

Teacher

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Bargainers target workload



Ginny Taylor shares the concerns of her students during lunch hour playground supervision at Irwin Park Elementary, West Vancouver. Alistair Eagle photo

Pilot Issue



A DUTY-FREE LUNCH BREAK IS A KEY GOAL FOR ALL TEACHERS

No teacher shall be required to perform school supervision duties during his/her regularly scheduled lunch hour. — BCTF WLC Declaration.

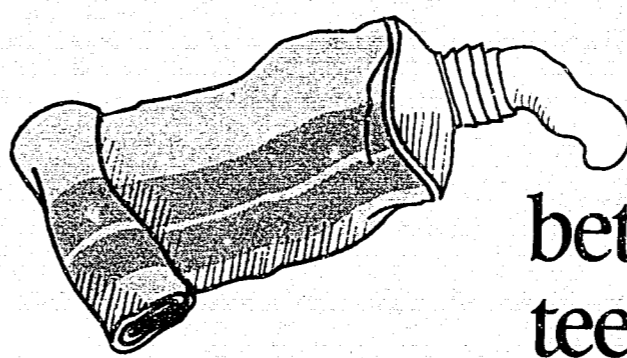
On a sunny noon in West Vancouver recently, a steady stream of local merchants, office workers and shop clerks could be seen ambling along to lunch in the restaurants and coffee shops on Marine Drive.

A couple of blocks away at Irwin Park Elementary School, Ginny Taylor had grabbed a quick sandwich and was out patrolling the playgrounds, supervising hundreds of high-spirited youngsters. On this day, the task was fairly light — one squabble settled, one game organized, one near-injury prevented and several flowers cheerfully received.

Ginny Taylor is one of thousands of B.C. teachers who do not have the right to a duty-free lunch break each day. Unlike most other workers.

Ever since Vernon teachers passed a resolution on the issue back in 1946,

See "workload" page 3



Fran Jones

Should you be one of those teachers who is arriving at school at 7:45 to attend a Staff Committee Meeting to approve of the Effectiveness Committee's recommendations to hold further seminars to understand the implications of Whole Language, to be finished in time to coach the volleyball team at 8:00, while mentally composing a speech to Mrs. Snerd who is dropping in at 8:40 to discuss Henry's nervous tic brought on by your unreasonable decision to keep him after school to finish his work, after which you will be implementing French, Computers, Writing Process and a Personal Safety lesson, all subjects about which you knew nothing until four months ago, hopefully completed in time for your luncheon meeting with the Hall Decorating Committee, which must be completed in time for your tour of "Duty" at 12:30, while keeping in mind that you must cut out the turkey feathers for Crafts before the bell goes to start the afternoon, where you will again have the opportunity to involve yourself in the teaching process, although the effectiveness will

All that time between brushing your teeth and...

be somewhat dimmed because of the meeting you had while the hydrogen was exploding with the Special Counsellor regarding the knife-throwing incident between Rodney and Jerome, and anyway you get to leave the school at 3:30 so you can get to the Computer Workshop, which shouldn't interfere too much with your rushing to the hospital to visit your son in Emergency who broke his leg playing rugby, because you can always cook the roast you were going to serve the Minister on the engine block while you do your Social Studies marking at the bedside and anyway, you have all that time between brushing your teeth and applying Estee Lauder's Creme for Time-Damaged Skin to plan for tomorrow's Supervision and Evaluation observation by the Assistant Superintendent . . ."

Fran Jones, currently teaching at Chartwell Elementary in West Vancouver, contributed this anecdotal account of teacher overload to the WVTA brief to the Royal Commission on Education.

Readers write

Congratulations! — Teacher is attractive, informative newsmagazine

I've just had the opportunity to go through the pilot issue of BCTF's new newsmagazine, *Teacher*. Hearty congratulations to all of you!

It is a truism that, every day, thousands of messages and reams of information compete for our attention. Your newsmagazine caught mine. It is informative, alive, attractively packaged and tightly written. If the first issue is any indication of what we can expect, regardless of the competition for our attention, this newsmagazine will be read.

Again, hats-off to you!
Maurice Bourque
Director of Communications
Canadian Teachers' Federation
Ottawa

"Is there not room in our union for all with opposing views?"

While we are congratulating ourselves on being a full-fledged union, let's not lose sight of the fact that we are, after all, a union of professionals: professional educators. Let's remember why we are in the teaching profession: to teach children and further the cause of education *not* every social, moral or political cause that comes along. I strongly oppose abortion and political involvement and I do not want the BCTF speaking on my behalf in these and other matters of conscience. I object to money from our professional organization being used to further these causes. I also strongly object to an increase in membership fees to offset the cost of supporting issues that the membership has not endorsed.

President McMurphy has stated that the mandate of the B.C. Teachers' Federation is "to represent and advance the interests of its members and their positions on educational matters" (*BCTF Newsletter*, February 11, 1988).

So let's stick to educational matters and we may not have to worry about "the potential deficit of more than \$1 million which looms for the coming budget year" (*BCTF Newsletter*, February 11, 1988).

I believe that Jack Boulogne's idea (*BCTF Newsletter*, December 17, 1987) that a charter of rights be created for members and the powers of the BCTF be limited to clearly defined areas, has merit.

Is there not a place in our professional union for all those with opposing views? Now, more than ever, we need unity. Do not force us to take sides where there will, of necessity, be winners and losers. I would not want to feel compelled to withdraw my membership in so young a union!

Mrs. Joan Vowles
Sardis Elementary
Sardis

A reply poetical to Zalm's designs propagandistical

I hold before me in hand and palm
Some junk mail from Bill Vander Zalm
It seems I'm asked to spread the lies
Of benefits to privatize.

The classroom's now to be the place
To brainwash youth with government's
case.

Perhaps, as well we are going to ask
The nurses to add to their task
A few words of praise — if possible —
twist 'em

On how well the Zalm serves the
hospital system.
Be careful, reader, if this sends you
mirth
In this Fantasyland your rights end at
birth!

Bob Cameron
Colquitz Jr. Secondary
Victoria

New contracts must end unequal treatment of substitute teachers

Substitute teachers have not only been ghettoized by wages that are 60 per cent to 75 per cent of those earned by teachers at "0" years of experience but also by the failure of teacher associations, the BCTF and the various levels of bargaining to recognize the professional services provided by substitutes. The Industrial Relations Council has ruled that substitutes are teachers and that they belong to the teachers, bargaining unit. Should we ignore the fact that unions bargain for their members on an equal basis? We should support the policy that all teachers receive payment equal to their certification and experience.

Disparities include: pay at only 60 per cent to 75 per cent of teachers on contract at "0" years experience; increments — in most cases only long-term assignments apply; professional development — slim to none; interview process — token, rubber stamp; hiring practice — nil; evaluation — nil; benefits (sick leave, maternity leave, bereavement leave, dental) — nil.

Most districts have a substitute teacher list that represents 10 per cent to 15 per cent of their teaching staff. These people are an integral part of our school system. Both administrators and teachers on contract know that the system could not survive without teachers on call. Other democratic and progressive unions do not base their bargaining on a double standard. Is the BCTF going to be an exception?

The "new contracts" must at least begin to close the gap on the glaring disparity that exists between substitute teachers and teachers on contract.

Steve Gidora
Substitute teacher
Chairperson, labour liaison
Surrey

Teacher

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UTFE

Workload from page 1

B.C. teachers have been fighting for the right to have a duty-free lunch hour. It's a battle that is not yet won. Less than one-third* of local associations have any form of duty-free lunch break clauses in contract.

This is why locals across the province are making duty-free lunch hour clauses — as part of the drive to reduce teacher workload — a key issue in this spring's bargaining.

