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ABSTRACT

The papers written for this report deal with an analysis of volunteer and professional adult educators and with their training and continuing education. Papers include the following: "Adult Educators and Volunteers: A Partnership Strategy" (Russ Pacey, Susan Witter, and Barbara Bate); "The Professional Adult Educator: A Profile Developed from B.C.'s Adult Education Associations" (James E. Thornton and Richard O. Kavanagh); and "The Training of Adult Educators in British Columbia" (Denis J. Haughey). The second part of the report features self-portraits of the adult education associations active in British Columbia (B.C.). Information is provided about the genesis, rationale and goal development, organization, and current situation of the Pacific Association for Continuing Education (Knute Buttedahl); the Adult Basic Education Association of British Columbia (Norma Kidd); the Adult Special Education Association of British Columbia (Gladys Loewen); the Association for Community Education in British Columbia (Inge Williams); Association of British Columbia Teachers of English as an Additional Language (Pat Wakefield); the B.C. Association of Continuing Education Administrators (Ed Palleson and Don Jacobs); the Private Career Training Association of B.C. (Marie Tomko); the Society of Vocational Instructors of B.C. (Vernon A. Young); and the Training and Development Society of British Columbia (Roy Rajsic). (KC)

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**ADULT EDUCATORS
AND THEIR ASSOCIATIONS
IN BRITISH COLUMBIA**

Edited by Jindra Kulich

Pacific Association for Continuing Education

1986

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- promoting the clear identification of needs in adult education and to developing methods of satisfying these needs through seminars, meetings, conferences and other communication techniques
- supporting active relationships among educators in labour business, industry and the community to ensure that the goals of each will be supported as they relate to adult education
- providing a coordinated vehicle on behalf of its membership in addressing issues of policy, finance and practice related to adult, continuing and community education at the provincial level
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EDITOR'S NOTES

The contribution of adult education to the social, cultural and economic development of individuals and societies now is recognized everywhere. The expansion of the provision of adult education in British Columbia since the early 1960s would not have been possible without the many committed and increasingly more competent adult educators, be they volunteers, part-timers or full-time professionals. The contribution of the associations of adult educators also must be remembered.

The papers written for this volume deal in the first part with an analysis of the volunteer and the professional adult educators, and with their training and continuing education. The second part brings together self-portraits of the adult education associations active in B.C.

Russ Pacey, Susan Witter and Barbara Bate provide us with an insightful analysis of the situation, trends and significant contribution of volunteers in adult education, and with proposed strategy for a partnership between the volunteers and the professionals.

Jim Thornton and Rick Kavanagh carried out in preparation for their paper the first B.C. survey of adult educators, aiming at the development of a profile of adult educators in B.C. Their paper presents an analysis of responses to the questions of who are the professional adult educators, where are they working, what are their distinguishing features and what are their opinions about salient characteristics of the profession and the professional.

Denis Haughey examines the provision for the training of professional adult educators in B.C. as well as provision for the training of volunteers. He focuses heavily in his paper on analysis of the current state of in-service training and professional development of the adult education practitioners, deals with the issue of the adequacy of this provision, identifies needs not met and outlines needs and opportunities for the future.

The self-portraits of the B.C. associations of adult educators, featured in part two of this volume, present for the first time under one cover information about the genesis, rationale and goals, development, organization and current situation of the Pacific Association for Continuing Education, the Adult Basic Education Association of British Columbia, the Adult Special Education Association, the Association for Community Education in British Columbia, the Association of British Columbia Teachers of English as an Additional Language, the B.C. Association of Continuing Education Administrators, the Private Career Training Association of B.C., the Society of Vocational Instructors of B.C., and the Training and Development Society of British Columbia.

The papers written for and published in this issue of PACE Papers are a valuable and timely contribution to the field and the profession of adult education in B.C. They should also be of interest and benefit to adult educators and other community and human service workers further afield.

January 1986

Jindra Kulich

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Barbara Bate is Instructor/Coordinator of Adult Basic Education at Fraser Valley College, Chilliwack Campus. For the past four years she has coordinated the volunteer tutors program for adults with beginning literacy skills. Barbara's volunteer experience includes work with the Chilliwack Community Services Volunteer Advisory Board and the Canada Cancer Society.

Denis J. Haughey is Acting Coordinator of Credit Programs in the Division of University Extension and Community Relations at the University of Victoria. For the past five years he has been Coordinator of Community Education in the same Division. Prior to that he was provincial Coordinator of Adult Basic Education for British Columbia and he has held teaching and administrative positions with the University of Alberta and the Government of Alberta. He also served as chairman of Continuing Education at Grant MacEwan Community College, Edmonton, for five years. He holds a Ph.D. in Educational Administration, and his professional interests include professional development, organizational adaptation and change in universities, and power and politics in education. He is currently chairperson of the Minister's Advisory Committee on Continuing Education.

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James E. Thornton, is Assistant Professor in the Department of Administrative, Adult and Higher Education, University of British Columbia. He is Coordinator, Committee on Gerontology, Faculty of Graduate Studies, at UBC. His research interests include professional development in adult education and the educational activities of older adults. These research interests are being pursued with colleagues in Japan and Sweden.

Susan Witter is Associate Dean of Continuing and Developmental Education at Fraser Valley College. Susan's work in adult education includes volunteer commitments as President of the Vancouver YWCA, and as Board Member of the Vancouver Volunteer Centre, of the Surrey Coordinating Committee, and the Pacific Association for Continuing Education. She developed the Volunteer Management Certificate Program at Vancouver Community College in 1981.

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**ADULT EDUCATORS
AND THEIR ASSOCIATIONS
IN BRITISH COLUMBIA**

ANALYSIS PAPERS

ADULT EDUCATORS AND VOLUNTEERS: A PARTNERSHIP STRATEGY

Barbara Bate, Russ Pacey and Susan Witter

Introduction

Adult education in B.C., as elsewhere, can be characterized historically as having evolved from a largely informal service, provided primarily by volunteers, to an increasingly formal system dominated by paid professionals. This parallels patterns in most areas of the provision of human services to communities in 20th century western society, including the voluntary sector itself. There have been minor "blips" in this trend along the way, resulting from the social and economic upheavals caused by significant events like the Great Depression and World Wars I and II. There has been such a change in the past few years – especially pronounced in B.C. – ostensibly caused by prevailing economic conditions and concomitant government fiscal restraint. This has similarly affected and somewhat redirected both adult education and the voluntary sector.

It will be argued in this paper that the current situation may not be a mere "blip" in the inexorable drive to total professionalism of human services, but the beginning of a major directional shift; and that even if this should prove not to be the case, we nevertheless would do well to rethink the direction in which we are headed.

Unbridled professionalism does not appear to be taking us closer to the elusive goal of adequate and fair provision of human services (including education). The obvious current reaction is that the public will not or cannot afford to pay the bill, regardless of importance of value. On a more subtle level, professionalism has been a major (if not the major) factor in the erosion of traditional community bases of support for individuals and families. Professional jargon and increased specialization characterize what is commonly referred to as "Professional Mystique", which provides impetus for a syndrome characterized by people perceiving themselves to be increasingly dependent on "experts" to

deal with the complexities of our society. This growing feeling of powerlessness does not just affect an individual's sense of personal responsibility, but also undermines people's willingness and perceived ability to reach out and help one another. To a great extent, the widely proclaimed public apathy of our society can be attributed to this perceived lack of required expertise and fear of possible legal repercussions (the work of another highly professionalized human service sector of our society).

Professionalism alone is not completely responsible for the demise of the community or the individual's ability to control their own lives. The increasing institutionalization of our society and the Orwellian spectre of depersonalized control by bureaucracies in big business and big government are also dominant factors in this process. However, this paper is primarily about adults who volunteer and educate, not the organizational structures in which they work. This is a meaningful distinction to make because neither adult education nor the voluntary sector would normally be described as heavily institutionalized or bureaucratized. This relative lack of "bigness", paralleled by their relatively informal structures, constitute two key premises upon which this paper will be based. Most professions would have considerable difficulty shifting in the direction which will be described in this paper because they are deeply entrenched along the lines described previously.

The most significant factor in this entrenchment is attitudinal, and there is considerable variation among different professions. Demystifying the professions is imperative, and attitude changes will be required by the public as well as professionals. However, the professional attitude must change first if public attitudes are to be influenced constructively. Specific human services and related professions are deliberately not being identified because individually they are not central to the issue under consideration. Basically, if and as the shoe fits...

The Partnership Strategy

This paper does not pretend to be the definitive statement of future direction for adult education or the voluntary sector, considered together or separately. Rather, it is a perspective, based on considerable experience working in both areas, that puts forward a strategy for collaboration which suggests a "healthier" model for the general provision of human services to communities than the one which seems to be frustrating everyone currently, while at the same time, being of direct mutual benefit to adult educators and volunteers.

The proposed strategy is neither new or earthshaking. In fact, it merely echoes a common theme being heard within and among various sectors of our society - partnership. While not profound, it is different from past traditions, which were dominated by volunteers with very little professional expertise or guidance. Because we have not gone too far in the "professionalizing" of either adult education or volunteering, the prospects for successful partnership are great.

The partnership can perhaps best be considered along these two major dimensions:

1. Volunteers providing training.
2. Providing training for volunteers.

There are certainly others, but this simple configuration captures those elements which appear to be of highest relevance to the particular focus of this paper. Training and education are the linking factors, in terms of developing skills to provide services, as well as affecting attitudes toward responsibility for the provision of services.

The partnership strategy will be explicated through five examples of actual adult education practice in which the authors are playing or have played leadership roles. They do not pretend to provide even coverage of the area, but rather would most usefully be viewed as case studies from which helpful general ideas and directions can be gleaned for applications in other areas. What should be clear from the examples

considered together is the enormous potential for creative collaboration between adult educators and the voluntary sector.

Volunteer Management Training

The training of volunteers for the jobs they are being asked to perform is an important part of any successful volunteer program. However, because of the diversity of roles played by volunteers and the uniqueness of various organizational settings, the formal adult system has relatively little to do with the regular, direct training of volunteers. Of course, the exceptions are often notable, because they frequently involve quick response to emergent local need. The ability of adult educators to respond quickly with on-the-spot training of needed volunteers can be documented in most communities. The arrival of the "Boat People" refugees to several communities a few years ago was a widespread case in point.

However, on an ongoing basis, a more effective way for adult educators to provide useful support to the voluntary sector is through providing training for its leaders. These are the people who in turn train the volunteers, as well as provide the overall leadership and support to ensure successful volunteer programs and satisfied volunteers.

Grant MacEwan Community College in Edmonton had been working with the voluntary sector on this basis, providing training on an ad hoc basis, as requested. In 1977, the Alberta Government decided to cut back its spending on social services, suggesting that the voluntary sector could help pick up the slack, foreshadowing things to come in B.C. Ironically, one of the incidental casualties of this cut-back was a very small Volunteer Services Unit, which had been doing an admirable job of providing consultation and coordinating information among voluntary organizations throughout Alberta with a small core staff and miniscule budget. It is doubtful if the Government even realized what it had done, but the shutdown of this limited service caused considerable distress throughout the voluntary sector.

This was the catalyst for the College to assume a proactive role, for other factors had been suggesting a course of action. Voluntary sector leaders had for some time been indicating to the College that they needed a comprehensive training program that would allow for the systematic development of knowledge and skills over time. It was suggested that some type of formal recognition for the training would be helpful, as well. The other major concern was that the training be affordable, given the extremely limited budgets of most volunteer organizations. This ties in with another reality of training volunteers. Usually the training they receive is not of primary direct benefit to them, but rather its aim is to enable them to more effectively provide services for others. Thus, it seems fair that their training, if not provided to them at no charge, should certainly be subsidized at least as much as regular College credit courses, which are normally of direct benefit to the individual, yet are about 90% subsidized.

The combined impact of all these factors, together with the realization that volunteer management was an area of study totally analagous to management in the business or public sector, triggered the idea of proposing to the Provincial Government Department of Advanced Education that the College establish a credit program in tandem with its Business Management Diploma Program. The idea was not to create a traditional College program, but to build on the fact that this area of training had all the elements of a regular program, and if approved, would directly address all the needs and concerns expressed by the voluntary sector. Of course these needs could, and perhaps should, have been addressed in other ways by the Government, but since this option appeared to be the path of least resistance, it seemed sensible to pursue. It took a highly cooperative effort to pull all the pieces together. Working with a group of 10 experienced volunteer managers, the College developed a DACUM-like Skills Profile. With the enthusiastic support of the voluntary sector, this profile was validated by over 400 practitioners throughout Northern Alberta. They also conducted an

extensive formal survey of needs at the same time, using an instrument devised by the College in consultation with volunteer leaders. Finally, an inventory of available learning resources was compiled and a pilot overview course conducted and evaluated. With all this ammunition, a formal proposal for program approval was submitted to the Government. To everyone's astonishment, it was accepted without question, which was almost unprecedented in those days.

With accreditation and regular funding in place from year to year, it became possible for the College to offer quality community-based learning services to the voluntary sector on its terms, with tuition costs 90% subsidized. The program is still operating successfully today. It represents a totally just and reasonable answer to the particular set of needs, but only achievable via a highly unlikely route, as a result of extensive, sustained collaboration between adult educators in the College and leaders in the voluntary sector.

Leadership in the Voluntary Sector: An Educational Television Series

Along with everything else in our increasingly complex society, conditions are changing rapidly in the voluntary sector. High levels of unemployment are turning unprecedented numbers of people to volunteering, as a means of keeping active, gaining employment-related experience, while providing worthwhile services in the community.

Another major dimension of change relates to people's motivations for volunteering. The traditional images of volunteering no longer prevail. People today see volunteering as a two-way street of mutual benefit. They are partly motivated by the desire to provide service to their communities, but they are also very conscious of their personal "payoff", which nearly always goes beyond the stereotypical "do-gooder" image. In addition to employment-related reasons for volunteering, most people are looking for lifestyle alternatives. For example, people without children will volunteer to work with kids as a means of partly fulfilling that aspect of their lives. Or, people with jobs

which provide very little people contact will volunteer to work with people. Similarly, those whose work provides little physical activity may volunteer to do things that are physically strenuous. Volunteering is commonly seen as a way of developing and practicing new skills and behaviours. The variations are endless.

While demands of volunteers are changing and increasing, volunteer service organizations are typically being squeezed by budget cut-backs resulting from Government restraint programs during these economic hard times. Thus, they are in a double bind, with increasing demand for services coming at a time of declining resources to support their own operations.

This situation has a particularly devastating impact on training of the people who lead and organize volunteer and voluntary organizations. These people include boards of directors of non-profit organizations, as well as management and supervisory staff of organizations providing volunteer services. Some of these staff positions are paid (usually low salaries), but often they are volunteers themselves, as are their boards of directors. Boards and staff have substantial legal responsibilities, as well as frequently complex organizational leadership roles to fulfill - often with little or no training.

Successful volunteer programs do not just happen; they require people with sophisticated organizing and supervisory skills. Managing the operation of large numbers of part-time volunteer "staff" involves all the elements of similar activities in the business sector, except that volunteer leaders must ensure that each volunteer is being suitably challenged and supported or the person will not return. Only satisfied volunteers will continue working. Effective volunteer leadership is crucial for the operation of the voluntary sector, and effectiveness requires extensive training.

At a time when changing conditions make training and upgrading of skills of volunteer leaders more important than ever, these people have less time and money than ever to invest in training. This affects small, low budget voluntary

organizations particularly adversely. A further problem in all of this is that educational funding cut-backs have made regular training opportunities more expensive than ever. Given that most of the people under consideration here are themselves volunteers, the entire current situation is unfair to these people and erosive to the foundations of the voluntary sector.

Training needs to be made available on a flexible and inexpensive basis in order to effectively serve volunteer leaders. Television is a logical format to provide flexibly available training inexpensively. While there are some isolated video packages which partly address related subjects, there are currently no video training materials available which in any way comprehensively meet the training needs described here.

British Columbia and Alberta, because of the Knowledge Network and ACCESS Alberta respectively, are in a unique position to develop the required television-based instructional materials. Their educational television production and broadcast capability are at the vanguard of technological development anywhere in the world. Working with a team of voluntary sector representatives and adult educators to guide the process, they have the capability of meeting this identified need.

Systematically developed, comprehensive video-based training programs can be produced, along with appropriate print and other mediated support materials. Integrated and coordinated, they will provide a powerful training resource for the voluntary sector and for adult educators working with them. By sharing the production workload between the two provinces, the project became manageable and economically feasible. The main reason this development has not been undertaken earlier is that it is too large for any single jurisdiction.

