; Canadian film-makers Sandy Wilson and Rock Demers; musician Len Udow; members of Leeds Playhouse T.I.E. and La Marmaille; Dennis Foon (Greek Thumb Theatre); Carole Tarlington (Vancouver Youth Theatre); Tom Hudson (Emily Carr College of Art & Design). Cost is \$250. Themes are: arts and multiculturalism, arts and education, arts and excellence. Call 687-7697 for a brochure.

# Hargreaves' Musings

## A piece of pie

GEOFF HARGREAVES

The evening before, I'd had a chance to read Tasos Kazepides's pugnacious article (page 15 of this issue), so when I got into the staffroom the next morning and heard Belinda asking Sidney, "What is the meaning of life?" and Sidney replying, "I dunno. I don't even know what it means to be fully human," I was able to recognize at once that I was in the presence of typing teachers and their ilk, technological barbarians whose educational pie had probably not included a juicy slice of Plato's *Republic*.

"Hey," said Belinda to me, "you've got a degree in English. How do we make sense of the world?"

I shrugged helplessly. "Beats me. I think making sense of the world came somewhere in the course on the Victorian novel, but I got mono halfway through it, so I never found out how to do it."

"Maybe Jim knows," said Sidney, as Jim Swallow next came in. "He's an idealist."

The description is accurate. Despite his years, Jim has managed to remain a Statue of Liberty teacher, as they say, a true father of exiles, forever willing to be given tired, huddled masses of students yearning to breathe free of curriculum guides, the wretched refuse of the educational system.

"Tell us, Jim" said Belinda. "What's it all about?"

Jim looked sad. "The time was when I thought I knew. Nowadays I'm not so sure. It all seems to boil down to the three R's."

"The three R's?" I said incredulously.

"That's been my experience," said Jim. "When I began teaching, the burning issue was Radicalism. Then it became Restraint. And now it's early Retirement."

"Well, that leaves only Ms B.S. of Hundred Mile," said Belinda. "She has

a Master's in Medieval Literature."

Jim groaned. Ms B.S. is Betty Sligo who joined our staff last year from Hundred Mile.

"That's it," I thought. "Betty is just the kind of person Tasos would hold up as an ideal, a woman who has dined to satiety on a jumbo-sized educational pie, virtually devoid of training yet rich in rationally defensive ideas of what it means to educate."

I should explain that, by her own account at least, Betty has lectured widely on Chaucer. We sometimes wonder if *widely* means "in vague generalizations," but since she can handle herself in an argument, we don't raise too many awkward questions.

For a start, Betty has a wonderful way with words. Her adverbs are stunning. If you tell her that you don't get what she says, she glares condescendingly and tells you that her words are ruthlessly accessible to the simplest intelligence. "Ruthlessly?" you think. *Ruthlessly?* What on earth does that mean? And by the time you've figured it out, you've lost the initiative.

Once she told Sidney and me that she was a fool. "Aha!" we smiled, "At last, a hint of humility." But then she added, "In the best sense of the word," and we scattered like frightened sheep.

A person she hates she will describe as "one I feel least close to." A real foul-up that she makes turns out to have been merely "a necessary stepping stone" or "a hurdle to be gotten over." And her son, whose nocturnal activities from time to time interest the police, is, believe it or not, "a budding connoisseur of the abyss."

Belinda once dared to call her cynical. Betty's eyes blazed, and she said, "You accuse me of being a cynic, as though I were only that. Far from being a cul-de-sac, my cynicism leads ineluctably (one

of those great adverbs again) to a highway of redemptive enchantment." Belinda bowed her head humbly and went to clean her typewriter keys.

"Yes, I will," said Sidney bravely. "I'll go ask Betty." And off he went to her classroom.

The rest of the day passed without another sign of him. I wondered where he'd gotten to. Had Betty told him how to make sense of life and had he gone and done it? Was she, in fact, more than a masterly charlatan?

However, I saw him the next day, and he was, from all appearances, just his plain old self. "How did it go with Betty?" I asked.

"To tell you the truth, I'm not sure. She began to talk about Chaucer, but, as usual, she had a speck of bright red lipstick on one of her front teeth, and I couldn't take my eyes off it. I hardly heard a word she said. How come, I kept asking myself, she always manages to get lipstick on her teeth? In the end, I just nodded and said thanks, but everything she said went in one ear and out the other."