"I think any worker is entitled to a duty-free lunch hour as part of a normal working day," said Ginny Taylor. "It's important, when you're doing something that is as high stress as teaching can be, to be able to get away and gather your thoughts and have some quiet time."

Even on those days when teachers do not have noon supervision duties, lunch rarely means a free hour of relaxation, added Taylor, who is a staff rep and member of the WVTA expanded bargaining committee. At present, it is only during the noon intermission that teachers, particularly in elementary schools, have the available time to gather materials for the afternoon classes or to make important phone calls and engage in consultations.

"You need time to interact with other staff members, time to contact parents," she said, "and time to see people from special education, from the board office, meet with the administra-

tor and confer with learning assistants and ESL counsellors."

A duty-free lunch break would be only one step toward giving teachers more appropriate teaching conditions, added Taylor. Beyond that there is a need for more time to be made available for professional consultations and for learning and implementing new curriculum.

"If they want a professional job," she said, "they have to treat us like professionals and allow us some time to do these things."

Kit Krieger, president of the West Vancouver Teachers' Association, said a local bargaining survey showed that after salaries, workload was most important to teachers. Key specific items included reduced class size and duty-free lunch hours.

"Teachers feel strongly about this issue," he said, "and I hope they feel so strongly that they will back the bargaining teams to the hilt."

Don Walmsley, chairperson of the BCTF Bargaining Committee, said the main goals of this spring's bargaining — in addition to retaining present contract conditions — are to make gains in salary levels and in teacher workload.

"Workload is an area which teachers have tried to bargain for years, but unsuccessfully as boards consistently said it was not negotiable," said Walmsley. "We are absolutely justified in asking for these improvements. The change in the law gives us every expectation that boards will negotiate these

issues."

*The 21 local associations which have achieved some form of duty-free lunch hour agreements with their boards are: Fernie, Windermere, Castlegar, Arrow Lakes, Trail, Golden, North Thompson, Langley, Delta, Vancouver, New Westminster, Maple Ridge, Howe Sound, Peace River North, Qualicum, Courtenay, Campbell River, Mission, Vancouver Island North, Creston-Kaslo and Stikine.

"I can't imagine doing this — if I didn't love it"

A West Vancouver teacher

It's 11:40 p.m. and I am just packing up my books after another marathon evening of marking and preparation. I feel a cold coming on, but never mind, I'll survive until the weekend!

Thank heavens we enjoy our chosen profession; I can't imagine doing this if I didn't love it. But a personal life? During the week? Unless one counts dinner times, kids' bath times and mid-

night to six a.m. as a personal life, I'd say it's pretty limited!

The crazy thing is, we don't need to drive ourselves as we do. It's the same idealism and sense of purpose that made us choose teaching in the first place that drives us to create a perfect lesson, make playdough at 11:00 p.m. for tomorrow's Science lesson, spend two hours on a Saturday searching for aquarium tubing etc., etc., etc.!

We have to look for solutions before that idealism is burned out of our best teachers. Teacher aides this year have made a big difference, a humanizing of the evaluation process is underway (we hope) and people seem to be more aware of the demands they're making on us. Some regular preparation time, and scheduled visits from specialists in those fields in which we're shakey would surely be welcomed.

We will, because it's our nature, continue striving for that personal best in ourselves and our kids. We'll still worry that Jason doesn't know his Math facts, that Tanya wants desperately to be on the volleyball team but couldn't hit the side of a barn if she tried, that Tom is worried over his parents' divorce! Let's, however, keep asking for the return of the support system we had in the past, and a recognition that prep time should not be an option but is a necessity! After all, most people need more than six hours of sleep a night!

Annual General Meeting

EDUCATION AND PREVENTION AIMS OF NEW AIDS POLICY

The Annual General Meeting overwhelmingly endorsed a comprehensive new policy on AIDS aimed at increasing understanding and prevention of the disease.

Delegates took the decision after hearing Vancouver Medical Health Officer Dr. John Blatherwick explain the nature of Acquired Immune Deficiency Syndrome (AIDS) and how it is spread.

The new BCTF policy refers to individuals who have tested positive for antibodies as well as those in whom the virus is active. The following are the policy statements:

Students with AIDS

• Students infected with the AIDS virus should have the right to attend their regular classes.

• The identity of a student infected with the AIDS virus should be protected in accordance with our Code of Ethics.

• When, in the opinion of the medical health officer or the attending physician, the physical condition or behaviour of a student infected with the AIDS virus poses a health risk, alternative instruction should be provided.

• Decisions regarding alternative instruction should be made on a case-by-case basis.

• Alternative instruction for students



infected with the AIDS virus should be provided by teachers who fully understand the situation of a student who has developed AIDS-related illnesses.

Teachers with AIDS

• The identity of a teacher infected with the AIDS virus should be protected.

• Teachers infected with the AIDS virus should have the right to continue their employment.

• Where a teacher with an AIDS-

related illness becomes too sick to work, full access to sick leave, long-term disability and medical benefits should be ensured.

Curriculum

• Information on AIDS should be provided as part of the compulsory curriculum.

• In-service education should be made available to teachers concerning AIDS and other potentially communicable diseases.

Invited to speak to the AGM, Vancouver Medical Health Officer, John Blatherwick gave delegates a clear explanation of the nature and spread of AIDS. Clive Cocking photo



Reprinted with the permission of cartoonist Adrian Raeside.

Message from the President



Annual General Meeting

AGM strikes east
toward a free
new consensus on
teaching practices

Classroom conditions and the task of the teacher have changed significantly in the last decade. Teachers need to examine these changes and to develop a new consensus about professional practice.

To facilitate this examination, the AGM struck a nine-member Task Force on Teaching Conditions and Professional Practices. The task force will promote broad membership involvement, and will consult with other teachers' organizations, universities and labour groups. Task force structure and budget are to be recommended to the spring RA.

The task force will examine such matters as:

- BCTF class size criteria and standards;
- additional criteria for determining other appropriate class size standards;
- teaching load criteria based on pupil contact hours per week, total student teaching load, teaching assignment, subject preparations, marking and reporting/evaluation requirements.
- criteria for professional development and curriculum assessment, development and implementation as part of teaching load;
- changes in professional practices, teaching styles and their impact on curriculum development.

In addition, the task force will provide a forum for discussion of the recommendations of the Royal Commission on Education that are not appropriately considered by other standing committees of the federation.

More teacher control over their profession is 1988-89 BCTF goal

Through their delegates at the Annual General Meeting, BCTF members elected an Executive Committee, and supported recommendations and resolutions that define their expectations for 1988-89.

Members want the newly-elected executive committee to adjust federation structures to suit our new circumstances — new bargaining rules, voluntary membership, pressure for more professional autonomy, demand for greater involvement and accountability. Members also want this task accomplished with revenues reduced by the loss of membership of principals and vice-principals!

It can't be done — at least, not by the Executive Committee alone. The job of improving the quality of public education, and advancing the status of the teaching profession must be shared

Elsie McMurphy

- enhance the professional rights and responsibilities of teachers by:
 - ensuring that BCTF professional development programs focus on the classroom and the classroom teacher;
 - increasing teacher input into and control of professional and curriculum development at the school, district and provincial levels;

- ensuring that teachers have the skills and opportunities for leadership and decision-making in schools;
- ensuring that teachers have an understanding of the social conditions and issues that influence student growth and development and empower teachers to act as advocates on behalf of their students;

- support locals in negotiating and enforcing comprehensive collective agreements that include adequate salary increases;

- strengthen membership control and knowledge of the BCTF through:

- better processes for the active participation of more members;
- better communications;
- and provision of services in response to needs identified by members;

- and make any necessary organizational and operational changes to improve the effectiveness of the BCTF following a process involving membership input and a review of budgetary and organizational needs and the spring bargaining experience.