The initial partners in this venture, in addition to the two educational television authorities, are Camosun College in Victoria and Grant MacEwan Community College in Edmonton, Alberta Further Education Services, and Alberta Culture. Others will become involved as the project develops. The training materials will be broad-

cast over the Knowledge Network and ACCESS Alberta, and the training packages in video cassette format will be made available for subsequent distribution throughout B.C., Alberta, the rest of Canada, and probably internationally, since nothing similar exists elsewhere.

Mass Cardio-Pulmonary Resuscitation (CPR) Training

CPR is a classic example of volunteer activity which requires training for competent performance of a vital life-saving skill. It is classic in the sense that no one learns CPR for their own direct benefit; it is only useful in helping others. Thus, it is a highly laudable volunteer program in terms of the discussion in the introduction of this paper relating to the trend toward people feeling helpless to assist one another.

Citizen CPR has been proven to save lives by sustaining basic life support systems in emergency situations until advanced life support systems arrive on the scene. This movement has advanced with little support from the medical profession; in fact, from time to time, there has been resistance. Adult educators throughout B.C. have been supporting CPR training for years, at all levels, including instructor training.

In February of 1983, during Heart Month, a mass CPR Heartsaver Course was broadcast over the Knowledge Network, and in one evening over 3,500 citizens of B.C. were added to the ranks of those knowledgeable about and able to perform CPR. This remains the largest live, interactive educational television event in the history of the Knowledge Network. It marked the culmination of months of collaborative preparation between adult educators and CPR volunteers both centrally and in communities throughout B.C. In Vancouver, adult educators from the Justice Institute and Vancouver Community College worked with CPR people and the Knowledge Network in the preparation of filmed video segments for the broadcast which would carefully and clearly demonstrate proper CPR technique and provide basic preventive information about heart disease. Print back-up

resource materials were also prepared for distribution. In other communities, local adult educators worked with CPR volunteers to organize a local training event to wrap around the television broadcast, incorporating the distributed print material and providing the hands-on practical portion of the Heartsaver Course. This involved having practice mannequins on hand and sufficient numbers of instructors to handle whatever number of students showed up at the learning centre or whatever local facility was being used.

Over 50 B.C. communities that night experienced the power of collaboration between adult educators and volunteers in extending learning opportunities across the Province's geographical barriers at low cost, while at the same time raising public awareness about an important voluntary movement in our society.

Volunteers in Adult Education Basic Literacy Programs

The use of volunteers in basic literacy programs in B.C. dates back to the 1920s when the Vancouver YWCA utilized volunteers to work with young factory workers. These volunteers worked with young women in 'elementary' reading and writing skills. Numerous ad hoc adult literacy programs developed in the 1940s, 1950s, and 1980s including programs in neighbourhood houses, libraries, and community service organizations. However, it has only been over the last decade, with the introduction of adult basic education programs within the post-secondary learning environment in B.C. that the use of volunteers in the instruction of adults in basic reading, writing, and speaking skills has flourished.

Two pioneer programs, Vancouver Community College's "Home Front Learning Program" and Douglas College's "I Care Program", modelled the development of numerous adult volunteer literacy programs delivered by community colleges, school districts, church groups, voluntary organizations, and libraries. The growth, especially over the last five years, has given adults with low educational levels new

opportunities in adult education in British Columbia.

The concept of volunteer tutor programs, where trained tutors are matched with adults who need upgrading at a basic literacy level, has grown sufficiently at Fraser Valley College in Abbotsford and Chilliwack. The program, initiated in 1982 by the Adult Basic Education Co-ordinator, has expanded over the last few years to include students in English language training and adult special education. Presently, there are four co-ordinators supervising over eighty trained tutors and as many students, who meet one to three times a week at the College, in the students' homes, the tutors' homes, or other mutually convenient places, to engage in learning basic reading and writing skills.

The four tutor programs at Fraser Valley College operate on a similar philosophy and format. Coordinators are fully responsible for all activities within their programs. This involves the process of advertising, assessing, designing, training, matching, supporting, recording, and developing. In this way, coordinators are closely linked with students and tutors, and a three-way partnership is easily formed. The partnership is based on communication, equality, and commitment—a system which has proven itself over the last four years.

Adults volunteer in basic literacy programs for many reasons. Primarily, they have a desire to fulfill needs they have as individuals. Some are deeply committed to a particular area of service. Some are seeking new experiences in terms of skill development or career exploration, and some have altruistic feelings of simply wanting to help. Other volunteers wish to meet new people and become part of a group. Still others are unemployed and want to remain active and involved; they see the tutor program as an opportunity to keep their professional skills up to date. Tutor training is attractive to these volunteers since the skills and information gained are valuable and transferable. A number of the senior trained volunteers are now working

part-time as Adult Special Education Learning Assistants. They work with disabled students, assisting with their integration into academic and career programs at the College.

There are other examples of tutor training transferability. One is the basic literacy volunteer who is now also volunteering in a kindergarten class. She states with pride, "I don't need to be told what to do. I understand, and I know that I am a real help." Many volunteers have reported the thrill of recognizing and understanding their own children's learning difficulties. It pleases them as parents to be in a position to assist. One volunteer, after tutoring for two years, changed his career goal and is now enrolled in a university teacher training program. Other volunteers, who are also trained teachers, have acquired private tutoring jobs as a result of their College tutoring. It appears that the benefits of training and in-service to tutors can extend beyond the volunteer tutor program.

Today's volunteer force has a different make-up than that of a decade ago. There is a greater number of fully employed people volunteering now. With more leisure time available, they are looking for activities which are both satisfying and rewarding. Also, increasing numbers of men are beginning to volunteer in nurturing areas such as tutoring. And finally, a younger group is coming forward to complement the mature female volunteers who are still active. But even this latter group reflects change since they seek more challenge and responsibility in their volunteer assignments.

There are some in adult education who feel that volunteers are uncommitted to their assignments. There is growing awareness, however, among those who are using volunteers extensively, that if provided with good initial training, challenging and rewarding opportunities for tutoring, feedback on performance, in-service training, funding where possible, and recognition for service, committed individuals will volunteer their time to help undereducated adults develop one of the most significant steps in their adult lives—the motivation to read and write.

Local Economic Development

This example will have to be considered somewhat metaphorically to fully understand the relationships and implications. But it is of such current importance to adult educators and embodies the principles under consideration here so well as to warrant its inclusion.

Adult educators in B.C. are being encouraged to embrace ideas such as "Small is Beautiful" as a countervailing strategy to megaprojects and the massive central training schemes into which we inevitably get drawn. These generally are not defined by the community and may or may not offer any direct benefit to a specific community. Most significantly, they exist beyond the control of the local people and adult educators, with decisions being made by distant 'experts'. Persistent high unemployment and the inability of these centralized programs to do anything about it, had led many people to seek local solutions. This inevitably involves delving into the informal economy, which is, by definition, outside the control of mainstream economics. It involves looking for productive ways to provide and exchange goods and services in an employment market where there are no formal jobs available.

The informal economy, of course, includes the voluntary sector, which is a massive provider of important services, but not deemed productive by the formal system since no money changes hands. The establishment of partial or total bartering systems, such as the Local Economic Trading System (LETS) currently being promoted in B.C., is an important means of exchanging needed goods and services when jobs and money are limited.

The identification of new local markets and products which could be developed locally as substitutes for 'imported' products are key strategies for enhancing the local economy. The main point here is that these are areas of control and decision that rest in the hands of local people. Economists claim that 25% of a local economy can normally be controlled locally. While that is a frighteningly low percentage, it

represents a lot of productivity or dollar equivalents, and can make a big difference to life in a community. The re-emergence of foodbanks and related emergency services has been another area of local response, organized and operated extensively by volunteers.

In all of these areas of informal economic activity, adult educators can and are playing a major role, raising awareness, providing training, helping coordinate voluntary services—an excellent example of formal systems breaking down or proving inadequate to the task, and new partnerships of informal systems, including adult education and volunteers, emerging to meet the challenges.

Conclusion

It should be evident from the preceding examples that not only can this strategy of partnership strengthen our respective systems, but analogously, other human service systems as well. Perhaps the most interesting implication of all of this is the potential for adult educators, building upon their own experiences working in partnership with volunteers, to play initiating, leadership, and/or catalytic roles with other human service sectors in the exploration of creative new partnerships with volunteers and the voluntary sector.

It is a constructive approach to a major dilemma which is facing society, requiring no denigration of the professions or their expertise—merely an open sharing of that expertise. The payoff potential is enormous and the add-on cost is negligible. Not only are the practical problems of providing increasingly expensive human services effectively addressed, but a major step will simultaneously be taken toward reviving the human spirit of our people and their communities.

Most solutions to human problems seem to require massive amounts of money. This one requires little or no additional funding, only attitude changes. It is a solution in which adult educators could be in an ideal position to play an incredibly significant role in breaking down barriers and helping integrate formal and

informal systems within our society. In a way it represents a partial return to the old days, except in the present day context the emphasis is on genuine partnership, with each partner having sophisticated skills and a wealth of respective experience to contribute.

THE PROFESSIONAL ADULT EDUCATOR: A PROFILE DEVELOPED FROM B.C.'S ADULT EDUCATION ASSOCIATIONS

James E. Thornton and Richard O. Kavanagh

Who are the professional adult educators, where are they working, what are their distinguishing features, and what are their opinions about the salient characteristics of the profession and of the professional? These questions formed the basic purpose of this paper which was to develop a profile of the adult educators in British Columbia. To answer these questions we decided to conduct a survey of the members of the professional associations involved in the education of adults, asking them directly. Our strategy was to approach groupings of individuals relating more to the profession, than to a job per se. The provincial education groups associated with the Pacific Association for Continuing Education (PACE) were contacted, and their members canvassed through a mailed questionnaire. In addition the continuing education personnel of the three provincial universities were also surveyed.

Introduction

While a job is a position taken to earn a living, a profession is community joined. "Professionals are often said to be committed to and identified with their work so that its meaning for them is a central life interest" (Yerka, 1981:52). The *raison d'être* of this community is to share and control advancing knowledge and development among its members.

Adult educators possess abilities to assist adults in their learning endeavours. Education involves engineering the milieu to facilitate this learning.

Adult education is increasingly called upon to contribute to solving society's problems: unemployment and under-employment, the chaos of social and technological change, and increasing awareness of health, lifestyle and leisure concerns. Education is always an intentional activity, intended to transmit worthwhile knowledge and attitudes in a morally acceptable way (Moore, 1982). It is because of this claim (valued product by an acceptable process) that adult education has gained increased attention in our society and in public policy pronouncements. Thus, those who practice the profession are worthy of study.

Who are the Adult Educators In B.C.?

We intend that the adult educators should speak for themselves as much as possible; therefore, narrative and reference are minimal, while data are presented in descriptive and tabled form.

A total of 1,404 questionnaires were mailed to members of eight professional associations affiliated with the Pacific Association of Continuing Education (PACE) and to continuing education personnel of the three provincial universities. The numbers of questionnaires mailed to membership of each association, the numbers returned and the rates of return are reported in TABLE #1. Because of multiple memberships, the 435 questionnaires returned represent 518 association memberships for an effective rate of return of 38.6% from these professional groups.

TABLE #1
DISTRIBUTION OF RETURNED QUESTIONNAIRES
BY PROFESSIONAL GROUP

	Total Membership	Returns Numbers	Percent
1. Adult Basic Education Assoc of B.C. (ABE-ABC)	133	35	26.3
2. Association for Community Education in B.C. (ACE-BC)	214	28	13.0
3. Adult Special Education Association of B.C. (ASEA-BC)	(NOT SURVEYED)		
4. B.C. Association of Continuing Education Administrators (BCA-CEA)	111	45	38.7
5. Pacific Association for Continuing Education (PACE)	164	80	48.7
6. Private Career Training Association (PCTA-BC)	40	20	50.0
7. Society of Vocational Instructors of B.C. (SVI-BC)	64	20	31.2
8. Teachers of English as an Additional Language (TEAL-BC)	466	112	24.0
9. Training and Development Society of B.C. (TDBC)	144	61	42.3
10. University Continuing Educators	63	34	53.9
TOTALS	1404	435*	30.9

*The returned questionnaires identified 518 memberships (38.6%) in these professional groups. Eighty-three of the respondents indicated that they belonged to more than one of the associations surveyed.

Sex

Of the 435 respondents who returned questionnaires, 10 did not indicate their sex. Of the 425 valid responses, 246 (57.9%) were from women and 179 (42.1%) were from men.

Age

Fifteen of respondents did not indicate their age; however, among the of 420 valid responses, the respondents ranged in age from 22 to 74 years. The distribution of respondents by age groupings

is reported in Table #2. The mean age of the respondents is 42.7 years, and the median age is 42. The age distribution is consistent with several earlier studies (Nichols & Brunner, 1959; Meisner, Parsons & Ross, 1979) Many adult

educators enter the field after having worked in another career or profession, thus accounting in part for higher average age among those that have been in the profession for 10 years or less.

TABLE #2		
DISTRITBUTION OF RESPONDENTS BY AGE GROUP		
Age Group	Number	Percent
22 to 29	24	5.7
30 to 34	50	11.9
35 to 39	114	27.1
40 to 44	87	20.7
45 to 49	50	11.9
50 to 54	37	8.8
55 to 59	26	6.2
60 to 65	19	4.5
65 to 74	13	3.1

Proximity to Vancouver

Most of the associations which were surveyed for this study have significant membership in the Lower Mainland area and conduct most of their meetings there. However, many of their members reside and work elsewhere. The business of an association and its professional identity are shaped by the influence that members have on one another. This in turn is influenced by the ease of interaction among the members and their ability to take part in the affairs of those associations that provide them professional relevance. Thus we wanted to know how easy it was for members to come to the meetings of these associations.

To maintain anonymity the direct and preferred question—In what city do you work?—was not asked as it would likely identify too many people. Nonetheless, we wanted to know something about the numbers who would have some difficulty to come to the annual general meetings and other meetings of their association because of distance and other barriers to travel. The geography of British Columbia makes it difficult for some to travel even a few kilometers for

meetings primarily because of the Strait of Georgia and the Coast Mountains. So the question that was finally asked was: How long does it take you to go to Vancouver by car and ferry (in hours)?

Of the 403 respondents who answered the question, 217 (53.8%) indicated that it takes them one half-hour or less "to go to Vancouver". Of the remaining 186 respondents, 60 (14.9%) live or work one half-hour to two hours from Vancouver. One hundred and twenty six (31.3%) of the respondents live more than three hours from the city. Of those that live more than three hours from Vancouver 57 (14.0%) live more than six hours away by car/ferry. Such time constraints require that each of the professional groups adopt a variety of ways to keep in touch with its members and to enhance the continuing professional education opportunities essential to them.

What Is Their Work?

Employment Status

Just over 67% (293) of the respondents reported that they were employed full time,

while 24.8% (108) were employed part-time. Of the remaining 35 respondents, 2.1% (9) were working part-time (not paid), while 1.4% (6) were unemployed and 4.4% (19) were not working by choice. Of those employed full-time 52.6% (152) are men and 47.4% (137) are women; however, of part-time workers 16.0% (18) are men and 83.6% (92) are women.

Years in Adult Education

The respondents have worked an average 10 years in the field of adult education, while just about 50% of them have worked in the field for 8 years or less. About 32% of the respondents entered the field during the past five years clearly indicating the growth that has occurred in some aspects of the field during the past decade. Those who are employed part-time have been in the field an average of three years less than those employed full-time. It is believed that most of these new adult educators are teaching English as a second language and other specialized college programs in the health and technical areas. However, a more rigorous analysis of the questionnaires will be necessary to ascertain areas of growth in the field.

Employer

The colleges and universities are the largest single category of employer: 46.0% (198). The public schools employ 15.8% (68) and the vocational/technical institutes employ 7.0% (30). Government departments including health and social service agencies employ 8.9% (38). Industry and commerce employ 4.4% (19) and only two respondents gave a labour union as employer. Twenty-eight (6.5%) are self-employed, while 15 (3.5%) work for proprietary schools. Those who work for financial institutions and "others" comprise 2.6% (11) of the respondents.

How They Started

About 63% (269) of the respondents reported that they started in adult education as a "new job opportunity", while 10.0% (43) gave "went to school" and 9.6% (41) cited "volunteer work" as reasons for starting in the field of adult education. "Change in job requirements" and

"entrepreneurial" accounted for 4.9% (21), respectively. Eight percent (34) of the respondents gave "other" as their reason to describe how they started as adult educators.