"I should have expected it from somebody like you," I snorted indignantly, "you well-fed, superbly trained, highly efficient typing teacher!"

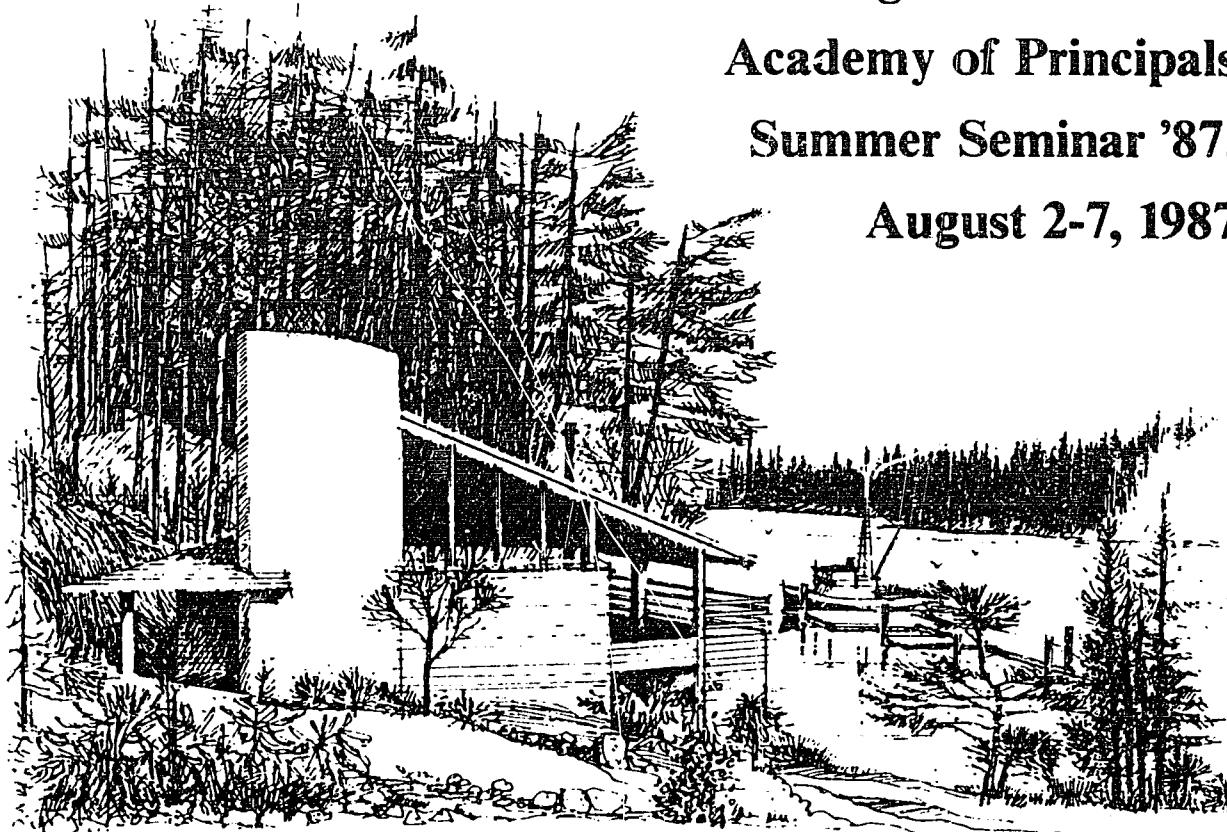
Geoff Hargreaves, a teacher at Cowichan Senior Secondary School in Duncan and a member of *The B.C. Teacher* editorial board, writes this column for the magazine.

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##### SCHOOL EFFECTIVENESS

What factors influence school effectiveness?

How can the research related to elements of effective teaching, school improvement and the implementation of change be used to direct or inform a principal's decisions?

##### STAFF DEVELOPMENT

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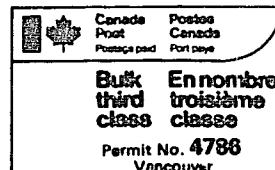
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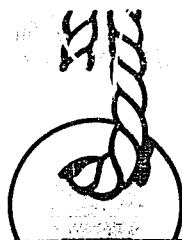
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