Elsie McMurphy acclaimed president for third term

Elsie McMurphy was elected by acclamation to a third term as BCTF president at the Annual General Meeting.

Elected first vice-president was Ken Novakowski (Langley) who defeated Moira Mackenzie (Surrey) by 398 to 257 votes. Mackenzie, who declined to allow her name to stand for other executive positions, had previously served as second vice-president; Novakowski had been a member-at-large.

Delegates chose Mike Lombardi (Coquitlam) over Richard Hoover (Burnaby) as second vice-president on a second ballot of 360 to 292 votes. Both had previously been members-at-large.

Elected members-at-large were Jan Eastman (Delta), Richard Hoover (Burnaby), Cathy McGregor (Kamloops), Alice McQuade (Delta) and Gary Robertson (Victoria), Bob Taverner (Prince George).



Under a BCTF banner, a large contingent of teachers participated in Vancouver's annual peace march on April 23. Geoff Peters photo

Leading through Curriculum

A BCTF CONFERENCE FOR TEACHERS ON MINISTRY COMMITTEES

Leading Through Curriculum" was the theme of a BCTF conference held in March for all teachers working on ministry curriculum committees.

Joining the teachers were representatives from administration, PSAs, ministry co-ordinators, BCSTA, and universities.

In her keynote address, BCTF President Elsie McMurphy asserted the need for a holistic, child-centered approach to curriculum development. She spoke of a shared curriculum process in which teachers, acting collectively, can make a difference, can build a sense of community. "We, as teachers, represent our collective profession," she said, adding that the BCTF is seeking a process of consultation at the goal-setting stage with the ministry.

At the close of a day with Ted Aoki, PSA Council Chairperson Soph Jeffrey summed up the contribution of the University of Alberta emeritus education professor: "Today, you have given us a gift. You have helped us to transcend curriculum as a mere bundle of facts, strands, time lines, goals, and predetermined outcomes."

Where Aoki opened minds and hearts, it was the children of the Vancouver Youth Theatre who dramatized students' lived experience of curriculum. Their play gave a "powerful message" that curriculum is not serving their needs well, is not relevant.

Brian Frankcombe and Oscar Bedard, ministry officials, gave the "Ministry's World of Curriculum Development" with some welcome news that there would be \$10 million available for implementation and \$5 million for equipment.

Frankcombe said curriculum will be revised every five or six years, with smaller incremental changes and monitoring the programs to make sure things are going well.

Bedard said, "The time has come when we can no longer add on things as a crisis occurs, as we did with family life, substance abuse, and so on. There needs to be a formal place in the curriculum to deal with social issues."

Participants heard from a panel of teachers composed of Susan Crowley, Status of Women, Charlotte Gyoba, Program against Racism, Peter Seixas, Labour Education, and Beverly Davis, Peace Education.

In his remarks to conclude the conference, Mike Zlotnik, director of the BCTF professional development division, expressed optimism that PD is on its way back in the federation and saw this conference as a welcome part of that upswing in educational leadership.

The conference was organized by the BCTF PD division and coordinated by Susan Tickson, staff.



Vancouver Youth Theatre (above), under the direction of Carole Tarlington, entertained and challenged the curriculum conference participants with their production, *Kids' Rights '88*, emphasizing the need to make curriculum more relevant. John Hardy photo

Ministry curriculum development update '88-89

English Curriculum Orientation Activities

- Elementary Science curriculum development has been delayed 'til fall of '88

- Geology 12 — new texts will be available to replace old
- Earth Science 11 — new text will be available to replace old

- Language Arts — draft guide will be completed early in 1989

Optional

- Math 9-10
- Math 9A-10A
- Social Studies 11 — will use three texts: Geo 11 text is currently in schools; History 11 is nearing completion; Govt/ Law 11 text will follow

- Required
- Social Studies 10
- History 12
- Geography 12
- Math 1-8

French Immersion and Modern Languages Orientation Activities

- Immersion Math 1-8
- Immersion Socials 4,5,7
- Late immersion 6-7 — curriculum development work has been delayed

- Immersion Consumer Ed is as yet incomplete

Optional

- German 9-12 has been delayed — optional year will be '89-'90

Required

- Immersion Science 6
- Immersion Math 1-7
- Immersion Socials 4,5,7
- Immersion Science 9 — however may be some delays with text as it is expected to be printed this summer

- Immersion Math 8 (Math 10 will be delayed)

New PSA policy reflects closer BCTF integration

New policies for Professional Specialist Associations indicate a positive change of attitude toward the role of PSAs, according to Sophia Jeffrey, PSA Council chairperson.

Recommendations unanimously approved by both PSA Council and the BCTF Executive Committee were carried at the AGM without contest.

Jeffrey says that PSAs had previously been regarded as something existing outside the main body, as a graft on a tree, but that the new policies "reflect the status of PSAs as integral parts of the PD networks in a new BCTF."

The policy recommendations were developed by the PSA Task Force composed of: Alan Crawford, Ken Novakowski (Executive Committee); Dale Zinovich (PDAC); Sophia Jeffrey, Ken Kuhn (PSACE); John Hardy, Jim Skinner (PD admin staff).

Under the new policy, PSAs must have an active BCTF member as president and vice-president, both key positions in terms of representing teachers, but the other executive positions are open to associate and administrative affiliate members, as long as they do not form a majority. These are the new policy statements:

- All members of a PSA shall be BCTF members;
- PSAs may provide services to non-BCTF members for a designated fee;
- Any member of a PSA may hold office on the executive of the PSA, subject to the following:
 - presidents/vice-presidents of PSAs shall be active BCTF members;
 - PSA Council delegates shall be active BCTF members;
 - representation of PSAs within the BCTF and to outside authorities and agencies shall be by active BCTF members;
 - the majority of a PSA's executive shall be active BCTF members.



CTF
CANADIAN
TEACHERS
FEDERATION

Update on copyright

Bill C-60, the new copyright legislation, passed third reading in the House of Commons on February 3 and is now before the Senate, where it is expected to be dealt with expeditiously.

CTF President Sheena Hanley has written to all senators explaining teachers' reservations about the process adopted by the government to deal with the amendment of the Copyright Act and requesting that senators delay the proclamation of Bill C-60 until the bill dealing with exemptions for educational purposes has been dealt with by all groups concerned.

The Consultative Committee on Educational Uses of Copyrighted Materials met in February to consider proposals put forward by the Ministry of Communications officials concerning exemptions.

Communications Minister Flora MacDonald warned that Liberal senators may hurt their party politically if they continue to block the federal government's new copyright bill.

*Vancouver Sun,
April 27, 1988*

Mediabeat:

THE COPYRIGHT CONTROVERSY

Barry Duncan

Without exemptions for education, Ottawa's proposed copyright law could deny fair classroom access to television and feature film radio.

It's the 1980s and the information age is upon us with a vengeance. Many teachers have been exploiting television for anything from newscasts and public affairs programs that presume to give us worthwhile information and an appropriate point of view — such as CBC's *The Journal* — to programs such as *Entertainment Tonight* that serve up gossip on film and rock stars. (Has Anne Murray adopted a Las Vegas style? Is Madonna changing her persona?) To enhance English and history curriculum and to stimulate class discussion, many teachers — and leaders of church and community youth groups as well — have been renting or purchasing feature film videos at their local video stores. It came as somewhat of a shock, therefore, when last spring a notice was sent to the schools from the Educational Media Producers and Distributors Association of Canada entitled *Copyright, It's Everyone's Concern*. Its tone was truly intimidating, outlining the dire consequences of using off-air taping or showing a feature film video without having purchased a public performance licence. What follows is a brief primer on some of the issues around copyright, primarily in the area of television and feature film video, and their potential impact on educators. Teachers have already been admonished about photocopying copyrighted materials.