Work Day Activities

The respondents were asked to indicate the percentage of their time spent in a variety of work activities. These data are reported in TABLE #3. Over 83% (362) of the respondents spend some part of their work time involved in program planning activities. However 30% of the respondents spend less than 10% of their time program planning, and another 30% spend more than 30% of their time in this activity. Fifty-one (14.1%) spend more than 50% of their time program planning.

Seventy-four percent (321) spend some part of their work time on administrative activities. Of these, about 30% (88) spend more than 50% of their time in administrative activities. As might be expected those employed full-time spend more time in administrative activities than those employed part-time. Teaching or training is the primary work activity of 296 (68%) of the respondents. Over 50% of them spend more than 50% of their time teaching. This group is composed of many part-time adult educators: those employed part of the year, those employed part of the day, and those employed under short term contracts. In contrast to administrative activities, part-time employees, on average, spend more time teaching than those who are employed full-time. Forty-eight percent (209) of the respondents report counseling as part of their work activity. No one spends all of the time counseling. Only 12 of the respondents (2.8%) indicated that they spend between 25-60% of their time counseling.

Seventy-eight respondents spend on average 34.6% of their work time in non-adult education activities; however, these respondents account for only 17.9% of those responding. They named activities associated with education of children (teaching and administration) in this category. Other adult education activities cited by seventy respondents (16.1%) included research, tutoring, testing and professional work with the associations.

TABLE #3

SUMMARY DATA OF TIME SPENT IN VARIOUS WORK ACTIVITIES

Work Activities	Mean % Time	No. of Resp'ts	% of all Resp'ts
1. Program planning	25.7	362	83.2
2. Administating	31.9	321	73.8
3. Teaching/training	43.9	296	68.0
4. Counseling	10.6	209	48.0
5. Consulting	13.5	200	45.9
6. Non-adult education	34.4	78	17.9
7. Other adult education	13.2	70	16.1

Income?

Annual individual incomes ranged from a low of \$600 to a high of \$85,000. The lower incomes are reported by those who are part-time paid or unpaid and volunteers, while those who are full-time paid and self-employed account for the higher incomes. There were six respondents who report no income. Fifty-three respondents (12.2%) did not answer the question. The mean average income is \$33,413 with the median income of \$35,000. The median income for those working part-time is between \$15,000-\$20,000 and the median income for those employed full-time is between \$40,000-\$45,000.

Professional Characteristics

The field of adult education has matured extensively over the past 25 years since many of the professional studies of it were done. Campbell (1977) has reported extensively on some of these studies. However, the professional organizations that affiliate with

PACE are relatively new, most having organized only since the mid 1970's. Also, many of the members of these organizations obtained their educational preparation in other professional fields (such as nursing, schooling, and vocational-technical), and found themselves involved in the education of adults as a "new job opportunity". At the same time increasing numbers of practitioners have returned to university for further training in adult education or some aspects of it—for example, teaching English as a second language, adult basic education, and the like. Many of these job changes might be considered lateral within the same general organization. All of these factors determine, it seems to us, different perspectives among respondents as to their professional identity with "adult education". This line of thinking is based on the literature reported by Allen (1981), Campbell (1977), Houle (1970, 1980) and Knowles (1980) among others. To gain some sense of this professional identity among the members of these groups and the leadership of adult education in the province, we asked the following question:

WHICH OF THE FOLLOWING STATEMENTS BEST CHARACTERIZES YOU? (check one)

1. ☐ a professional adult educator
2. ☐ a professional (in another field) responsible for the education of adults
3. ☐ a practitioner responsible for the education of adults

Over fifty-four percent (230) of those responding indicated that "professional adult educator" best characterized them, while 29.5% (125) believed that "professional (in another field)" best characterized them. Sixteen percent (69) indicated that "practitioner" best characterized them. These responses reflect in part the educational preparations of the respondents in terms of level and specialization. The choice seems also to reflect whether or not the respondent obtained "professional certification" in another field prior to their undertaking work activities involving the education of adults—for example, nursing practice or teaching in the public schools. This question will be used in a subsequent section to characterize differences in employment status among the respondents in these professional groups.

Education

Nearly 88% (286) of the respondents report a baccalaureate degree, while over 46% report advanced certification including graduate degrees. TABLE #4 summarizes the educational background of the respondents.

In terms of educational specialization these adult educators bring an eclectic and rich mixture of disciplines to the field. Of the 46.2% (201) who indicated that they held a diploma or certificate over 75% reported their specialization as teaching. Business and management, nursing and several technologies account for the balance. Of the 286 (65.7%) indicating they held a baccalaureate degree, 57 (20%) indicated specializations in education, while 194 (69%) indicated the arts and sciences and 31 (11%) indicated professional programs (nursing, business, and law). Of those holding a master's degree (44.4%; 180), 31% (56) are in educational specializations and 17% (31) are in adult education. Of the thirty five (8.0%) doctoral degrees, seven are reported in adult education, nine in education and nine in the arts and sciences; ten respondents did not specify their doctoral specialization.

Continuing Professional Education

The respondents are actively engaged in a variety of continuing professional activities which provide for their continuing development professionally and maintain their professional affiliations. We asked the respondents to indicate the continuing professional development activities they had completed during the past twelve months and what their plans were in the next twelve months.

**TABLE #4
SUMMARY DATA ON EDUCATIONAL BACKGROUND**

Level of Education	Number	Percent*
1. Some College/University	83	19.1
2. Diploma or Certificate	201	46.2
3. Baccalaureate	286	65.7
4. Licentiate	11	2.5
5. Masters degree	180	41.4
6. Doctoral degree	35	8.0

* Exceeds 100% due to multiple responses in all educational categories except for doctoral degree.

Completed. Eighty-nine percent (368) of the respondents indicated that they "attended conference/meetings", while the two other most frequently cited forms of continuing education were "self-directed reading" (78%; 323) and "attended workshops/short courses" (78%; 323). Fifty-three percent (218) of the respondents indicated that they "gave a speech/presentation" during the past twelve months. About thirty percent (127) "took credit courses" or "worked on an advanced degree" during the past twelve months.

Plans. For the next twelve months (1986) the respondents indicated that the same four forms of continuing education will be their preferred activity: "attending conferences" (88.8%; 356); "attending workshops/short course" (80%; 321); "self-directed reading" (75.6%; 303); and "giving speech/presentation" (43.4%; 174). Clearly these are activities associated with the affairs of professional associations. It is interesting to note that 17.9% (74) of the respondents "published" during the past year, while 22.7% (91) plan to publish in the next twelve months. Eighteen percent "took credit course" last year and the same percentage will take credit courses in the coming year. Over 13% indicated that they "worked on an advanced degree" this past year and 14% have plans to take "work on an advanced degree" in the next twelve months.

Opinions about a Profession

Liveright (1964) proposed that the basic criteria of a profession are: (1) the existence of a recognized code of ethics; (2) techniques of operation based upon some general principles; and (3) control over the professional behavior of members (Campbell, 1977:60). Allen (1961) proposed fifteen criteria of a profession (see Campbell, 1977; Griffith, 1980). Among these were: (1) maintenance of standards and codes of ethics; (2) control over quality of practice; (3) systematic body of knowledge; (4) formal training; (5) control of certification; (6) autonomous and self-directing members committed to the profession; (7) functions of the profession divided into specialties; (8) a full-time occupation with adequate remuneration; and (9) recognition by the public and other professionals. Houle (1980) noted that the study of processes of professionalization (dynamic characteristics) has replaced the identification of existing essential criteria (canons) of a profession. Thus the respondents were asked to rank characteristics essential to their developing profession. Criteria proposed by Allen (1961) were rewritten and the respondents were asked to rank only three that characterized a professional organization. These data are reported in Table #5.

TABLE #5

Opinions about Professions

	Percent Ranking	Number Ranking
Encouraging professional development	84.4	367
Setting academic standards	48.7	212
Seeking recognized public mandate	40.0	174
Establishing lobby on public policy	34.5	150
Formulating ethical standards	30.8	134
Establishing peer review mechanism	14.5	63
Requiring membership in professional organization	11.7	51
Lobbying for licensure	5.7	25

For our purposes we summed the first, second and third rankings for each characteristic to obtain the absolute number of times the characteristic was selected. This provided a crude ranking of all eight characteristics. The vast majority of the respondents (84.4%; 367) checked "encouraging professional development" as the primary characteristic essential to the professions. "Setting academic standards" (48.7%; 212) and "seeking recognized public mandate" (40%; 174) were distant second and third choices. There is extensive discussion in the adult education literature about professionalism and leadership. There seems to have been little study of what adult educators actually believe should be the preferred professionalization processes their profession should support. Brown (1984) noted:

It is not known whether adult educators have a conscious sense of their own occupational status and how they rank on various measures of professionalism. Such data would not only shed light on how adult educators are in fact defining professionalism, but also on whether those who debate the future of adult education are in real disagreement or are simply not thinking of professionalism in the same way (pp 101-102).

Space does not permit a full exploration of how members of each professional group ranked these eight items. This question will have to wait for a more detailed analysis of the data. Nonetheless, this initial profile provides some insight into the issue.

Opinions about Professional Behavior

Numerous studies have been done of the professional competencies of the adult educator. Among those cited by Campbell (1977) are Chamberlaine (1961), Aker (1963) and Robinson (1962). Chamberlain (1961), in a study of 135 adult educators (largely senior administrators), found these competencies most frequently selected: (1) belief that people have the potential for growth; (2) imagination in program development; (3) ability to communicate effectively in both speaking and writing; (4) understanding the conditions under which adults are mostly likely to learn; (5) ability to keep on learning; (6) effectiveness of group leadership; (7) knowledge of one's own values, strengths and weakness; (8) open-mindedness; (9) understanding of what motivates adults to participate in programs; and (10) strong commitment to adult education (Campbell, 1977:53). These ten behaviors were used in the present study.

TABLE #6

Opinions About Professional Behavior

	Percent Ranking	Number Ranking
Ability to communicate effectively	56.3	245
Belief that people can develop	43.9	191
Strong commitment to adult education	32.4	141
Imagination in program planning	30.8	134
Understanding conditions of learning	26.2	114
Understanding what motivates adults	25.7	112
Awareness of one's own values	20.2	88
Ability to keep on learning	18.4	80
Willingness to accept other's ideas	15.4	67
Effectiveness as group leader	10.8	47

We summed again the first, second and third rankings for each professional behavior to obtain an absolute number of times the characteristic was selected. This provides a crude ranking of all ten characteristics. In this exercise the respondents were not in agreement about the items. Only a bare majority (56.3%; 245) agreed to the first ranked item—"Ability to communicate effectively". The second and third ranked items are largely articles of faith about what a professional needs to believe. Further analysis of these items might reveal differences among these professional groups; however, this has not been undertaken as yet.

Analysis of Data

Professional Outlook

In terms of employment status it makes no difference whether respondents characterized themselves as "professional adult educator", "other professional", or "practitioner" for they are just as likely to be "full-time paid", "part-time paid", "unemployed", or "not working by choice". However, those who characterized themselves as "professional adult educators" entered the field of adult education as a result of "going to school" while those who characterized themselves as "other professional" entered adult education as the result of "change in job requirements". Those who characterized themselves as practitioners tended to enter the field as "volunteer workers" or as "entrepreneurs". Most frequently the "professional adult educator" was employed by a college or university; those who are "other professional" are typically employed by a vocational/technical institute or health and social service; and those who are "practitioner" are employed in industry, commerce or financial institution, voluntary association and self-employed.

Women in the survey tended to characterize themselves either as "professional adult educator" (63.1%; 142) as compared to men (36.9%; 83), or "practitioner" (61.2%; 41) as compared to men (38.8%; 26). These differences are significant. On the other hand, 53.2% (66) of

the men tended to characterize themselves as "other professional" as compared to 46.8% (58) of the women. This difference is not significant. There was no significant difference among these professional outlooks with respect to the number of years the respondents had been in the field of adult education. Those who characterize themselves as professional adult educators have worked on average two years longer in the field and spend more of their work activity time teaching.

Summary

It has been twenty-five years since Nicholls and Brunner's study (1959) on the membership of the Adult Education Association of the U.S.A.. Their findings, albeit with a national association, suggested that middle-aged, well educated males dominated the full-time paid positions in adult education. Administration and organizing activities at a program level dominated the work responsibilities. The membership of the AEA was found to have less than 5% under 30 years old.

Only seven years ago Meisner, Parsons and Ross (1979) published results of a random survey of graduate students in adult education which indicated a slight predominance of women, 29-34 years of age, five years of experience in general adult education, previous degrees in education and ambitions to work as administrators. Are these trends continuing in the composition of the adult educators in the field and what features are most prominent?

What does our emerging profile of the adult educator look like in British Columbia? According to our respondents the typical adult educator is about forty-two years old, with ten years of experience in the field, and is more likely to be a woman (58%), living in the Greater Vancouver area, and working full time earning between \$30,000 and \$50,000. Most of these women consider themselves a "professional adult educator". Those adult educators who are men (42%) are more likely to consider themselves as "other professional" working in adult education. Whether a woman or man, the employer is more likely to be a public institution

(school, college and technical institute, or government agency) and most work activities involve program planning, administration and teaching. They entered the field as a "new job opportunity". They are academically prepared with a baccalaureate in arts (66%) and a diploma/certificate (46%) or a graduate degree (41%) in education (66%). Only 18% of these adult educators specified that they hold a

specialization in adult education. Conferences, workshops and short courses, and self-directed reading are the preferred activities for continuing their professional development. Our typical respondent feels that the professions should strive to encourage "professional development"; however, there is less agreement as to what "professional behaviors" might contribute to this development.

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THE TRAINING OF ADULT EDUCATORS IN BRITISH COLUMBIA

Denis J. Haughey

This paper examines provision for the training of professional adult educators in British Columbia insofar as formal credentialled programs are concerned.

It also looks at provision for the training of volunteers in the province, and focuses heavily on the current state of in-service training and professional development for the adult education practitioner in British Columbia. In so doing, it treats the issue of the extent to which current provision is adequate, identifies needs which are not being met, and focuses on needs and opportunities for the future.

Formal Training

The formal preparation of professional educators who choose to specialize in adult education in Canada holds no surprises; with few exceptions they obtain their training at a university. Shak (1984) reports that ten of the thirty-two Canadian universities offer specific training in adult education. This training ranges from the provision of certificates and diplomas to undergraduate and graduate degrees, and up to the doctoral level. While bearing in mind the extremely eclectic backgrounds of adult education personnel—Campbell (1977) described the field as being sustained by a relatively small core of full-time workers assisted by a very large body of part-time teachers and volunteers—nevertheless, aside from the relative maturity of its programs there seems no reason to believe that British Columbia is either ideologically or practically any different from the rest of Canada in how it prepares its core professional adult education staff. Indeed Selman's (1977) *Chronology of Adult Education in British Columbia* demonstrates the unique contribution made by the University of British Columbia to the formal training of adult educators.

In 1957 the University of British Columbia embarked upon a full degree program in adult education, the first of its kind in Canada. By

1960 UBC Extension Department had begun in-service short training courses for adult education workers and by 1961 the University was offering the MA/MEd and EdD in Adult Education. In 1968, Selman (1977) points out, UBC inaugurated the Diploma in Adult Education, while in 1971 the Instructor's Diploma Program for vocational instructors was launched as a cooperative undertaking of the provincial Department of Education and UBC Extension Department, replacing the Vocational Instructor program operated since 1965. In 1981, Dickinson reported that the Centre for Continuing Education and the Department of Adult Education at the University of British Columbia were offering a fall and winter series of workshops and short courses in Vancouver, and a week long summer program known as Chatauqua by the Pacific, the latter having been held for the first time in 1973.

While since 1981 the provision of alternative learning opportunities has declined, the Chatauqua program has been discontinued and the Instructor's Diploma Program is being phased out, UBC still maintains regular university programs at the Diploma, Master's and Doctoral level in Adult Education.

The University of Victoria in recent years has made a modest contribution to the training of adult educators, or at least those undergraduates who intend to work in the broad field of adult education, especially recreation administration. Its calendar currently shows two undergraduate face-to-face courses listed under the rubric of Adult Education Program in the Faculty of Education. One course encompasses program planning in adult education, while the other embraces an identification of the theoretical basis of adult learning behaviour and the characteristics of adult education as a social and institutional practice. The University of Victoria has no structured Diploma or Degree Program in Adult Education, but the previously mentioned courses attract a full complement of

students annually, as well as a sizeable sample of practitioners from the broad field of practice.