Crucial to the discussion of copyright is the awareness that the laws have not been revised in Canada since 1924. Much of the current confusion arises from the lack of precise laws governing the new technologies that would provide, for example, a definition of

what constitutes public performance. As Communications Minister Flora MacDonald put it last May when presenting the bill to amend copyright: "New technologies have created uncertainties for Canada's arts community, from choreographers to Corey Hart." In Canada the amendment process began when a parliamentary subcommittee on the revision of copyright brought out the white paper *From Gutenberg to Telidon* in 1984, to which individuals and organizations could respond. Based on the subsequent briefs and presentations, the subcommittee then published in 1985 *A Charter or Rights for Creators*. It is primarily on this document that forthcoming legislation is to be based. In the first phase of the legislation in June, the government tabled a bill pertaining mainly to computer software and the music industry. They are currently drafting a bill that will pertain, in part, to the use of film and video.

All copyright laws attempt to balance two competing interests. The first is the interest of the creator in controlling and being paid for the use of his or her work. The second, equally important, focuses on the need of the public for the widest possible access to creations of literature and art in all its forms.

The producers and distributors have good reason to be concerned about the illegal use of copyrighted materials. According to their notice of admonishment, "If it is not stopped and stopped soon, your main source of educational materials will disappear." Creators can indeed be adversely affected by teachers' actions. By showing any off-air videotape of a program that is available on film and could be purchased by the school board, we are obviously depriving the creators of revenue to which they are entitled. Photocopying entire pamphlets and books is an analogous activity. In theory, then, teachers would have to obtain permission to use materials and, in many cases, would be required to pay a fee to the producer or the copyright collective. Rock videos, television commercials, and news and public affairs programs would all have their own collectives through which deals would be negotiated.

Fortunately, the copyright committee is recommending that users be allowed the right to show excerpts as long as they do not represent "substantial use" — a difficult task for anyone to assess. For example, the first few memorable bars from the theme music of *Gone with the Wind* would be considered "substantial," and special permission and presumably payment of a few would be required. But using excerpts from prime-time television narratives such as *The Cosby Show* would, presumably, be permissible.

The notion of collectives and an elaborate copyright board is fine in theory. In music, such an arrangement is already in place. We should be concerned about the inevitable bureaucratic arrangements that would ensue everytime we taped something and entered into negotiation. How quickly will such collectives be able to clear the rights for commercials, rock videos, or dramatic programs? Will a teacher have to wait several weeks or months for an answer to something that could date very easily? How will teachers cope

All copyright laws attempt to balance two competing interests: the interest of the creator and the need of the public

with these difficult arrangements? Will the expected payments be reasonable or would they break already-limited school budgets? (In the United States, which revised its copyright laws in 1976, teachers are able to tape a broadcast and show it once. After 45 days the program must be erased. No such fair arrangement is forthcoming in Canada.)

The Association for Media Literacy is recommending the inclusion of some fair exemptions in the copyright law. For example, falling in line with practice in the United States, the Canadian *Charter of Rights for Creators* has recommended in section 90 that "the revised law should provide an exception to permit teachers and students, in the normal course of teaching activities, to perform a work in public." This exemption would allow for the rental of feature film videos and for the playing in class of records by contemporary composers. Let us hope that this crucial clause will be in the forthcoming legislation, although the distributors and producers are lobbying federal MPs to vote against any legislation unsympathetic to the producers' position. The consequence may be that we will all be involved in the costly expense of obtaining public performance licences. Criterion Films has already talked several Ontario school boards into buying performance rights at a typical cost of \$200 per video. At present, there is no system for determining who has the rights to many of the titles we may want to use. In many cases a school board would have to search out and make deals with 10 different companies. These are just some of the difficulties schools will encounter.

No one is going to object to a modest surcharge by collectives for the rights to some off-air taping or by theatrical

film distributors for the use of feature film videos. But our concern is that the proposed system cannot respond to the immediate needs of teachers for current materials, and that at this time of great fiscal restraint these organizations will try to hold school boards for ransom. The result will not achieve fair access to information.

Ironically, the proposed legislation is being brought forth just at the point where media literacy programs, now mandated under OS/S in English programs for grades 7 to 12, are being launched. Similarly, history teachers are now required to incorporate the study of current affairs into their programs. They too will need access to material on "today's television."

Much of the pressure to have media literacy programs came from groups within education and from the community at large who were concerned about such media-generated issues as stereotyping, coverage of violence and sexuality, truth in advertising, the nature of bias in the news, and the problems of maintaining a Canadian identity in an American-dominated electronic environment. At present there is very little relevant classroom material to stimulate discussion about these matters other than television itself. Are we to deprive our students of their right to learn effectively about their mediated world due to the potentially retrograde elements in new copyright legislation? Surely our students have rights too? How can we develop much-vaunted critical thinking and viewing skills without direct and immediate access to these prime sources?

Educators have been remiss in not speaking out; their silence may turn into a tragic whine in the years ahead unless we can act immediately to gain the needed exemptions. Last summer, while attending a meeting with the parliamentary committee in Ottawa, we learned that there were very few presentations by educators. Whereas American legislation has established a middle ground for both interest groups, the Canadian endeavor has been directed to the rights of creators and not concerned with the rights of users. This may be the eleventh hour, but if we are to turn things around, we will need immediate support for the fair use

The Association for Media Literacy is recommending the inclusion of some fair exemptions in the copyright law

of off-air television and feature film video. Educators should aim a letter writing and phone campaign at their federal member of parliament and send a letter of concern to the Honourable Flora MacDonald, Minister of Communications in Ottawa, c/o Communications Department, Journal North Tower, 300 Slater Street, Ottawa K1A 0C8.

Barry Duncan, head of English at The School of Experiential Education in Etobicoke, is president of the Association for Media Literacy. Teaching strategies are available from the AML, 40 McArthur Ave., Weston, Ont. M9P 3M7.

Reprinted from Forum: The Magazine for Secondary School Educators, September/October 1987, with permission of the author.



Richard Edwardson (above) uses reproductions of ancient artifacts, including skulls, to stimulate learning about early man, while Margaret Robertson (below) has used her experience to develop a hospital/homebound teacher training course being offered for the first time this summer at UBC.

Two innovative B.C. teachers honoured with Hilroy Awards

SURREY'S RICHARD EDWARDSON CREATED AN IMAGINATIVE ARCHEOLOGY UNIT AND SALMON ARM'S MARGARET ROBERTSON DEVELOPED A UNIQUE HOSPITAL/HOMEBOUND COURSE

A Surrey teacher has won the \$7,500 Grand National Hilroy Award for a simulated archeological excavation program that has had outstanding success in stimulating students' motivation and learning.

And a Salmon Arm hospital/homebound teacher has won a \$2,000 provincial Hilroy Award for developing an outline for the first course in Canada to train hospital/homebound teachers that she will offer this summer at UBC.

National award winner Richard Edwardson of Royal Heights Elementary School in Surrey and provincial award winner Margaret Robertson of Salmon Arm were honoured by colleagues at the Annual General Meeting.

This year, the Canadian Teachers' Federation national advisory council awarded 20 provincial Hilroy fellowships of \$2,000 each and selected seven teachers for national fellowships, six receiving \$4,000 awards and one receiving the \$7,500 Grand National Award.

Hilroy awards are granted annually to teachers who develop and apply innovative ideas in their classrooms.

Ten years ago, Richard Edwardson found that his Grade 7 social studies students were often bored with the subject. He decided to change that — and created a program that simulates an archeological excavation, giving his

students a "hands-on" approach to the study of Early Man and Ancient Greece.

And the project grew. Students learned that learning was all around them, not just in books; and facts were learned for reasons, not just passing tests. He found that students grew in empathy, cooperation and in finding creative solutions. These are skills that cannot be objectively measured in tests, but apply beyond the classroom in everyday life.

Says Richard Edwardson: "Thinking and motivation are really the things the dig is all about. And these two elements are found in every aspect of the curriculum. The dig gives me the ammunition to hit the target I want."

The site where the "dig" takes place is divided into two parts: Early man at the base of the hill and Ancient Greece at the crest. He fills the site with relics of the past then sends the students out to excavate them.

"The amount and kind of materials used are essentially open to the teacher's judgement," says Edwardson. "In the first year, I made six clay reproductions of skulls and some fragments of bone. The clay cost about \$15 and the bones came from a couple of roast leg of lamb dinners. I must stress that I am not exceptionally artistic and 12-year-olds are not a critical audience. It is true that I now have over 700 artifacts including reproductions of ancient coins and a Macedonian gold

colfin, but these things came along through the years. The idea worked from the beginning and the beginning was very simple."

Edwardson admits that the project has changed him too.

"I started with a single goal and simple philosophy and uncovered more than I realized. I'm a teacher to the kids, but I'm also a co-learner with them. We go out to find bones and along the way we discover a bit about ourselves.

"Plutarch wrote that 'a child's mind is not a vessel to be filled; it is a fire to be kindled.' I believe that. If teachers can make education exciting, the kids will come back to it — on their own time, in their own way, with their own interests. But they'll come back."

Margaret Robertson, hospital/homebound teacher with the Shuswap School District, was given a provincial Hilroy award for her efforts to improve the quality of education for students confined to hospitals or homes because of injuries, illnesses or handicaps. With the support of the Hospital/Homebound PSA, Robertson developed the outline of a hospital/homebound course that UBC will formally incorporate this summer, with her as instructor. No other university in Canada offers a course on hospital/homebound teaching.

Robertson, who has an extensive background in special education, notably remedial reading and mathematics, said the course is designed to better prepare teachers entering hospital/homebound teaching for a very challenging and varied role.

Hospital/homebound teachers, she said, have got to be prepared to assume a wide range of teaching — all grades, all subjects — teach in many different environments, recognize symptoms of illnesses, understand prescription drug side effects, be innovative and empathetic in teaching the handicapped, the bed-ridden and the terminally-ill, be sensitive to ethnic and cultural differences and be able to make subjective and objective assessments.

While teaching the curriculum under direction from the student's school, she said the hospital/homebound teacher must have the ability to take innovative approaches to suit the environment and the student. It takes, for example, particular sensitivity and skill to teach children who have recently lost a limb or who are terminally-ill, she said.

"You have to have a philosophy about life, about death and about educating the terminally-ill," Robertson said. "Education is the only normal part of their lives. It's the one thing that can't be taken away from them."

Hospital/homebound teachers, she said, must be able to act independently and to think quickly on their feet, particularly when faced with inebriated parents or a violent situation.

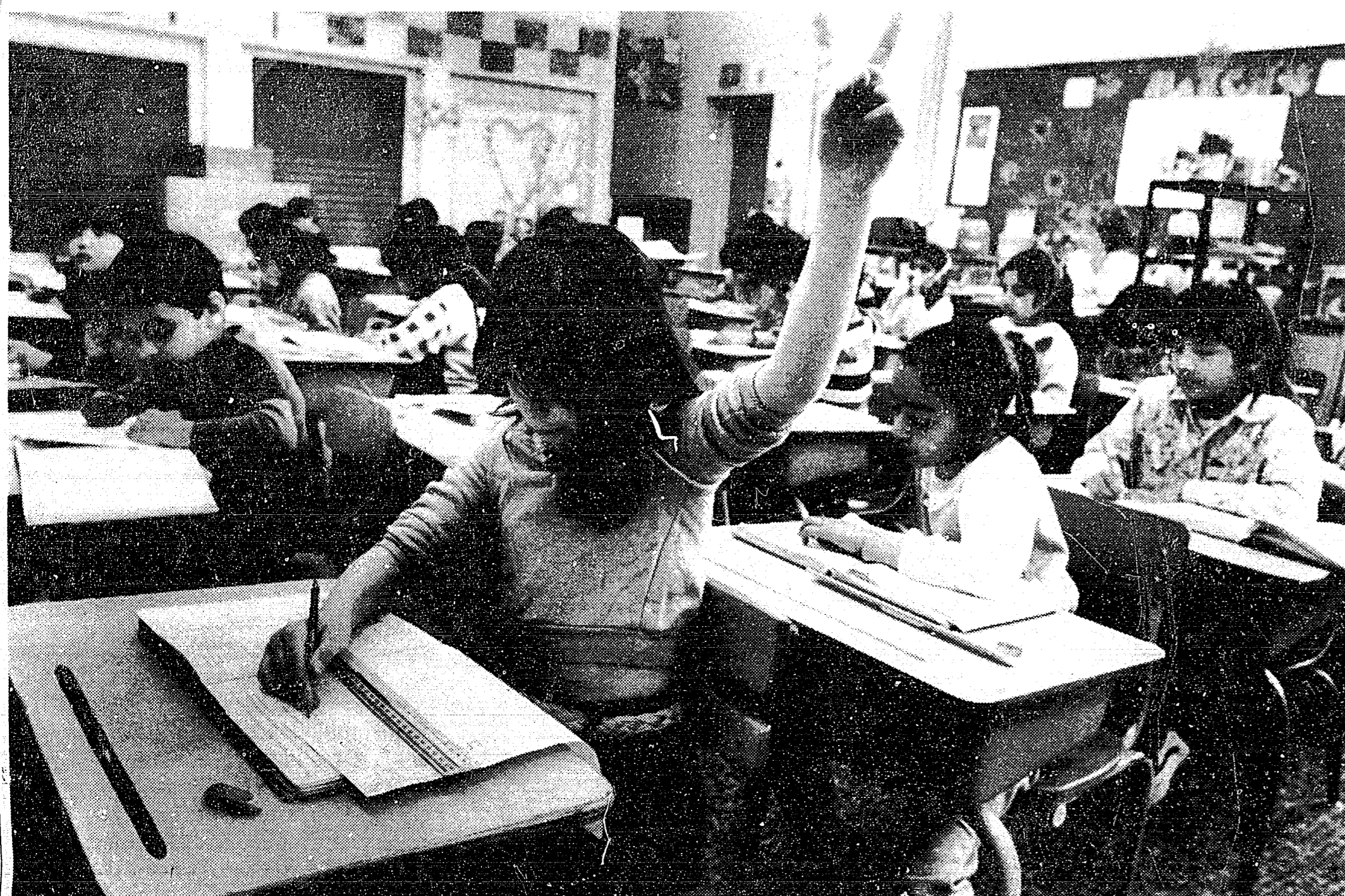
"You're out there on your own and you've got to cope," said Robertson. "The most dangerous situation she ever faced, she recalled, was when a woman suddenly appeared brandishing a knife and blocking her exit from the house where she was teaching a bed-ridden child.

"I looked at the knife and thought that if my time has come, it's come," she said. "So I just talked the knife down and the family all dissolved into tears and we just sat down and talked out all the problems."

Robertson said there is a growing need for hospital/homebound teachers and that many of her colleagues should consider the field.

"It's the most demanding work I've ever done," she said, "but it is the most rewarding."

Langley class size campaign pays off



Crowded classrooms are common in B.C. Langley School Board agreed in February to hire 51 additional teachers to specifically reduce class size. Josh Berson photo



Elaine Decker

Teri Sobo, teacher librarian, Nicomekl Elementary School, and Chairperson of the Langley Class Size and Teacher Workload Committee. Peter Owens photo

Langley teachers knew their class sizes were high. They also knew that Langley classes were larger than most in the province. Determined "to bring about the direct reduction of actual class sizes in the Langley School District until professionally acceptable standards were achieved" the Langley Teachers' Association began an 18-month campaign in February 1987.