As far as is known, Simon Fraser University currently offers no specific adult education training courses neither do any of the provincial colleges offer any courses that can be specifically credited towards a university qualification in adult education. However, an examination of the calendars of the three provincial universities demonstrates that, particularly in the field of educational administration, a wide variety of undergraduate and graduate courses exists that either aspiring or practising adult educators might find to be of interest. At the University of Victoria alone, these include courses on Concepts and Theory in Administration, Organizational Analysis and Development, Philosophy and Administration and directed studies opportunities in areas of the candidate's interest. In addition, through their Faculties of Education, both the University of Victoria and Simon Fraser University occasionally permit well-qualified graduate students to study at the Doctoral level under a special arrangements provision. Under this provision, applicants are permitted to structure a graduate program that meets their unique requirements, including those related to the discipline of adult education. During 1985-1986, as a result of this innovation, at least two practising adult educators in B.C. will have earned PhD degrees from the University of Victoria, with substantial concentrations in adult education.

A related development, perhaps illustrating the strength of demand for graduate work in education, including adult education, and underscoring the need for flexibility with respect to residence requirements on the part of the traditional B.C. university providers, is the emerging influence of American universities in B.C. Gonzaga University has made incursions into South-Eastern B.C. in the past few years, while Brigham Young University has recruited a cadre of twelve Doctoral students in education in the Victoria area in the past two years. Five Victoria candidates with adult education teaching and administrative responsibilities earned EdD degrees from Brigham Young University in 1985

and this university is currently recruiting a second group of students in the Victoria region. A key feature of the BYU program is its compressed residence requirement and the fact that by sending its faculty to where the students are, rather than vice-versa, it acknowledges the special needs of the mature, career adult educator and attempts to accommodate to his or her lifestyle and job circumstances.

B.C. universities seem in the main reluctant to institute reforms to address these issues. Concomitantly, the issue as to the equity of provision of formal training for those aspiring or practising educators not within commuting distance of the Lower Mainland university cluster is a pressing one. Despite the development of a distance education capability by all three universities and the increasing sophistication of the provincial telecommunications authority, the Knowledge Network, no B.C. adult educators let alone those in rural B.C. are currently able to earn a formal credential in adult education entirely at a distance from a university. While, as will be shown later, the Knowledge Network was a highly requested vehicle for adult education in-service and professional development, and indeed has been used in an experimental way on at least one occasion, it remains largely neglected as a delivery medium insofar as the formal training of adult educators is concerned, though in fairness it should be noted that the September 1985 Open University Consortium/Open Learning Institute course listings show five UBC distance education courses in adult education.

In the main, though, adult educators in B.C. who seek to prepare themselves for a career in the field through formal channels still appear to rely heavily upon universities for their pre-service training. That this group, however, constitutes a minority of the adult education work force was pointed out by Campbell (1977) when he observed that "...adult education in Canada remains largely the work of enlightened amateurs who are obliged to define and develop required skills through their work as they go along" (p.31). There is evidence that the situation in B.C. in the past five or six years has

deteriorated insofar as the provision of training for adult educators, either pre-service or in-service is concerned, though some attempts by the Continuing Education Division of the Ministry of Education and by various professional and volunteer groups are worthy of note. What seems clear, however, is that the demands being placed upon adult educators in B.C. merit a more systematic approach to professional development. A brief review of this issue follows in the latter part of this paper following some comments about the role of the volunteer sector in professional development.

The Training of Volunteers

The exact number of volunteers active in adult education kinds of activities in B.C. is unknown, though by extrapolating from experience in other parts of Canada and in other parts of the world, one can safely conclude that the volunteer force is extremely pervasive. Concomitantly, while according to Clague (1985) a great deal of volunteer training occurs in B.C., much of which is directed towards adult education activities, there is no single educational agency responsible for the overall training of volunteers or for their professional development. Because of the extreme diversity of tasks involved in the volunteer role, the preparation and sustenance of volunteers tends to be highly idiosyncratic.

Experience in B.C. points out that volunteers tend to be involved with agencies or bureaus for a specific purpose, for example the training of helpers for museum education, patient auxiliary care in the health field, or the recreation area. Their initial training therefore, and their continuing training, where it exists, tends towards very specific purposes. With some notable exceptions no school board, college or university in B.C. is currently, or formerly has been, responsible for overall volunteer training. Some community schools get involved in training volunteers for their programs, while a few community colleges have made good use of volunteers as tutors for literacy, adult basic education, English as a second language, and for special education programs, among others. The community-based recreation movement in

B.C. makes wide use of volunteers in its programs, but again their training is generally peculiar to the organization to which they are affiliated and the standard and effectiveness of this training varies widely.

While volunteers have been involved in the adult education enterprise in B.C., their preparation and continuing development is not subject to any provincial training norms and, even when specifically directed towards adult education activities, appears to be haphazard and unsystematic. This is not to say that individual agencies in the province do not do a good job of preparing their volunteer workers, but it is to suggest that standards of training vary enormously and the training programs themselves are in the main independent of any kind of structured guidance from adult educational agencies. Minuk (1982) pointed out the growing education component of part-time personnel in adult education, quoting Marquis' 1978 statistics that in that year part-time administrative personnel in adult education outnumbered their full-time counterparts almost three to one, while part-time instructional faculty exceeded full-time instructors ten to one. In addition, Minuk cited Lowe's (1975) assertion that only a few full-time personnel employed in adult education had been formally trained for the area. The training and professional development of volunteers in B.C., therefore, offers few object lessons in enlightened practice insofar as the adult education community is concerned.

The Need for Professional Development

Is a more systematic approach towards the preparation, but more specifically, the professional development of existing adult educators in B.C. warranted? Professional development is used broadly to encompass any kind of formal or informal learning experience designed to enhance the competence of an adult education practitioner. While this province has often been criticized for its ostensible general lack of enlightened policy-making in adult education in general, there seems to be no room for complacency insofar as this issue is concerned.

British Columbia cannot afford to isolate its adult education community from issues and trends in the field, a field that is becoming more inter-connected and interdependent world-wide and that requires increasing sophistication on the part of the practitioner. Agnelli (1983) in a Council of Europe report on higher education and research, points out that universities must grapple with the issue of how to quickly acquire the tools and concepts required for the education of those who will manage the cultural, economic, and technical changes being accelerated by the continuing revolution in information technology and the enhanced capability of telecommunications systems. A key issue for Agnelli is the training of those who must learn to live in the technological society of the year 2000. For B.C. adult educators, therefore, both those preparing for and those already in the field, there is no question but that they cannot afford to ignore the provincial, national, and international issues that confront them, and increasingly, it would appear, these key issues of the day have global applicability. The growing concern of world populations with environmental issues, resource allocations, peace education, and social justice cannot be ignored by the adult education community in B.C., however parochial some segments of it may choose or be forced to be. Two issues then arise with respect to the training and continued development of adult educators: (1) What do adult educators in B.C. need to know, and (2) How should adult educators in B.C. best acquire what they need to know? The remainder of this paper will concentrate upon an examination of these two questions by citing findings based upon activities carried out by the Ministry of Education's Continuing Education Division, and by other bodies in B.C., and by the introduction of opinion and observations from other quarters.

With respect to this first question, what do adult educators in B.C. need to know, the writer sought guidance from current and former personnel in the Division of Continuing Education of the Ministry of Education, from officers of various professional adult education associations in the province, including PACE, from

university personnel, and from the literature of adult education, specifically that pertaining to B.C.

A key unpublished document was found entitled "B.C. Continuing Educators' Professional Development Survey Final Report" by John Stonehouse (1981) in consultation with Donna Watt Levin. This document confirms that between 1978 and 1981 Dr. Ron Faris of the provincial Continuing Education Division had, in cooperation with various provincial bodies and individuals, spearheaded an attempt to create a professional development plan for the adult education community in B.C. The document itself represented a survey of continuing education practitioners as the first step towards the creation of such a plan, and was an outgrowth of the so-called Faris Commission (1976) and recommendations from the 1979 Rural Institute at Naramata that a "skill profile and programmer orientation" be developed for adult education practitioners in B.C.

Such a skill profile was subsequently developed with the help of practitioners and encompassed seven core skills. With the leadership of a provincially funded professional development consultant, Russ Pacey, a very successful C.E. Programmer's Manual was produced, and in cooperation with the Community Education Professional Development Committee (CEPOC) a start was made towards the production of two key modules from the skills profile: "Working with Community" and "Managing Time and Workload". This was the beginning of an attempt, in Faris' words "to lay plans to systematically improve the professional practice of adult educators in British Columbia". Stonehouse's report confirms that the CEPOC was at the same time interested in a program of studies which was relevant and accessible to adult educators, and would include areas of learning which would complement the competencies outlined in the skills profile. Unfortunately, owing in part to the shrinkage in funding from provincial sources, the two previously mentioned modules from the skills profile received only limited dissemination and were not

fully implemented throughout the field. Neither was any work done on the remaining modules.

Nevertheless, it is clear from an examination of the Stonehouse report that adult educators in B.C. had definable professional development or in-service needs that they felt should be met. There is no reason to believe that in 1986 these needs are any less pressing. Stonehouse achieved a return of 64% on his survey, that is 128 of the possible 200 practitioners responded, and respondents were distributed among community colleges, school districts, and other post-secondary institutions. Respondents were asked to rate themselves against seven major skills a continuing education practitioner can be expected to perform. These were: assess community needs, plan courses and programs, promote and market courses and programs, manage courses and programs, manage personnel, practise communication skills, and conduct evaluation. Practitioners indicated their weakest general competence area as "conduct evaluation" while the two strongest areas were "plan courses and programs" and "manage courses and programs". Other interesting findings from this report centred on respondents' perceived needs for professional development as identified by themselves, the three top priorities, in order of importance being, conduct formal and informal research, facilitate instructor training, and prepare budgets.

In addition, respondents identified as the main barriers towards their professional development, again in order of priority (1) the pressing demands of the present job, (2) geographical isolation, (3) lack of an appropriate planned program, (4) lack of institutional funds, and (5) lack of priority given to continuing education. The most frequently identified immediate goal in professional development was to obtain a degree. While 89% of the respondents had taken some in-service training since becoming continuing education practitioners, interestingly 45% of the respondents with six or more years of experience had taken no academic course at all since becoming a practitioner while 50% of all respondents had taken no academic (credit) education since becoming a practitioner.

Clearly, based upon the findings of this survey, there was a great need for a systematic approach towards the professional development of adult educators in B.C., and there was no shortage of needs that they saw needing to be met.

Some other professional development activities that occurred in the 1980-1983 period were a series of implementation workshops designed to introduce to the field the provincially funded manual *An Introduction to Teaching Adults*; a professional development newsletter coordinated by the Provincial Professional Development Consultant and aimed at part-time instructors; and the use of the Knowledge Network to broadcast a program "Teaching Adults: Getting Started" for novice and existing adult education instructors.

However, provincial government and professional body representatives report an almost total decline of province-wide professional development activity since approximately 1982-1983, though undoubtedly some local and regional efforts have occurred since then. For example, the B.C. Association for Community Education carried out some ten workshops throughout the province in 1984 and PACE, BCACEA, and other associations have used their annual meetings to try to meet some of the professional development needs of their membership. What clearly has not continued however, is any kind of either provincially or professional-body coordinated attempts to define, validate, and satisfy the needs of the B.C. adult education community by anything other than the most sporadic of means. Despite farsighted preliminary attempts in the 1980's, therefore, to develop a relevant and systematic plan based on practitioner input, B.C. practitioners appear to have been prevented by virtue of the collapse of provincial funding from capitalizing on some key work to define and implement a broad band of training to satisfy their needs.

New Approach to Professional Development

The failure of the implementation of a provincially funded professional development plan for

B.C. adult educators cannot however gainsay the need for the professional community to attend to what are undoubtedly pressing needs. Somewhat ironically, many professional adult educators specialize in meeting the continuing education needs of other professionals while neglecting their own. Given the failure, then, of a centrally coordinated approach to professional development in B.C. despite the specification of at least a basic skill profile to which practitioners should aspire, what is the future of professional development for B.C. practitioners? This raises the second key issue previously alluded to – how should adult educators in B.C. acquire what they need to know?

In the absence of a centrally coordinated approach, either by the various professional bodies, or by the Ministry of Education, or by both, practitioners will have to assume an even greater role in specifying their own needs and designing ways of meeting them. This does not necessarily have to equate to what Campbell (1977) called an unsystematic or *laissez-faire* approach, rather it entails the individual professional taking major responsibility for his or her own professional advancement. The literature of adult education in the past few years has emphasized the facilitator role of the professional adult educator in assisting individuals with self-directed enquiry.

Indeed Todd (1984) has pointed out the necessity for the promotion of this ethic on the part of professionals in general insofar as successful continuing professional education is concerned. In doing so, she raises the fascinating and key issue of the objectives of continuing professional education, i.e. "we need to take into account the divergent views of what it should try to achieve, and therefore of how it should be designed" (p.95). Todd points out that to be deemed successful, continuing professional education must not just demonstrate that learning has occurred, but also that what has been learned has improved practice. She cautions as to Houle's admonition that the two are not necessarily synonymous. Todd points out the desirability of continuing professional education's promoting the development

of well motivated and competent self-directed learners while at the same time she comments upon the "deep divide between the implicit model of the learner held by providers who operate mainly in a 'transmission' teaching mode (Barnes 1976) and those who explicitly claim to view the learner as experienced, active, and potentially self-directing, and who attempt to structure education so that learning takes place, rather than framing it around the activity of teaching" (Cherry 1975) (Todd 1984, p. 96).

For Todd this raises the key issue of the content-process dichotomy in continuing professional education. Simply put, an instrumental or content approach to the continuing education of professionals – and adult educators form a sector of that community – is inimical to good practice, since by concentrating on the updating of knowledge to standards prescribed by a third party, it becomes obsolete as knowledge constantly slips out of date. On the other hand, Todd observes that "the development of the self as an active self-directing learner is a goal that addresses the long-term perspective" (p.97). She observes that while "the content of what is learnt may change from year to year, the underlying acceptance of responsibility to use continued learning and self-development to maintain good practice will continue. This goal for continuing professional education subsumes and incorporates others and it is open-ended, in contrast to the inherent closure of a content-led approach" (Todd 1984, p.98).

Todd further submits that a purely instrumental approach to continuing professional education supports neither creative insight and mature reflection upon practice, nor personal growth and change.

An examination of the efforts of professional bodies and the Ministry of Education during the past six or seven years to promote professional development and training for professional adult educators reveals what appears to have been a highly instrumental approach. Given the extremely fragmented nature of the population in B.C., however, and the relative absence of a structured approach to professional development, this was probably defensible. Currently,

however, according to evidence gleaned from practitioners, representatives of the adult education professional associations, and government officials, not even the basic framework of a province-wide professional development approach, instrumental or otherwise, exists. It would appear, therefore, more pressing than ever that individuals and groups recognize the necessity of meeting their needs through largely self-directed means.

The provision of any kind of professional development training inevitably raises issues of access and cost. In the case of the former, B.C. is more fortunate than most provinces in that it possesses an innovative though, in the case of professional development for adult educators, largely neglected technological infrastructure for the delivery of content throughout the province. While Stonehouse reported in 1981 that 50% of the respondents to his survey indicated that a professional body such as PACE or BCACEA or the Minister's Advisory Committee on Continuing Education should take responsibility for the management of professional development, clearly this has not happened.

It would appear, however, that the provincial educational telecommunications authority—the Knowledge Network—used in a fledgling way in the early 80's to service the needs of part-time instructors, should be utilized to provide professional development opportunities throughout the province. Such an approach would be in keeping with the self-directed position advocated in this paper and, if properly coordinated by an institution, professional body, or both, could be very cost effective. It seems ironic that B.C. has evolved a remarkable system of distance education, largely through the foresight of a core of innovative practitioners, designed to service the educational needs of general and particular professional populations throughout the province, yet adult educators themselves appear to have been the slowest to utilize the system for their own professional advancement. Given the heightened emphasis, however, upon the employment of technology—computers, video-tapes, video-discs—not only in professional spheres but in everyday life, it seems

inevitable that the adult education community will have to look to this technology for the satisfaction of many of its own in-service training needs.