The Class Size and Teacher Workload Committee, chaired initially by Ken Novakowski and then by Teri Sobo, was central to the three-phase program. A grant of \$4,000 from the BCTF helped the local get started. The first phase was dedicated to bringing together the education community. The committee prepared staff reps to conduct a workshop in each school on class size. From the workshops, the committee received valuable feedback on teacher concerns about class size and about the proposed campaign itself. Committee reps met with administrators to gather more information. A presentation was made to the district's Task Force on the Educational Environment. By the end of Phase I, June '87, class size and class composition were recognized as the major concerns in the district.

In the fall of '87, the Langley Teachers' Association began Phase II — taking the class-size issue to the community. The association hosted a

public forum, inviting politicians, candidates, community leaders, and all teachers with oversized classes. A panel of educators, including BCTF President Elsie McMurphy, examined the class size issue. Next, the LTA held a special in-service for school board candidates, focussing on class size. In addition to a class size bulletin and periodic updates to Langley teachers, the class size committee mailed an eight-page tabloid to every household in the district. Class size became the major issue in the school board elections.

Class size became the major issue in the school board election

Results of a class size survey were presented to the school board. The association and the board jointly undertook a Community Attitudes Assessment. Using focus groups, they tested public opinion about adding

resources to the system to achieve smaller classes. The LTA submission to the Sullivan Commission focussed on class size. Press statements kept the issue alive in the local media. Public awareness continued to grow, and the stage was set for Phase III setting the spring budget and negotiating a collective agreement.

The local lobbied local business, community and service groups, made a budget presentation, produced a second community focus bulletin, and, of course, kept members and the media informed. They are now beginning to bargain class size/composition clauses in their first collective agreement.

In February, the board unanimously agreed to increase its budget to hire 51 new teachers to reduce class sizes

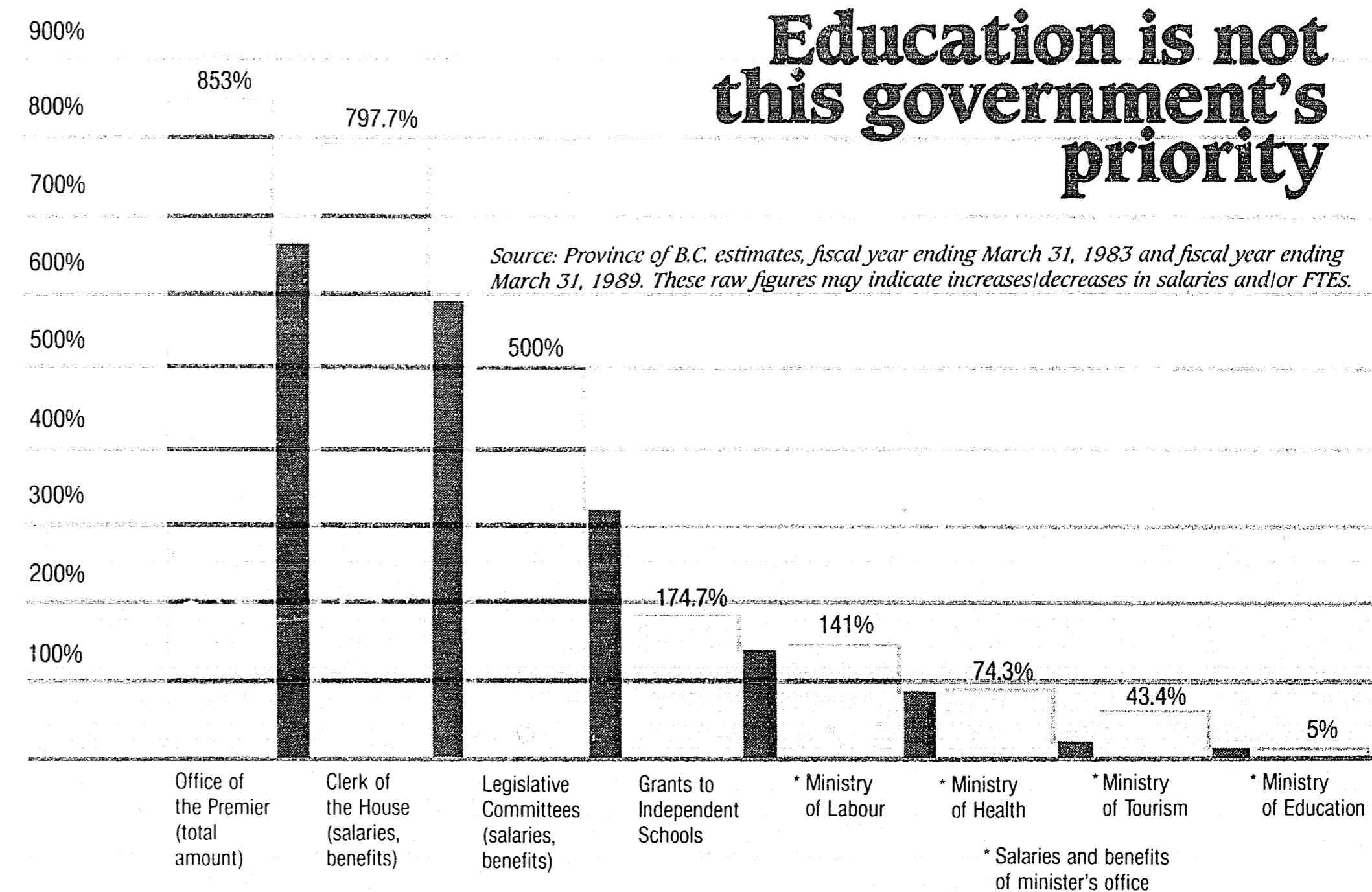
In February, the Langley School Board unanimously agreed to increase its budget to allow for the hiring of 51 additional teachers designated specifically for the reduction of class sizes!

Teri Sobo admits the campaign was a massive task. She has high praise for the contributions of fellow committee members Lou Anthony, Linda Baker, Terry Eastman, Bonnie Hartup, Olive Hermay, Ken Novakowski, Peter Adams and Alex Pernat. The key to the campaign success, she says, was the building of consensus among Langley teachers, then developing a positive agenda to promote that consensus. When asked to evaluate it, she turns to the comments of Langley teachers in a recent class size opinion poll. "Keep up the good work! Class size is an issue that is critical to us all." "Do something! Soon!"

For more information about the Langley campaign, or copies of the Langley Teachers' Association community focus bulletins, contact the president, Ken Novakowski at the Langley Teachers' Association office, 533-1618.

Elaine Decker is BCTF communications officer.

Education is not this government's priority



Bargaining progress slow against hard-line boards

MANY BOARDS HAVE BROUGHT IN HIRED NEGOTIATORS

George North

Virtually all local associations have opened negotiations for first agreements under B.C.'s labour legislation but even where talks got underway before the Annual General Meeting, limited progress has been reported.

Early talks revolved around terms of the protocol — the critical set of rules under which negotiations are conducted. Issues include the schedule and timing of bargaining meetings, how the progress of negotiations will be reported out to the media, allocation of substitute costs, and the process for signing off items as they are negotiated.

Some locals and boards have set extensive meeting schedules with the apparent objective of seriously bargaining to arrive at an agreement within a reasonable period of time. Vancouver, for example, had half a dozen meetings scheduled in April; Victoria 10 to the end of June; Langley 11 full days over the same period; Alberni, Campbell River, Courtenay, Lillooet, and Vancouver Island North six meetings to the end of May; and Saanich seven to the end of June. Wrapping up agreements by the end of the current school year will be difficult to achieve unless the schedule of meetings is heavy and serious negotiations take place.