Knox (1979) reports Ingham (1972) and Ingham and Hanks (1978) in examining the attitudes of continuing education practitioners in particular towards improving their professional practice, and points out that "...effective practitioners must go beyond routine activities and reactions to external pressures" (p.19). While calling for innovation in practice, he points out "The ways in which most practitioners perform their roles tend to be quite intuitive and to include few deliberate attempts to improve practice systematically" whereas "practitioners who have an effective approach to the constant improvement of practice are likely to be at the growing edge of the field" (p.20). Knox goes on to advocate four main ways for continuing education personnel to increase their professional proficiency: (1) interaction with their agency's tasks and personnel; (2) participation in continuing education associations; (3) self-directed study; and (4) graduate study. It would appear that given the somewhat beleaguered state of the adult education community in B.C. following the cutbacks and disappointments of the past few years, many practitioners, particularly those with part-time or marginal status in their institutions are finding it increasingly difficult to stay "at the leading edge of their field", as Knox puts it.

It has already been claimed that the response of the university sector to the preparation and in-service training of adult educators in B.C. has been largely turgid; that the professional bodies have been unable or unwilling to systematically grapple with the issue in anything other than a cursory fashion, and that government leadership has been truncated. The clear option that remains, therefore, based both upon necessity and relevance to the times and demands, is a self-directed approach to professional development. While many practitioners have, de facto, been forced through economic necessity or geographical isolation to adopt this approach to their professional development, or in some cases have deliberately elected to meet their

own needs through largely idiosyncratic means, it seems inevitable that such an approach become more ubiquitous. In the absence of all but the most parochial and arbitrary standards of practice for most full-time practitioners in B.C., and given the lack of financial commitment and support for the profession from government and the structural weaknesses of the professional associations, the likelihood that a province-wide, relevant, professional development program will emerge is nil.

What needs to be done, therefore, is the promotion of a self-directed learning network for adult educators in B.C. Such a network would not replace the existing professional groups and bodies in the province but would provide a vehicle for the linking together of practitioners across the province, using I would suggest both the Knowledge Network and private technologies. It would lessen the risk of the more privileged sectors of the adult education professional community from monopolizing information, access to scarce training opportunities, and the dissemination of research findings and innovations that arise from these. Furthermore, such an approach could be highly cost effective since it minimizes the necessity for travel, and if impending provincial moves in the direction of the creation of electronic classrooms and learning centres throughout B.C. come to fruition, the technological capability of such a network will be greatly enhanced. The main adult education professional associations, perhaps in cooperation with the Minister's Advisory Committee on Continuing Education should aggressively pursue the opportunities that are arising in this province from the increasing sophistication of the provincial learning network and the spread of private technologies such as personal computers, video-recorders, and satellite systems.

Adult educators are in the midst of a learning revolution with respect to the role of technology in satisfying the needs of populations at large. While it would be imprudent to suggest that the day of the organized class and the expert teacher is obsolete, this traditional model that has formed the core focus of training and

practice for many adult educators is breaking down. Individuals are becoming much more sophisticated in accessing knowledge on their own, via technology, and many adult educators or at least those who are attempting to keep up with practice are having to re-adjust their views as to what their own role is in this process.

One of the most pressing professional development needs for adult educators, therefore, is how to find an accommodation between the somewhat static and "expert-focused" model of learning that influenced their own training, and the more independent and learner-centred model that is developing largely as a result of the influence of technology. The most pressing concern for many adult educators I would suggest is how to ensure their continuing relevance in this process; how to ensure that the breakdown in the professional educator's near monopoly over the acquisition and use of specialized knowledge not render the adult educator's traditional provider role obsolete.

While the rhetoric of adult education may laud the primacy and centrality of the learner as arbiter of his own destiny, I suspect that many practitioners have been shocked at the pace with which recent developments in the field of technology have revolutionized the learner's ability to access information, thus weakening his dependence upon traditional educational providers. All the more reason, therefore, for the practitioner to master these new technologies and to gain an understanding of their role in a re-shaped educational enterprise. At its most mundane level this may merely entail a basic familiarity with the range and scope of learning technologies available to the learning public; at its most sophisticated level it involves the re-design of the adult educator's perception of his/her role to enable him to influence the treatment of complex, global issues within local, national, and international contexts. So the adult educator who is unfamiliar or uncomfortable with the computer's ability to marshal vast quantities of information on a wide range of topics, who is inexperienced in the powerful technologies for linking individuals and groups via teleconferencing and satellite transmissions for the airing of

topics of universal appeal and relevance, and who fails to expand his level of focus to encompass the global as well as the local, is the practitioner whose future impact is seriously in doubt.

Ironically, while as has been claimed in this brief paper opportunities for conventional professional development have seriously contracted in the past few years in B.C., opportunities for even the most geographically disadvantaged practitioners and their publics to incorporate learning through technology into their lives have greatly increased. While this can by no means be construed as a substitute for an overall program of professional development that addresses the varying needs of the overall adult education force in the province, through a mixture of approaches, it does present practitioners with the possibility of both organizing to specify and satisfy their professional development needs in a self-directed learning format, while at the same time experiencing the very technology whose

mastery, I have suggested, presents the greatest challenge for practitioners right now.

If only for reasons of cost and time, it appears unlikely that adult education practitioners in B.C. will, in the foreseeable future, be able to rely on major conferences and conventions for satisfaction of anything other than the most general or specialized of their professional development needs. Rather, I would suggest, the pressure to respond to increasing and more complex demands placed upon individual adult education practitioners argues for the kind of self-directed approach previously advocated in this paper and demonstrated in other areas of professional practice in B.C. to be eminently feasible from a delivery point of view. It will be very unfortunate indeed if the adult education community in B.C. fails to appreciate and capitalize upon the unparalleled opportunity currently facing it as this province expands and refines its system of learning networks.

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**ADULT EDUCATORS
AND THEIR ASSOCIATIONS
IN BRITISH COLUMBIA**

ASSOCIATION PORTRAITS

PACIFIC ASSOCIATION FOR CONTINUING EDUCATION (PACE)

Knute Buttedahl

PACE was established in 1972 as an amalgamation of the three major adult education organizations operating in B.C.—the B.C. Chapter of the Canadian Vocational Association, the B.C. Association of Adult Education Directors, and the B.C. Division of the Canadian Association for Adult Education (CAAE). All three organizations had been formed within the previous decade, although the B.C. Division of CAAE had its roots in an earlier decade.

It was in 1954 that the first meeting of representatives from almost 70 organizations interested in adult education was held in Vancouver and resulted in a series of semi-annual conferences to promote an exchange of information.

By 1956 a more formal organization was mooted and the B.C. Adult Education Council was formed. In 1960 the next stage of metamorphosis saw the Council reconstituted into a division of the CAAE with a broad spectrum of membership. Shortly afterwards, the other two provincial organizations were organized to deal with the specialized interests of those concerned with vocational training and those who worked principally in school board and college settings.

There was considerable overlap among these three provincial bodies and duplicate memberships, and as this became more obvious, efforts were started to amalgamate the three into a new organization. In April of 1972 the founding conference was held for the Association for Continuing Education (B.C.)—which shortly was forced by the Registrar of Societies to find another name. And so the Pacific Association

for Continuing Education came into being as the key provincial organization bringing together a broad cross-section of interests in adult education: full-time part-time, volunteers, those working in business, industry, volunteer professional or community-oriented settings.

PACE was conceived to be the umbrella organization representing all the segments of the field of adult continuing education and lifelong learning.

As adult education has grown in this province, so has the diversity of activity. Hand in hand with this growth has been the development of specialized areas of activity and training and the formation of specialized organizations.

As early as 1979 PACE adopted an official stance of nurturing these burgeoning specialized organizations in B.C. and of bringing about effective communication among them, as well as encouraging concerted action and support on issues of mutual interest and concern. The Coalition on Lifelong Education (COLE) brought together for the first time representatives from all the provincially based organizations concerned with the learning needs of adults. Several years of meeting together resulted in, first, the Newthink Conference of 1984 and, secondly, in a request to PACE to consider ways of providing a permanent communication link between the cooperating organizations.

PACE responded with a constitutional change which made provision for each specialized organization to seat a representative on the PACE Board of Directors.

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Thus, PACE fulfills its historic mandate to foster communication between those who are concerned about learning opportunities for adults, to be an advocate for the adult learner, and to encourage community support for adult education in all its manifest activities.

Membership in PACE fluctuates between 200 and 300 and comprises both volunteers in community organizations and those employed to teach or administer programs for adults. Similar to the experience of other organizations, the economic situation in B.C. has made for a drop in active membership as more and more adult educators join the ranks of the unemployed.

The activities of PACE have always centred around the areas of information exchange, advocacy, and organizational and individual linkages. Information exchange has always been a key concern since the beginning. For many years the PACE Newsletter was published every two months to provide information on current training and continuing education trends and happenings. Its 30 to 40 pages included reports on programs, articles on the provision of learning opportunities for adults, and news items about developments across Canada and internationally. In addition, an occasional news bulletin is circulated to members, first under the title of PACESETTER and more recently under the title of Connections. Occasional papers are published as PACE Papers.

Each year PACE has sponsored, and sometimes co-sponsored, a number of seminars, workshops or conferences. These have usually been located in the Lower Mainland area because of the concentration of its membership. In 1986 PACE is again co-sponsoring in B.C. an international conference with the Northwest Adult Education Association.

In the area of advocacy, PACE has over the years submitted a number of briefs to government authorities in B.C. as well as co-operated in the development of national statements and declarations. PACE is the provincial link to the Canadian Association for Adult Education and through the CAAE it has

linkages with the other provincial associations for continuing and adult education, as well as with the international adult education movement. PACE represents British Columbia on the CAAE Board of Directors.

PACE, conceived as the umbrella for the broad field of adult, continuing, and community education in British Columbia, continues to encourage and support all learning activities for adults within the limits of its budget. In addition, since its inception PACE has continued to provide a program of bursaries to assist adults who are pursuing learning activities in British Columbia. For more than thirty years, PACE and its forerunners have carried out a consistent program of encouraging community support and providing linkages among those who are concerned about learning opportunities for adults in British Columbia.

THE ADULT BASIC EDUCATION ASSOCIATION OF BRITISH COLUMBIA (ABEABC)

Norma Kidd

The Adult Basic Education Association of British Columbia was formed in 1979. The first meeting was held at the Richmond campus of Douglas College with Barbara Bowmar chairing. This initial gathering of people committed to the provision of academic upgrading opportunities for undereducated adults was the result of recognition by Barbara Bowmar and others of the need for networking in this emerging field. Instrumental in the arranging of this gathering were Bob Irvine, Ron Fussell, Donna Stainsby, Nora Minogue, Ron Bowcott, and Dan Henslowe. Ron Faria assisted and supported these practitioners of adult basic education in their early efforts to form an association. Over the last seven years, the ABEABC has grown through the leadership of presidents Barbara Bowmar, Donna Stainsby, Steve Hilbert, Don Sawyer, and Norma Kidd.

Membership in the ABEABC is open to all persons engaged in, or interested in the practice of adult basic education. Most of the members are instructors working in programs provided by school districts and colleges throughout the province. ABE learners, administrators, and others are also members of the association. Membership fees are \$30.00 per year, and there are currently 120 members.

The purposes of the association are to maintain and improve the quality of adult basic education throughout the province of British Columbia and to foster communication among those engaged in the practice of adult basic education. In addition to table officers, the executive of the association consists of regional representatives from Vancouver Island, Metro Vancouver, the

Fraser Valley, the North, Okanagan-Mainline, and the Kootenays, as well as the editor of Groundwork. In an attempt to meet the needs of all members in the province, conferences and annual general meetings have alternated between rural and urban locations. Since 1979 conferences have been hosted by the College of New Caledonia, Douglas College, East Kootenay Community College, Burnaby School District, the University of British Columbia (as part of Newthink '84), and Okanagan College. The 1986 conference will be held at the new campus of Vancouver Community College. These conferences provide the opportunity for members to get together to share curriculum ideas and to discuss emerging issues in the field. Emphasis continues to be placed on the provision of high quality learning opportunities for undereducated adults.

One of the most valuable services the ABEABC provides for its members is the periodical Groundwork. Over the years, the hardworking members who have been editors of Groundwork are David Thomas, Ace Hollibaugh, Geoff Dean, Evelyn Battell, and Margaret Nelson. Published three times a year, this journal provides program updates, committee reports, critical articles, descriptions of innovative programs, and annotated bibliographies of new materials.

Another service provided to members is the circulation of ABELOPE, an envelope full of ABE teaching suggestions. Instructors submit learning activities they have successfully used to be duplicated and circulated to other members. ABELOPE and Groundwork help keep the ABE network alive between conferences.

Norma Kidd is an instructor of Adult Basic Education at Douglas College and is President of the ABEABC.

In the last three years the association has successfully undertaken two projects funded by federal grants. ABELOPE originated as part of the Literacy Resource Centre project which provided practitioners with fully annotated bibliographies of ABE teaching materials and provided a mechanism for the province-wide distribution of instructor-developed materials. The second project undertaken was the Okanagan Literacy Project in which a coordinator trained a team of volunteers to be tutors for adult non-readers in the Okanagan area. Hopefully the Projects Committee of the association can continue to help members secure funding for additional innovative projects. This new direction for the association came through the leadership of Evelyn Battell and Judy Rose.

In the future the ABEABC will continue to promote the provision of quality basic education for adults, to act as an advocate for the undereducated, and to link with other adult education associations which support the notion that a basic education is a fundamental right for all Canadians.

THE ADULT SPECIAL EDUCATION ASSOCIATION OF BRITISH COLUMBIA (ASEA)

Gladys Loewen

The International Year of the Disabled (1980) was a significant year for many people throughout the world. Awareness was raised, projects were initiated, and services became more accessible for people with disabilities. The Ministry of Education in British Columbia joined the action by issuing a policy statement on adult special education.

The policy established guidelines and responsibilities as follows:

(1) The education of adults with disabilities is an integral part of public education.

(2) Public educational institutions will be encouraged to provide reasonable access to services and programs to adults with disabilities.

(3) The Ministry, subject to funding approval by the Legislature, will develop guidelines, coordinate programs, and ensure development of curriculum resources.

(4) The Ministry recognizes that programs and services for disabled adults require a different level of financial support than other programs.

(5) The Ministry will provide administrative and financial support to ensure that educational institutions have the capability to fulfill the responsibility to provide access to adults with disabilities.

With this statement, the Ministry of Education assumed a major role in promoting access to educational institutions.

The Ministry set out to fulfill its promise by creating a special initiative. All post-secondary institutions were encouraged to apply for funds

through this initiative to establish services and programs for adults with disabilities. The colleges with established services for students with disabilities used the initiative to expand their services. By the fall of 1982, fourteen of the fifteen colleges had established a person or persons responsible for coordinating services. Several school districts with adult programs also began to develop support services and special programs. These new services and programs created new opportunities for disabled adults – a chance to continue their learning in settings with built-in support.

Each institution developed a unique set of courses and services based on the college's administrative structure and the needs of disabled adults in its community. Many colleges established coordinator positions to provide counselling, support services, adaptations to classroom activities, and initiate new courses. Some colleges focused on creating programs designed for specific groups of disabled adults. These special programs fit into four general categories: 1. life skills education, 2. job awareness and preparation, 3. academic upgrading, and 4. vocational training. These programs have been created or adapted for specific groups like adults with mental handicaps, hearing impairments, visual impairments, physical disabilities, or emotional handicaps.

Despite the creation of special programs, the emphasis has been on integrating adults with special needs into regular programs with extra support or adaptations. The goal has been to adapt the activities and find alternate ways for students with special needs to complete the course objectives rather than modifying the course or lowering the standards.

Gladys Loewen is Coordinator, Adult Special Education, Douglas College and a founding member of ASEA.

Through Ministry support, faculty, staff, and administrators working in the area of adult special education have been able to meet several times each year for professional development activities. These meetings have focused on common concerns, sharing ideas and resources, and establishing a network of support. Because the field is so new and because our numbers so few, having contact with others and support has become a necessity for survival, growth, and identity. Out of this need for support the Adult Special Education Network of B.C. was born.

The purposes of the association include:

- (a) To promote meaningful responses to issues and concerns affecting the educational resources and independence of disabled students.
- (b) To promote professionalism and expertise among individuals who are interested and involved in providing services to post-secondary students with special needs.
- (c) To develop and strengthen the communication network for those persons professionally involved in providing services and programs for disabled adults.
- (d) To provide standards and to encourage accountability of persons providing special services.
- (e) To promote delivery of services at post-secondary level to allow full participation of individuals with disabilities.

The membership of the association includes those persons directly involved in the administration or provision of educational opportunities for adults with special needs.

This network is the link that provides an identity and common bond for its members throughout the province. The major activities have involved co-sponsoring the annual adult special education conference in the spring and the professional development workshops that generally occur in the fall and the spring. A newsletter is another

vehicle for linking members and providing information. With members spread throughout the province, it has been a useful way to find out what is happening at each college or school board, new programs and resources, and upcoming related events.

There is a special aspect to the Adult Special Education Association. The network has survived despite all the odds: distance, small numbers of potential members, budget cutbacks, and loss of designated Ministry funds. Old faces have disappeared as positions have been eliminated or changed; some new faces have surfaced. The challenge has been to keep up the spirit and momentum with the remaining founding members and instill that same spirit in new members. New energy is required to continue the growing process of a young association.

The network is in a state of transition at the present time. Members will need to decide on the future and the viability of the network. If members want and need the association, they will need to make a commitment to provide energy and leadership. While all of us want an active, effective organization, most of us have little time or energy to give to such a project. With budget cutbacks and increased enrollment of students with disabilities, our workload seems overwhelming. Another special aspect of our membership is the commitment and dedication to our jobs and the students we serve, leaving little energy for association activities.

Because disabled people are generally under-educated and underemployed, they are a needy group to serve. As support services become available, the number of students requiring special support increases. Each year more and more disabled adults decide to continue their education by accessing college and school board programs. Since 1980, most colleges have doubled, even quadrupled the number of students with disabilities. These numbers tell the story of success from special grants, dedicated workers, community support, and accessible environments.

THE ASSOCIATION FOR COMMUNITY EDUCATION IN BRITISH COLUMBIA (ACE/BC)

Inge Williams

The Association

The objective of the Association is to promote all aspects of community education and community schools in British Columbia through: (a) advocacy and liaison, (b) dissemination of information to all interested parties, and, (c) organization of appropriate training programs.

The ACE/BC Board has approximately thirteen elected and appointed members. The Board deals with a large and broad business agenda and yet continues to be very effective in producing strong leadership. Its uniqueness is that most people on the board are not professionally employed in community education and yet have a strong commitment to its cause (e.g. agency director, volunteer coordinator, B.C. Home and School President, Vancouver School Board parent representative, physiologist, university professor, community college faculty, etc.) It meets monthly and tries to respond to concerns from the province as a whole through district representatives. The annual general meeting is held during the annual conference in October.

Historical Background

The idea of community education started in 1970 with Jack Stevens, a teacher and administrator in North Vancouver. He was excited about the philosophy and took the opportunity to do a twelve month Mott Internship in Flint, Michigan (the "Mecca" of community education). He returned to the district, successfully lobbied to start Queen Mary as the first community school

in B.C., and became the first community school coordinator in 1971.

In 1974, Gary Pennington of the Faculty of Education, UBC and ten to twelve like-minded others, including Jack Stevens, proposed and initiated an alternative teacher education programme at UBC emphasizing teaching skills for a community-based learning situation. This program ran successfully for ten years, until it was cut due to restraint.

At the same time, a provincial community education consulting team, consisting of three to four people, was travelling around the province in response to the demand for community education knowledge. The demand was overwhelming.

ACE/BC was formed in 1976, among other reasons, because the consulting team desperately needed a broader base to share in the dissemination of the philosophy and skills of community schools and community education. Community schools had been formed and others were continually being added to the ranks. The need for coordination, communication and training was evident and an association seemed to be the answer to address these issues.

In 1982, the Community Education Development Centre was conceived in Burnaby. This building provides a home for ACE/BC resources as well as a meeting and training place. Many organizations and community grant groups have shared the space for short terms.

Inge Williams is Past President of ACE/BC, Past Supervisor of the Community Education Teacher Education Program at U.B.C., and currently President of the Canadian Association for Community Education (CACE).

In 1983, there were 40 designated community schools in B.C. Since restraint, approximately 30 now remain, in the districts of Burnaby, North Vancouver, Vancouver, Victoria, Sunshine Coast (Bowen Island and Egmont), Surrey (different format), Prince George, and Hazelton (Kispiox). Currently, many rural schools are finding the community school model particularly effective in meeting their needs and ACE/BC is facilitating this process. While many other schools operate in this manner further designations may not happen because of the added cost to school districts.

Membership

Membership in the association is open to any person or group that has an interest in community education. At the moment, there are approximately 250 members; 35 of these are organization members (school boards, advisory councils, parent participation pre-school, Immigrant Services, etc). Individual members represent parents, teachers, coordinators, principals, agency personnel, volunteers, and interested others.

Membership services include a newsletter, Accessory, and Ace Notes (short form) that is published three or four times per year. Training and resources are available through the Community Education Development Centre. Social events are planned—beer-nites, picnics, etc—in response to demand from the membership. Every year in the later part of October, ACE/BC organizes a conference with school districts taking turns to host this major event. This conference usually attracts 400–500 people and is a dynamic event. ACE/BC has just produced a Resource Manual for Community Education (a 4 inch manual on many aspects of community education).

ACE/BC was the first provincial community education association formed in Canada. It has always had the most members and been the strongest voice because of the grass-roots nature of its membership. Alberta's CEAA is a professionally dominated group and this community school organization through Brian Staples

continues to be an outstanding model for funding and school development. Other provinces with associations are Ontario, P.E.I. and just recently, Saskatchewan.

Philosophy of Community Education in British Columbia (ACE/BC Statement)

Community education is an educational process that concerns itself with everything that affects the well being of all citizens within a given community.

Inherent in the idea of community education are fundamental beliefs:

- that learning is a life-long process
- that education should respond to the intellectual, recreational, cultural, economic, social and emotional needs of people in the community
- that people have a deeper understanding of, and commitment to, the democratic process when they are involved in decisions that affect them
- that a community is made up of individuals with diverse and valuable viewpoints and the acceptance of the differences among community members enriches both the individual and the community as a whole
- that a greater sense of community emerges and valuable skills are learned when people who live or work in a community have opportunities to participate in managing that community
- that community needs are most effectively identified and met through an organization representative of community members
- that important resources exist within a community and, when identified, can be used for the benefit of that community

- that community residents gain personally from sharing their expertise and/or providing support services for the benefit of the community
- that public facilities should be used maximally by community members that it is desirable for the services of community agencies and organizations to be coordinated at a local level.

Community Education and Community Schools

In B.C., it has been felt that the neighbourhood school is one logical centre for community education programs and services. Therefore, certain schools have been designated as community schools.

Inherent in the idea of community education are also additional beliefs which relate specifically to the education of children:

- that children develop a broader view of education when they see their school used by people of all ages for a variety of educational experiences
- that children develop an appreciation for the value of formal education when they see it integrated with other aspects of their daily experiences
- that children benefit when important resources existing within a community are identified and used to enrich the K-12 curriculum
- that children develop a greater sense of pride in their school when they see it used and valued by the community.

Policy Statements

The ACE/BC has adopted many policy statements. Those of interest are:

(1) **Adult Education.** The Association for Community Education/British Columbia advocates that the concept of life-long learning be

adopted as basic to the planning of the total public educational system in British Columbia.

(2) **Community Councils.** The Association for Community Education/British Columbia advocates that people have a right to participate in decisions that develop direction in the school and community's operation.

(3) **Funding.** The Association for Community Education/British Columbia advocates a cooperative funding model for Community Education and community schools which is consistent with the shared responsibilities inherent in the operation of community schools and in services provided to the community.

(4) **Facilities.** The Association for Community Education/British Columbia advocates joint planning, financing, construction and operation of public buildings and facilities so that maximum use by both the community and school can be made of these buildings and facilities.

(5) **Volunteerism.** The Association for Community Education/British Columbia recognizes the importance of volunteerism as one level of community involvement. Furthermore, it advocates the use of volunteers in a coordinated program whose purpose is to enrich the cultural, recreational, social and educational environments in community schools and in the community.

Advocacy

Advocacy is an issue that has been addressed in many ways by ACE/BC. Letters to and meetings with elected government leaders continue to be deemed important and necessary to keep the goals of community schools in the forefront.

Training

Training is an important objective of the ACE/BC. In the past two years, training workshops have been developed on the following topics and have been well attended: Making Meetings Matter, Fund-raising, Elementary Curriculum in the Community, Junior/Secondary Curriculum in the Community, Keeping

Council's Books, Marketing Your Community School, and Putting Together a Newspaper.

An "Everybuddy Project" has been organized to "buddy up" resource teams from developed community schools (principal, coordinator, council member, teacher representative and volunteer representative) with developing community schools. The team acts as a consultant to the new school for a year. ACE/BC continues to be the facilitator.

The "Road Show" was devised as an in-service team from the ACE board that is available to schools/groups to discuss/promote community education.

A video program, "A People Place: Community Schools in British Columbia", was developed for the purpose of training and advocacy. The video tape has been most successful and used extensively. It was produced through the University of British Columbia, with each community school donating money towards the cost.

The Future

ACE/BC has been constantly broadening its base of support within communities and that will certainly continue to be an ongoing concern and consideration. Liaison with other organizations is being encouraged (presently CACE - Canadian Association for Community Education; PACE; ICEA - International Community Education Association). Community schools are in trouble financially but the philosophy of community education is thriving and growing in British Columbia. Advocacy will become an even greater priority in terms of funding and education restraint. Increased consultation and communication will be necessary to maintain what ACE/BC has worked so hard to develop. The Association is looking across Canada and elsewhere at other models in order to continue to be effective and remain at the cutting edge in the nation.

ASSOCIATION OF BRITISH COLUMBIA

TEACHERS OF ENGLISH AS AN ADDITIONAL LANGUAGE (TEAL)

Pat Wakefield

This association, the first of its kind in Canada, was inaugurated in 1967. In less than two decades it has grown from a handful of dedicated conscientious teachers in Vancouver to a thriving membership of over 500, representing all parts of the province.

Background

British Columbia has always numbered among its citizens people from every part of the world, many of whom do not speak English as a home language. In the late 60's and early 70's however, due to Canada's new immigration laws, there was a significant influx of newcomers from countries not traditionally a part of the immigration pattern.

Settling into a new culture where the language of communication is also new is a difficult and frustrating process. Canada needed the knowledge, skills and techniques which these new citizens brought with them and were anxious to share. Learning English, therefore, became a priority for facilitating the settlement process and accelerating this exchange; the need for more classes and more teachers was apparent.

Beginnings

Partially in response to this dilemma in education, TEAL was born. The Adult Education department of the Vancouver School Board, responded to the need by appointing a coordinator for ESL (English as a Second Language) classes. Teachers were invited and encouraged to voice their frustrations and share ideas for improving the program. From these informal ad hoc meetings grew the idea of

forming an association to support this small group of teachers with specific concerns not shared by others in the teaching profession.

The B.C. Teachers Federation responded generously to a request for help. Legal advice was made available in drafting a constitution, office space and clerical assistance was offered but most importantly an affiliation with the BCTF was arranged. TEAL is a unique group of specialists in that it includes teacher of adults as well as of children; it was not possible therefore, to become a Professional Specialist Association (PSA) under the existing BCTF guidelines. The close tie with the BCTF with the status of an affiliate group however, provided strong support for the fledgling organization in its formative years. The name, Teachers of English as an Additional Language was inspired by the students, many of whom spoke several languages fluently and were adding English as one more.

The issues faced by the new organization were as follows:

(a) the need for available training in teaching English as a second language in B.C. (at that time the only course offered in Canada was in Toronto during the summer months);

(b) the need for recognition by hiring bodies that teaching English as an additional language requires a professional commitment with all the inherent responsibilities such as pre-service and inservice training, program and materials development, and on-going assessment of students, materials and programs;

Pat Wakefield is Founding President of TEAL, 1967-70.

(c) the need for recognition by those making policy at the school board and/or government level that teaching English as a second language is not a remedial pursuit but a sound and necessary pedagogical practice which not only facilitates settlement and participation in the community but also makes available to English speakers a broad range of knowledge, expertise, and cultural understanding;

(d) the need for recognition by both federal, and provincial governments that help in funding such programs is both necessary and politically viable. Communities at every level benefit from the participation and contribution of these new citizens.

In the spring of 1968 TEAL held its first convention in a large lecture hall in the Buchanan Building on the UBC campus. There were 50 registrants, mostly from Vancouver and its environs. In March 1985 TEAL held its seventeenth annual convention at the enlarged convention facilities of the Richmond Inn. There were over 600 registrants from all over B.C., from Washington, from Oregon, as well as representatives from most of the provinces in Canada and from the North West Territories.

Accomplishments

In the past eighteen years the accomplishments of this energetic professional organization have been impressive.

Although TEAL was the first provincial association in Canada, there is now a similar organization in all but one or two provinces. In 1976-77 TEAL took an active role in the formation of TESL Canada, a national umbrella organization which provides cohesion for the profession across the country. The first president of TESL Canada was a former president of TEAL.

Teacher Training

In the summer of 1968, due to the combined efforts of TEAL, the Vancouver School Board and the Faculty of Education at UBC, the first training course for ESL teachers was offered.

Now, UBC has training programs as part of its regular offerings at both the graduate and undergraduate levels. Students come from all over the world to enrol in the courses and teachers with training from UBC are working not only in Canada and the U.S. but also in such faraway countries as Saudi Arabia, Thailand, Indonesia, Japan, China, Lesotho, France, Israel, Italy, Germany and Sri Lanka. Simon Fraser University and the University of Victoria now also have programs at both the undergraduate and graduate levels. There has always been mutual cooperation and support between TEAL and the universities. For many years TEAL issued a certificate to graduates of the course at UBC. Although this practice was discontinued some ten years ago, there are still requests for these certificates!

Programs

Both numbers and kinds of programs for second language learners (adults and children) have increased and developed across the province.

TEAL has played an important supportive role during this period of expansion. Workshops and regional conferences are available on request from any district in the province. Classroom visits in Vancouver can be arranged. Communication is maintained via the quarterly TEAL Newsletter and the annual conference abounds with workshops, sharing sessions, research reports and materials displays to meet teacher needs.

TEAL has always been cognizant of its position on the Pacific Rim, constantly reminded of course by many students from those countries. From 1969 to 1978 TEAL sponsored a Japanese Summer Program which enabled hundreds of tourists from Japan, aged 8 to adult to participate in a combined language and travel program.

Directions ESL

In an effort to make government officials aware of the issues and problems in second language teaching, TEAL joined with three other community groups in Vancouver, (Britannia Community Services, the United Chinese Enrichment Soci-

ety (SUCCESS) and the Immigrant Services Society of B.C.), to plan two symposia. The first, held in January 1977, brought together representatives of all those working with the immigrant population in various areas of settlement. They formally articulated the problems and drafted some tentative solutions. The second symposium, held in April of the same year, invited administrators and government policy makers to meet with the professionals in the field and discuss the proposals. Many of these were accepted in principle. A standing committee was appointed by the symposium participants to facilitate implementation of the proposals agreed upon. This committee, Directions ESL, is still extant and functions in an advocacy role.

Lobbying by Directions ESL no doubt contributed to the decision by the provincial government to appoint a provincial consultant for the adult area of ESL and three years later, when that position was terminated, to appoint a provincial consultant K-12. Economic depression in B.C. has forced the termination of that position also. TEAL, however, through Directions ESL and the recently formed Policy and Action Committee continues to press for the re-establishment of both these positions.

Publication

TEAL has always given a high priority to publications. Since 1975 there has been a newsletter issued quarterly. This is an important communication link not only with members but also with like organizations in Canada and in the United States. Since 1974, TEAL has been affiliated with Teachers of English to Students of other Languages (TESOL), an international organization.

From 1977 to 1984 the TEAL Occasional Papers, a journal of scholarly articles for teachers, was published annually with financial help from the Department of the Secretary of State. With the establishment of TESL Canada, however, the provincial groups decided to concentrate their efforts and their budget in one national publication, the TESL Canada Journal. The next

issue of this journal will be edited and published under the auspices of B.C. TEAL.

Westcoast Reader, a newspaper for those who are learning to read English is used and enjoyed by students in and out of classrooms throughout the province. TEAL lends its support and endorsement to this project.

The Mel Henderson Memorial Collection of professional books, initiated and maintained by the TEAL Association, was named in honor of the man whose energy and foresight were instrumental in forming the basic philosophy of the association. The collection is now housed in a separate room within the spacious library at the King Edward Campus of the Vancouver Community College. Through an inter-library loan system it is accessible to teachers throughout the province and is constantly in use. Many new acquisitions have been generously donated by the British Council. TEAL, however, consistently builds an allowance for this purpose into its annual budget.