A major factor in the current process is the extent to which boards are prepared to continue such established

conditions as sick leave, fringe benefits, compulsory membership, dues deduction, grievance procedures, leaves, and seniority/severance clauses. Some progress has been recorded in these areas with New Westminster the first to roll over its sick leave and fringe benefit clauses. One local has reached agreement on a compulsory membership clause which simply continues what has existed for four decades.

"BCTF is strongly advising locals to hold firm on single-year contracts"

School boards generally, however, are taking their time in negotiations including protocol terms. Moreover, they have for the most part adopted a hard line on items, including some currently in contract. In Revelstoke, board spokesperson Art Guttman has proposed removal of compulsory membership, picket line protection, benefits from teachers employed less than half-time, and death benefits for temporary teachers, to name a few examples. Cariboo-Chilcotin board is following the same pattern.

There is more than a suspicion that many school boards are pushing for multi-year agreements and in fact several have already put the proposal on the table. For its part, the BCTF is strongly advising locals to hold firm on single-year contracts in order that new initiatives in working conditions and personnel practices along with income protection may be vigorously pursued next spring.

Many school boards have gone outside to hire negotiators, 14 of them lawyers with the BCSTA's law firm of Campney and Murphy. Five of the firm's lawyers are actually involved, with the lion's share of districts going to Peter Csizsar — who has the seven districts in Vancouver Island North. Another nine school boards have hired Western Industrial Relations (Dan and Gerry Bell) while at least five have secured the services of Quinn Martin Gallagher. The Okanagan Labour Relations Council negotiates for eight districts in the Okanagan through Bill Holland, successor to Al Akehurst, now coordinating bargaining for the B.C. School Trustees' Association. Keylock Consulting (Al Keylock) has three districts, Gordon Wilson (formerly with Vancouver School Board) has two, and Art Guttman (one-time secretary-treasurer/bargainer for Burnaby School Board) has one. At last count, 42 "outside" negotiators had been hired by local school boards.

The success of negotiations this spring will depend upon effective communications with the membership and a continuing high degree of teacher support and commitment for local bargaining objectives.

For information on any of these committee vacancies or for curriculum vitae forms, please call Jacquie Boyer at the BCTF office. Your local association office or president should also have forms. Most appointments will be made at the June 10-11 Executive Committee meeting.

Application deadline for the following BCTF committees is May 30 unless otherwise stated. Most terms are for three years, effective July 1.

Committee Against Racism (3); Committee on the Rights of Children (1); Income Security Committee (2); Investigation Committee (2); Judicial Committee (2 to be elected at May RA, deadline May 27; applicants must be approved by secret ballot of local general meeting or delegate assembly); Labour Affairs Advisory Committee; Pensions Committee (4); Policies and Procedures Committee (2, also requires 1 corresponding member from outside the Lower Mainland); Professional Relations Advisors' Committee (2 secondary teachers, 1 elementary teacher); Status of Women Committee (2); Teacher Education Committee (3); Teacher Personnel Committee (1); BCTF representative to the Teacher Qualification Service (1); Working and Learning Conditions Committee (3); W.R. Long Memorial International Solidarity Fund Committee (1).

TQS is a joint operation of the BCTF and the BCSTA whose purpose is to define categories of teacher qualification and to evaluate the academic/professional preparation of teachers. Knowledge of teacher-preparation programs and salary administration plans is desirable.

Information on the committees coordinated by the Teacher Personnel Services Division appears on pages 85-87 of the *Members' Guide to the BCTF*.

Teaching for democracy

A LOOK AT CO-OPERATIVE LEARNING

Nancy Hinds

Turn up the volume on educational talk in British Columbia today and you'll hear the call for co-operative learn.ing.

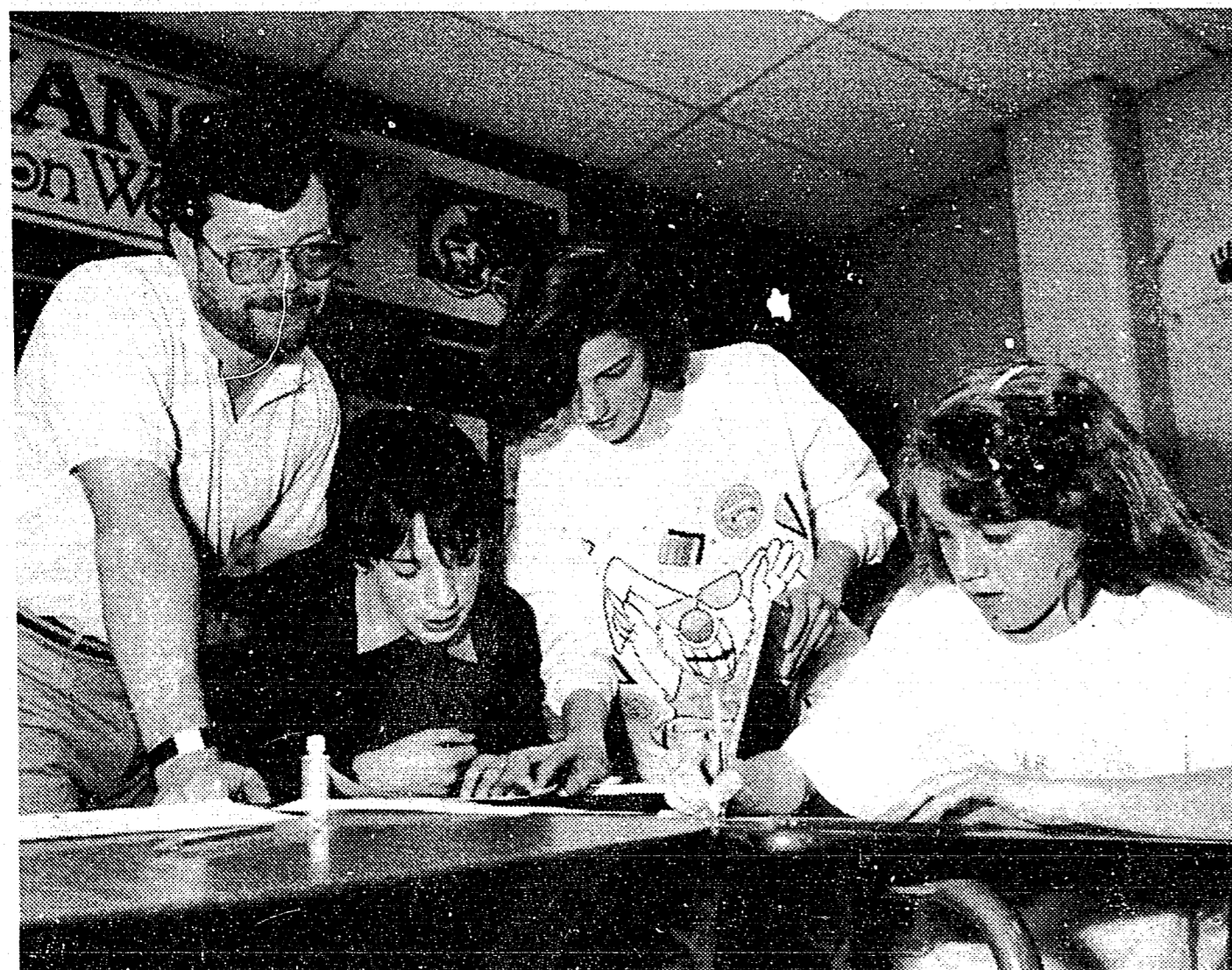
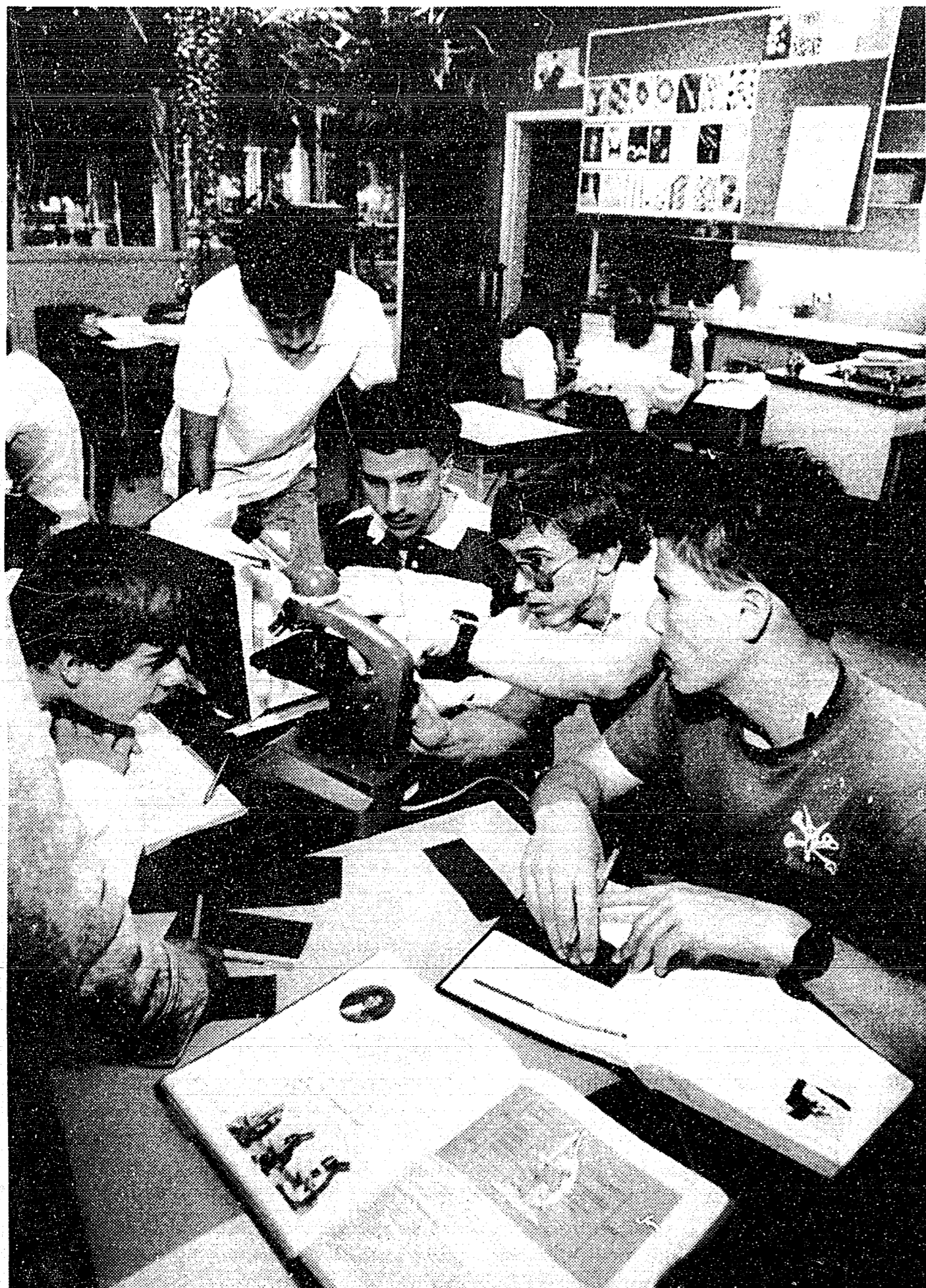
This call beckons educators to embrace one of the most influential trends in North America. The voices — teachers, students, educational researchers — tell of democratizing classrooms and schools without sacrificing academic success, of students working in partnership and groups toward common goals, and of sharing decision-making and developing mutual responsibility toward achieving answers. Thus collaborators, rather than rivals, in learning are created.