Projects

TEAL, in keeping with its mandate to encourage professional growth and development among its members often provides "seed money" for projects. One of the most notable of these in recent years has been its support, along with support from the offices of the Secretary of State and the Provincial Secretary, of the publication of *Early Childhood Education for a Multicultural Society: a Handbook for Teachers*. This book was the culmination of several years of work in meeting the needs of teachers working with preschool ESL children. PRESL (Preschool English as a Second Language) is a sub-committee established after a TEAL sponsored day-long symposium in which teachers articulated their problems and asked for guidance in helping ESL preschoolers and their families. The committee has been successful in providing solutions for some of the issues identified at that time. To date a training course in early childhood multicultural education has been established at the college level and recognized by the provincial authorities. A Resource Centre has been set up in the

community and is available to all teachers. The Handbook mentioned above has been received enthusiastically by teachers of young children. Issues of administration and public education however remain largely untouched. When the committee drafts another project to address these issues it is assured of encouragement and support from the parent association.

Conventions

Conventions and workshops are an important and continuing part of TEAL's work. This Fall, affiliate groups from Washington, Oregon and British Columbia held a Tri-TESOL conference in Seattle. Sharing across an international boundary was exciting, innovative, and filled with new discoveries for many participants. Without doubt this venture will be repeated.

Annual conventions, as mentioned previously, provide an important focal point for the year's work and highlight new developments or trends.

Future Directions

In 1987 the Association of B.C. TEAL will be 20 years old and indeed it has come of age. It is a fully registered society with an updated constitution rewritten and ratified in 1977. Its members are highly qualified professionals, involved in the

policy making of the national (TESL Canada) and international organizations (TESOL). The B.C. association has established a Policy and Action Committee to study and pursue political and social implications. Professional standards are being reviewed; eventually guidelines will be drafted. Relationships with the British Council are being strengthened and developed. In 1985 the Pat Wakefield Scholarship was initiated which enables the recipient to visit ESL programs in England as a guest of the British Council.

In 1987 TEAL will celebrate its 20th anniversary. The annual conference will be held in March at the Hyatt Regency. In addition to hosting TESL Canada, the conference committee will implement a Pacific Rim theme. Already plans are underway to welcome home members who will share their experiences of teaching in China, Japan, Indonesia and Korea. Visitors from across Canada, from the Pacific northwest, and even from the Pacific Rim countries are expected.

As it approaches its 20th anniversary, the Association of British Columbia Teachers of English as an Additional Language takes pride in its students, its teachers and its contributions to education, and looks with confidence towards the future.

THE B.C ASSOCIATION OF CONTINUING EDUCATION ADMINISTRATORS (BCACEA)

Ed Palleson and Don Jacobs

The British Columbia Association of Continuing Education Administrators (BCACEA) is a voluntary, non-profit, non-partisan, professional organization open to all persons employed full-time, or part-time as directors, administrators or programmers of adult, community or continuing education in the publicly supported institutions: public schools, colleges, institutes, and universities. It is the only provincial association exclusively representing administrators and programmers employed in the public education sector.

The current membership consists of approximately 90 active, 10 honorary, and 26 life members. Membership is distributed amongst public institutions that deliver adult education in British Columbia roughly as follows: colleges and institutes 57%, school district adult education units 40%, universities 3%. Membership has increased and decreased over the years, in concert with the degree of provincial support provided for continuing education. Membership peaked in 1981, immediately prior to the economic recession, at approximately 115 active members. The active membership then declined and is now stabilizing and regaining strength.

The association is dedicated to:

Developing, maintaining, and coordinating channels for the exchange and discussion of ideas, methods, and techniques of adult education.

Collecting, coordinating, and distributing information concerning continuing education.

Keeping an open, active relationship between continuing education administration in the field and the Ministry of Education.

Assisting its members to become better informed and more proficient in developing program and administrative skills and in organizing and identifying needs and resources in communities.

Playing an advocacy role for continuing education in the province.

Establishing and maintaining working relationships with all bodies concerned with adult, community and continuing education.

Stimulating public interest and support for the opportunities and advantages of continuing education.

Promoting high standards of practice for the profession.

Origins and Early History

The founding conference of BCACEA was held in Kamloops in 1965. Because members come from all over the province, the annual general meeting/conference has historically rotated among sites in the Interior, the Lower Mainland, and Vancouver Island.

The following outline of the origin and history of BCACEA is borrowed largely from an article by Gordon Selman in a 1979 edition of the PACE Newsletter.

Ed Palleson is Director and Dan Jacobs is Coordinator, Community Education, School District #41 (Burnaby). Both are Past Presidents of BCACEA.

In July of 1955, the Department of Education (Community Programmes Branch) convened the first Provincial Conference of School Board Adult Education Directors. In the ensuing decade, enrolments in public school adult education programs increased by more than 300 percent. A full-time Provincial Co-ordinator of Adult Education was appointed by the Department in 1962. Between 1961 and 1964, the number of school districts operating programs increased from 58 to 75 and the number of full-time directors of adult education employed by school boards grew from 2 to 31.

In May of 1963 and again two years later, conferences of school board adult education directors were organized. At the second of these meetings (1965), the B.C. Association of Adult Education Directors was formed. There have been two changes of name since that time and the organization is now known as the B.C. Association of Continuing Education Administrators (BCACEA).

It is a provincial body with 7 regional sub-groupings representing the entire province of B.C. The Lower Mainland chapter is particularly strong and active. Although the organization began on the basis of involving mainly school board based adult educators, with the development of the college system in the province beginning in 1965, the organization embraced adult educators in those institutions, the vocational schools, the B.C. Institute of Technology and interested representatives of university extension as well.

The BCACEA developed over the years into an effective vehicle to serve the needs of adult educators in the public education system. With a narrower membership base than PACE or the CAAE, it could concentrate its activities on the concerns of administrators in the public system, facilitate an exchange of information among them, organize a useful annual conference and deal in a relatively focussed fashion with the Department/Ministry of Education on matters relating to their institutions.

BCACEA has at times been very active in its lobbying activities with the Ministry. Therefore, when it was proposed in the early seventies that they amalgamate with two other adult education organizations (the B.C. Division of CAAE and the B.C. Branch of the Canadian Vocational Association) to form an association that later became known as PACE—the BCACEA Executive felt that they had a successful organization which was usefully serving its members, and decided that they wished to retain their own identity. They did, however, express support for the new organization and several of the leaders of BCACEA have been among the most active members and leaders of PACE. BCACEA currently views PACE as an umbrella adult education organization and a constant liaison is maintained.

Table 1: BCACEA Presidents and AGMs, 1965-1986

BCACEA Presidents		AGM	Site
1985-86	Frances Cromie	1986	Penticton
1984-85	Frances Cromie	1985	Cowichan Bay
1983-84	Don Jacob	1984	Vancouver
1982-83	George Worobey	1983	Harrison
1981-82	George Worobey	1982	Vancouver
1980-81	Ed Palleson	1981	Harrison
1979-80	Ed Palleson	1980	Kelowna
1978-79	Sid Gowland	1979	Victoria
1977-78	Sid Gowland	1978	Vancouver
1976-77	Dorothy Clode	1977	Vernon
1975-76	Al Coulson	1976	Victoria
1974-75	Gordon Thom	1975	Harrison
1973-74	Bill Day	1974	Prince George
1972-73	Bill Day	1973	Victoria
1971-72	Lou Monasch	1972	Harrison
1970-71	Lou Monasch	1971	Victoria
1969-70	Gerry Fry	1970	Harrison
1968-69	Gerry Fry	1969	Kelowna
1967-68	J. Dalgleish	1968	** Victoria
1966-67	J. Dalgleish	1967	Harrison
1965-66	J. Dalgleish	1966	* Kamloops

* Inaugural Annual General Meeting of B.C. Association of Adult Education

** Adoption of the BCACEA logo and Association colors. The Lamp of Learning logo was designed by Bill McGown, who served the Association as Secretary Treasurer for 11 years. The Association's color, blue, was modelled on the traditional color for learning, knowledge and scholarship in the school master branch of the Royal Navy.

Present Times

The association has distinguished itself as a protagonist for continuing education in B.C. In particular, the executive has represented the membership's concerns and interests by personal delegation to a number of Ministers of Education including the Honourables Leslie Peterson, Eileen Dailly, Patrick McGeer, and Bill Van Der Zalm.

This advocacy role has been particularly productive in recent times. Representations during the early phases of restraint contributed directly to the preservation of funding for adult

basic education, English as a second language, and vocational part-time programs.

The association produces a periodical publication entitled The BCACEA Newsletter. This publication has been focussed in the past on special issues and events concerning adult education and lifelong learning. In cooperation with the Ministry of Education, B.C. Association of Colleges and the B.C. School Trustees Association, the BCACEA also initiated and co-hosted three provincial conferences on continuing education and lifelong learning. A brief summary of each of these conferences follows:

- (1) **The Changing Face of Education in the 80's** (Vancouver, November 1979) An examination of changing social pressures and emerging needs for new strategies to allow education to more adequately serve people. Speakers included Frank Beinder, Executive Director, B.C. Association of Colleges; Bill Day, President, Douglas College; and Elmer Froese, Superintendent of Schools, Burnaby.
- (2) **Developing Local Priorities, Policies and Programs--New Thrusts in Lifelong Learning** (Vancouver, March 1978) A hands-on workshop for education policy makers and policy shapers. Speakers included John Madden, President, Microtel Pacific and Walter Pitman, President, CAAE and Past President, Ryerson Polytechnical Institute.
- (3) **Part-time and Short-Term Vocational Training for B.C. in the 1980's** (Vancouver, April 1982) Speakers included Roger Bennett, Personnel Manager, Alcan Canada; Blair Anderson, Director of Apprenticeship; Don Hammond, Occupational Training Council, Western Forest Products; and Hon. Warren Allmond, M.P.

Proceedings of each of the lifelong learning conferences were covered in detail in the BCACEA newsletters.

The Executive has recently identified a number of priority areas for activity in the immediate future. These include the initiation of the

Al Cartier Memorial Award for performance of merit in the field of adult education, more active involvement of members in decision making, increased activity in the area of professional development for members and improvements in the area of membership communications and development.

The Future

The prospects for the future of the BCACEA are as bright as are the prospects for the future of part-time education for adults in British Columbia. Clearly, the need for part-time educational opportunities either as an upgrading device to complement the needs of employed students or as a re-entry device to allow students to acquire new skills to enter the workforce, have never been more pronounced.

The Association adopted a formal statement of philosophy at its 1979 Annual General Meeting which expresses this point of view:

The scientific and technological revolution, the flood of information available to man and the existence of mass-communication media networks have sharply modified traditional systems of education. No longer can everything be imparted to, or assimilated by, a student before embarking on adult life. Today the full development of the human personality requires that education and training be considered a continuing life-long process, responsive to pressures for continuing change.

The Association's logo, the lamp of learning, is always lit. It is a direct and perpetual challenge to administrators of continuing education everywhere.

PRIVATE CAREER TRAINING ASSOCIATION OF B.C. (PCTA)

Marie Tomko

Who Is PCTA and What Does It Represent?

The PCTA—Private Career Training Association—is a non-profit, non-partisan, non-sectarian society representing private post-secondary career training institutions in the province.

PCTA seeks its membership from the proprietary post-secondary training schools and colleges who offer courses in a wide variety of vocations to the public for a fee. Some PCTA member schools have been in operation since the early 1900's, many have been in operation well over 20 years, and most have been offering vocational training for more than 10 years.

PCTA Objectives

The Association's objectives are:

- (a) To secure and present the view of the members to governmental agencies, legislatures, and public and other organizations.
- (b) To promote mutual respect, goodwill, harmony, and better understanding among members.
- (c) To foster a reputation of acceptance for the private career educational industry in the eyes of the public through general promotional activities and publicity.
- (d) To collect statistical and other information and disseminate it to its members, to guidance counsellors, and to the general public.
- (e) To encourage the development of improvements in our fields through research into new trends and ideas in education and training.

- (f) To disseminate to members information of a general, economic, social, educational, and governmental nature.
- (g) To promote actively the best interests and general welfare of the student of an independent private educational institution.

Why Was PCTA Formed?

Formed initially in 1977 as an ad hoc committee of private trade school owners and operators, the original group of twelve representatives saw the need to join forces in order to present a single, strong, representative voice to government; to share common concerns; and to work toward betterment of the industry as a whole.

It was hoped that, united, the group would be able to liaise more effectively with government, and therefore, have some influence in the types of governmental control regulating the private sector schools and colleges, as well as affect change in the unfair business practices and discriminatory policies in place at the time.

Some key concerns at the time, which cemented the small group of proprietors together, were:

The group's unanimous agreement prompted the formation of an official Trade Association. (PCTA's constitution and bylaws were eventually approved, and it was formally registered as a Society in July 1979.)

- (a) Archaic legislation, enacted in 1949, and unpublished precedents which guided the Ministry of Labour Trade Schools administrative body in their decision-making.
- (b) Control over tuition fee increases, unfair to long established schools.

Marie Tomko is Founding President of the Private Career Training Association of B.C.

- (c) Unfair duplication of private sector course offerings in the tax-supported public schools.
- (d) Discrimination against students attending private career schools.

During the summer and fall of 1977, the association commenced building its membership, setting guidelines and establishing terms of reference. Approximately 30 private schools had expressed interest in the association.

In its first year, PCTA established formal communications links with the Ministry of Labour and the Ministry of Education, was given opportunity for input into upcoming new government regulations, and produced a membership brochure which was distributed to high school counsellors, Canadian embassies, libraries, and to other BC trade schools with an encouragement to join PCTA. PCTA devised its constitution and bylaws, and applied for registration as a non-profit society.

By the end of its second year, 1979, PCTA had established itself as an official voice for the industry—from a fledgling ad-hoc committee formed just over two years ago, PCTA grew. It set down a solid basis for a trade association that would represent the industry in the future. While its accomplishments could not be measured in facts or in dollars, it was felt that PCTA had made great strides in gaining recognition by various authorities and that it had come a long way in upgrading the image of the industry. Active communication had been initiated with the appropriate provincial and federal ministries, and an awareness campaign was launched which included all provincial MLAs and federal MPs.

The association continued to publish and widely distribute its membership directory in an attempt to increase public awareness of PCTA and its member schools.

Regular, bi-monthly meetings kept members informed of industry developments, while guest

speakers and workshops offered members professional development activities.

Also in 1979, a formal proposal was submitted to CEIC requesting consideration for eligibility of unemployment insurance recipients to attend private institutions as fee payers without forfeiting UI benefits.

In addition, PCTA commenced an active lobby for equality for those students who were prepared to pay the full cost of their vocational education but who needed help to do so.

PCTA launched yet another campaign to encourage the Trade Schools Branch to publish an official directory of registered private trade schools to be distributed in the high schools throughout the province.

The association's primary activities in its third year of operation were centered upon developing recognition from educational and trades training authorities. Membership growth did not keep pace with growth of the association as an industry voice.

The new Trade School Regulations were finally enacted in 1980, and discussion of how these regulations were to affect the operation of proprietary schools in the province dominated member communications and meeting content for most of the year.

In October of that year, PCTA presented a brief to the Student Aid Committee in Victoria. The brief urged that private students be entitled to the provincial portion of BCSAP—grants and bursaries.

PCTA members were asked to join with other provincial and national association members in a campaign attempting to offset proposed changes in Federal Tariff Board Regulations. The Tariff Board had recommended that all profit-making private schools be excluded from import tariff exemptk. The campaign was successful.

Throughout 1981, PCTA continued to grow in strength and in numbers. Membership increased

significantly as a result of a very effective membership drive that had been set as PCTA's number one priority that year.

Guest speakers and developmental workshops continued to be association activities. One such workshop, with the assistance of a public relations professional, helped to identify PCTA objectives for its fourth year of operation. In addition to building membership, PCTA would continue to work on government acceptance and industry recognition, and would concentrate on information-sharing with member schools.

A strong and harmonious relationship with the Trade Schools Regulations Branch was developed and maintained. The Branch produced and distributed a Directory of Private Trade Schools which recognized PCTA as an industry association.

In August that year, PCTA was able, with the assistance of the Ministry of Industry and Small Business Development, to import a professional trainer from the United States to present an Admissions Training Workshop at a reasonable fee for representatives from all BC private trade schools.

In 1982, PCTA set goals to strive for increased membership and heightened visibility. Unfortunately, membership did not increase, and in fact PCTA saw two of its member schools close their doors, owing in part to tough economic times. PCTA's goal for increased visibility, on the other hand, was met.

During 1982, PCTA tried to maintain constant and positive communication with the Trade Schools Branch.

The association continued its fight against illegal advertising, including the advertising and operation of "non-registered trade schools".

1982 also presented the PCTA Executive Committee with more challenge. It was felt by some members that perhaps the association had reached a crossroads: should PCTA continue as an organization, or should it disband?

It had been previously acknowledged that if the association wished to influence and implement change for industry recognition and obtain fair and just treatment from Government, PCTA must present a strong and united front. It was time to re-affirm that stand in order for the association to survive and grow, and for the industry to prosper.

PCTA's goal in 1983 was to establish more positive and effective communication with government ministries. Throughout the year, ongoing dialogue and meetings took place with the Ministry of Labour, Canada Employment and Immigration Commission, Vancouver Vocational Institute, and the Ministry of Human Resources.

In February, PCTA members were asked again by the Trade Schools Office for input into proposed changes in the regulations. In June, an Advisory Council was formed to review current regulations, legislation, and policies controlling the operation of private trade schools; as a result of this process it became clear to everyone that many of the existing regulations were neither workable nor enforceable.

Possible deregulation of the industry became a matter for deliberation, whereupon PCTA recommended that a self-governing, accrediting body replace the present system. It was PCTA's understanding that government was seriously considering deregulation at the time, and PCTA foresaw some possible development in this area in the coming year.

Support of PCTA's efforts by the Ministry of Labour heightened that year. "Career Week", April 11 to 16, 1983, in recognition of the private career training industry, was proclaimed by Premier Bennett at a press conference in Robson Media Centre. PCTA Career Week activities took place throughout the week, with member schools holding open houses and other events, supported by association advertising in the Vancouver Sun.

On June 24, 1983, the Minister of Labour, Robert McClelland, addressed the association. This was seen as an indication of his recognition of the association and the industry.

Also that year, a PCTA Task Force on CEIC Relations was struck. It met several times with Canada Employment and Immigration Training Branch officials from both the regional and federal levels. This input led to the formation of a special review team whose task was to make recommendations for new federal purchase procedures in the region for 1984-85. The outcome was that agreed upon new procedures were put into place and improved communications links between regional headquarters and the private sector were established.

In 1983, PCTA agreed to participate in the Newthink Conference, sponsored by the Pacific Association for Continuing Education and planned for the following year as a joint conference of adult education associations, to be held at the University of British Columbia in May 1984. PCTA representation on the Newthink planning committee included responsibility for conference exhibits and contribution to program content. The Newthink Conference was seen to be a successful event which resulted in establishing a vital link with public sector educational associations; it was felt to have added to private sector credibility as an integral educational alternative.

By 1984, PCTA's membership had grown to 43 schools and colleges, while the private sector trained some 32,000 students.

1985 saw yet another busy and productive year. PCTA's credibility as an association increased, and a totally new endeavour was successfully launched.

The highlight of the year's accomplishments was the outstanding success of PCTA's Career Fair held at Robson Square Media Centre during Private Career Week, April 15 to 20.

On the other hand, deregulation continued to be a concern to members. It was soon seen by PCTA that provincial accreditation, as an alternative to regulation, would be a massive and almost impossible task for a small group.

Coincidentally, a National Accreditation Commission had formed in 1984 with intentions to accredit private schools and colleges throughout Canada; and, while autonomous, to tie itself to provincial associations as part of the process. PCTA appointed a Provincial Accreditation Committee to liaise with the NAC.

In August, 1984, this PCTA committee, along with representatives of the National Accreditation Commission, met with Labour Minister Robert McClelland and other officials from the Labour Ministry to present national accreditation as an alternative to possible deregulation. Accreditation became a subject for discussion at future meetings.

January 1985 brought the first of a series of articles in the Vancouver Sun on private career schools. The public was made aware of the difference between the legitimately registered and licenced private career schools and those schools which were operating illegally or in contravention of provincial laws. PCTA was contacted several times by the press to voice its official position and opinion, and an opportunity to air PCTA's concern to the public over the unenforceable Trade School Regulations was made available.

In February, the PCTA Executive Committee and Task Force on CEIC Relations met with CEIC regional officials to discuss the recommendations developed by the CEIC Review Team for institutional private purchases and to discuss new policies and procedures. It was a highly productive meeting, with many PCTA recommendations implemented.

In 1985, the number of private training institutions in the province well exceeded 250 schools, and the private sector trained almost 35,000 students. PCTA membership presently stands at 47 schools, with five new schools added in this past fiscal year.

PCTA's outlook for the future is bright. Planned for development are procedures to enable the formation of provincial chapters under the PCTA umbrella, the first to be in the Okanagan and on Vancouver Island.

It is hoped that PCTA's key issues since 1977 will be totally resolved in the coming year. The association will endeavour to maintain its cooperative liaison with government, strive to build its membership, and to work toward providing more and better services both to its member schools and in particular to their students and the employers who hire them. Professional development in the industry will become one of PCTA's key activities.

PCTA will join with the Association of Canadian Career Colleges, which represents proprietary schools and colleges nationally, in celebrating its 90th anniversary in Victoria in June 1986. This joint meeting and convention, international in scope, will bring together other proprietary school associations from the Pacific Northwest, Washington, Oregon, Alaska, Idaho, Nevada, Hawaii, Guam and perhaps Australia, as well as representatives from the central and eastern United States.

SOCIETY OF VOCATIONAL INSTRUCTORS OF B.C. (SVIBC)

Vernon A. Young

It is a powerful opportunity that PACE Papers puts before us. The chance to be made aware of each other, and the ways in which we work, ultimately for the same great end.

SVI is an associate member organization of PACE because we see the linking of educational forces as a multiplier of our effectiveness. It is a bond that is light and flexible, allowing us individuality.

We hold the view, not too biased we hope, that the vocational sector is a critical one in these times. Gone are the days when adequate employment came even to the unskilled. Increasingly, jobs go to people with specific training; not to diminish the importance of a general education, but the need today is for general education PLUS, plus a practical talent honed to usefulness.

In the broadest terms, the Society of Vocational Instructors of B.C. is dedicated to the support of vocational teachers in their professional development and the improvement of standards of vocational education. It is also stated in our constitution that we can "provide a medium for united action on issues or matters of concern to the profession of vocational instructors, (while functioning as)...a non-political, non-partisan and non-sectarian association".

The engine of the society's actions is the board of directors, a body of twelve elected each May at a general meeting. This number permits coverage of the vocational centres around the province and makes the society effective in the dissemination of vocational material and the

collection of opinion and ideas on vocational topics.

Not specifically stated, but vital as all educators realize, is the need to know our colleagues. For this, the annual conference serves us well. Each May about a hundred, more or less, will gather for three days of professional exchange. Any vocational school in the province might sponsor this event. Last year Vancouver Vocational Institute-Vancouver Community College provided the venue and organization as will Selkirk College, Nelson campus on the 28, 29 and 30 of May 1986. It is the annual conferences that provide the revenue necessary to provide for the activities of the Board of Directors.

We regard professional development as a threefold matter. There is formal education in recognized educational institutions, upgrading of instructional or management techniques through workshops and seminars, and retraining in industrial practices and technology through liaison with industry and business. There are also related activities which we refer to as articulation.

Articulation includes instructor meetings for the purpose of curriculum discussions for a particular trade or discipline. It can also refer to meetings between instructors of different disciplines to discuss trends in education, government policies, new techniques, etc.

With our definitions behind us let us look at SVI activities in that most urgent of tenses--the present.

Vernon Young is Chief Instructor, TRAC (Pre-Apprenticeship) Program, Kwantlen College and President of SVI.

Cast as we are over an area half again as large as France, it is not an easy thing to provide continuous professional development support for our membership. During the last year, we have attempted to overcome the barriers of time, space and expense with a stratagem that other groups might wish to examine.

For all the technical advancements, print-on-paper is yet the most effective medium. Would it not be fine, we thought, to have a monthly or bi-monthly publication filled with the discoveries and developments that instructors make daily in classes and shops. Not only would it serve the teacher in a substantial way, but by so doing, it would raise the value of the society in the eyes of the instructors, increasing participation and membership. No small undertaking, however, the repeated gathering, collation, publication and distribution of such a volume of information. The solution we have adopted is to have the responsibility travel, issue by issue, from campus to campus across the province. We have prepared a standard set of graphics, the title page and various headings, which can be photocopied. Each "Host Campus" then need only assemble its articles, editorials, photos, and then cut and paste. Has it worked? At time of writing, issue number three is in the works. We will see this year if the necessary momentum develops. We would be happy to share our experience with any other group.

In recent years, the energies of most SVI members have been directed to the implementation of TRAC, a pre-apprenticeship program. ABE instructors have long been aware of the advantages, and perils, of self-paced modular instruction. Most vocational institutions in B.C. now use it. There has been much debate over the new method pioneered vocationally in B.C. by Kwantlen College. Acceptance is growing. It has been difficult to assess the efficiency of the new mode of delivery because of declining numbers of students generally, during the recession. In addition to this, many fewer apprenticeships are available, raising questions about the scope of TRAC. Perhaps there should be more comprehensive training, preparing the students to be more immediately useful to an

employers who are having to count their pennies carefully.

Another important matter for us this year is "instructor release to industry". We in the applied fields always have the bogeyman of obsolescence behind us, not only in the area of teaching techniques as all teachers do, but in the very knowledge of our specialties. Reading is one thing, courses are another. Neither is quite the equivalent of experience with new methods and new materials in the shops and on the construction sites. One can grasp immediately that training in the medical field must be delivered with a sharp awareness of modern practice. The machinists, the carpenters, the welders instructing in the vocational schools cannot fall short of the same standard and still keep B.C.'s workforce equal to the demands of rapidly evolving technology. At bottom it is mainly a matter of money, freeing instructors for adequate training time, but there are other factors. How will unions react to the prospect of visitors who might be seen to be displacing regular workers for periods of time? Will management be receptive in all cases?

Vocational instructors come from industry in the first place bringing their practical skills and experience. This is the basis of vocational instruction in the province. To acquire teaching theory, instructors have relied upon the I.D. program (Instructors Diploma) at UBC. However, it is no longer to be offered there after August 1986. Such training will still be needed. It may be offered on other campuses in the province. It could also be delivered by OLI. Perhaps a variety of sources would be the advantageous arrangement.

What does the future hold for SVI? What does it hold for you? Difficult question, is it not! Five years ago, how many of us knew that we would soon be abandoning the conventional classroom lecture system for self-paced modular instruction? SVI members are still engaged in the revision and refinement of TRAC materials. It is an essential and unending process, and will certainly be a part of our future.

Fundamentally, much depends on the economy. If increasing numbers of graduates fail to find employment, the resulting backlog may cause pressures for a lower rate of training. And that is a pity, for the social consequence of unemployed and uneducated youth are many and hard.

On the bright side—we who work with our hands are indomitably optimistic that advancing technology will in the end, all negatives, all positives considered, do what it has done in the past—make education available to more people and bring a richer life to us all.

THE TRAINING AND DEVELOPMENT SOCIETY OF BRITISH COLUMBIA (TDBC)

Roy Rajsic

Background and Objectives

The Training and Development Society of British Columbia (TDBC) is a voluntary, non-profit organization established in 1974. Membership is open to all persons with an interest in the role of training and education in the workplace for the development of individuals, groups, and organizations.

The purpose of the society is to foster and encourage excellence in the way that we identify and provide for the learning needs of people and organizations in business, industry, public administration, and public affairs.

To achieve this purpose the activities of the society are directed toward four areas:

- (1) Developing the competence of training specialists and the professionalism of the training field.

Activities in this area include providing members with:

- (a) programs and seminars on basic skills for trainers; the learning needs of organizations and practical methods for meeting them; and, new approaches and developments in the training and organization development field.

TDBC is also interested in establishing a college or university level certificate program that we could recognize as an accreditation of basic skills for training specialists. We are currently seeking partners in the education and government sectors for the development of this program.

- (b) opportunities to organize, participate in, and attend provincial, national, and international conferences on training and development.

In recent years TDBC has co-sponsored conferences with organizations such as: the Knowledge Network; the Pacific Association for Continuing Education; the Canadian Information Processing Society.

We have provided speakers and financial support to national conferences in Manitoba, Alberta and Ontario and to international conferences through our linkage with the International Federation of Training and Development Organizations.

Planning is currently underway for a national conference to be held in Vancouver in June, 1986 (T&D '86) co-sponsored by TDBC and the Advanced Management Centre of the Institute of Public Affairs, Dalhousie University.

- (c) Opportunities to exchange ideas and share experiences with other training specialists through organized networking sessions, or informally in meetings, conferences and work groups.

TDBC's networking activities are directed toward:

- assisting new people in the field to meet their peers and to establish contacts;

Roy Rajsic is a private consultant on training and development and is President of TDBC.

- providing a vehicle for ad hoc interest groups to form (recent examples: brochure design, and micro-computer interest groups);
- helping members to develop contacts with colleagues in other provinces and other countries.

(2) Improving the access of public and private sector organizations to information that will help them to make better choice and use of the available training options.

This includes information on:

- government programs, policies, and funding related to training;
- competent and ethical training resources and specialists;
- the systematic planning of training programs and activities.

(3) Strengthening the ability of TDBC to represent the training field and to lobby and influence public and private decision makers on important training issues.

TDBC actively lobbies both provincial and federal cabinet ministers on training issues such as:

- increased input for the training profession in policy and program planning for government initiatives in support of training;
- improved information and communication channels between business and government on training issues and programs;
- support for the establishment of a national body of training professionals that will be representative of the provincial societies and provide the administration, research, and communication structures required as the

foundation for a Canadian training industry; and

- representing individual members in cases of inappropriate or unfair application of government regulations affecting the training field.

(4) Improving the management of the affairs and the development of the society.

The adoption of a long term strategic plan for the society in 1983-84, along with the structural and constitutional changes it recommended, was the first step in a continuing program to:

- improve the organization and administration of the society and its communications with members, business, and government;
- enhance our ability to identify and provide useful services to members in both entry level and senior training and education positions;
- improve the ability of TDBC to represent the training field and to lobby on its behalf; and,
- encourage and support the establishment of a strong national association of training professionals.

Activities and Opportunities for Member Involvement

TDBC organizes an annual calendar of 10 to 15 events for members that includes: facility tours, featured speakers on HRD, workshops and professional development programs, joint conferences, and formal and informal networking sessions.

Recent program events have included: Organizational Behavior; Consulting Skills, Determining Training Needs, Instructional Techniques, Marketing Training, The Human Side of Technology; International Contacts and Contracts, Course Design, Program Planning, Performance Evaluation, Problem Solving and Decision Making.

Members are also encouraged to become involved in the planning and administration of the society's affairs and activities and to contribute to the field by:

- serving in executive positions that are filled in annual elections;
- working in special groups like conference planning committees or strategic planning sessions to direct the development of the training society;

- membership in regular work groups dealing with TDBC's internal and external communications (newsletters, rosters, and other publications); annual program and activities; membership and member services; liaison with business, government, and other professional associations; administration; and, sharing knowledge and expertise by writing papers, making presentations, and reporting research in publications, conferences, and workshops for the training profession.

Membership and Fees

After a severe decline in 1982-83 membership figures have stabilized and are growing once again.

In 1982-83 membership figures have stabilized and are growing once again. The figure for 1985-86 is 150 to 200 members.

This membership base includes people in the positions of directors and managers of training, personnel managers, senior executives, trainers, consultants, suppliers of programs and equipment, college and university educators, managers and supervisors.

In recent years members have represented firms such as:

Air Canada
The Bay
B.C. Hydro
B.C. Rail
Burnaby General Hospital
Canadian Forest Products
Chevron Canada Ltd.
District of Surrey
Insurance Corporation of B.C.
Koeffler Stores
London Drugs
McDonald's Restaurants
Rivtow Straits Ltd.

Bank of Nova Scotia
B.C. Central Credit Union
B.C. Institute of Technology
B.C. Telephone Company
Canada Employment & Immigration
Canadian Pacific Airlines
College of New Caledonia
Douglas College
Justice Institute of B.C.
Lions Gate Hospital
MacMillan Bloedel Company Ltd.
Ministry of Transport
Royal Bank of Canada