"Most people at my school have a lot of courage to believe in themselves," says Erica Dufva, a Grade 2 student at Maple Lane Elementary School in Richmond. "We are a most co-operating school." The school's vice-principal, Linda Kaiser, adds, "Our approach is about power sharing and group management. It is an essential strategy for citizenship and for living in an information society."

"Instead of the industrial-age style of teaching, it is now the information-age style of teaching," explained John Maschak, a science teacher at Burnsville Junior Secondary School in Delta.

Learning together is the living curriculum for the future. "Working things out together," toward interdependent goals is now the theme in families and businesses and in local and global communities. In a world of complex organizations with multifaceted problems, the ability to communicate, to think, and to act together flies in the face of the once dominant cultural myth — the pursuit of success through competitive "going it alone." One common corporate principle sums it up: "Running the business is 95 per cent about people and 5 per cent economics."

There have been examples of co-operative learning such as peer tutoring, team research projects, classroom councils, and class projects for decades. However, recent research on achievement and achievement-related gains by Robert Slavin, of Johns Hopkins University, and David and Roger Johnson, of the University of Minnesota, has pointed co-operative education in a different direction.



Co-operative learning is an opportunity to teach any subject and any grade to any degree of collaboration you choose. John Westlake (above), Burnsville Junior Secondary, Delta, uses this small-group approach in both socials studies and consumer education classes.

Unlike competitive or individualistic approaches, in John Maschak's co-operative learning science classes students work together in groups towards common goals and shared solutions. Alistair Eagle photos.

Vancouver teacher Tom Morton points out that the focus is a "melding of social science, with education and humanistic concerns. It's definitely a very practically based, well-defined system, and that's the real attraction to it."

Teachers are now grabbing onto collaborative strategies with confidence. This is the modern version for what in the '60s and '70s stood as a feeling that kids should work together on projects and the frustration when the good intentions turned into outright conflict and chaos.

Burnsville Junior Secondary School Principal Dick Sleep states: "Many innovations have failed because they have been linked to traditional teaching strategies. This is a revolutionary change. The key to this game is 'You learn together, but you test alone.' They have no one else they can blame. And our kids are making decisions around how to learn."

THE LEARNING CHOICES

All learning is goal-structured. Traditionally, schools have relied on the competitive and individualistic models of motivating learning at the expense of a third option, co-operation. Johnson and Johnson claim in their research that, "Co-operative learning experiences, compared with competitive and individualistic ones, promote higher achievement, greater motivation and more positive interpersonal relations among students." They also point out evidence of "more positive attitudes toward the subject area and teacher, greater self-esteem and psychological health, more accurate perspective taking, and greater social skills."

Supporters for co-operative learning are after more collaboration and less competition. Johnson and Johnson propose that ultimately 60 per cent of classroom instruction should be done co-operatively. Jim Skinner, a Chilliwack counsellor and BCTF PD staff person, counters, "There is a role for individual learning and for co-operative learning. Together they make a powerful duo. Perhaps, there is a need for competitive play, but only for those who choose it." Currently, the instructional and evaluative systems lean toward pitting one student against another, contributing to the significant number of students who drop out and withdraw from society.



John Maschak, science teacher at Burnsville Junior Secondary, Delta, has been incorporating co-operative learning into his classes for two years. Says Maschak, "It makes life easier, and it makes it a lot more fun to be in the classroom. . . . We really see growth in the kids."

Social psychologist, Robert Slavin, says "The attraction of co-operative learning for humanistic educators probably lies not so much in accelerating student achievement as in the consistently found positive effects of such variables as race relations, attitudes toward mainstreamed classmates, self esteem, and other nonacademic outcomes."

CENTRAL ELEMENTS

In its most powerful sense, co-operative learning is an opportunity to teach any subject and any grade to any degree of collaboration you choose.

The key to its implementation is the notion of *positive interdependence*. In Morton's view, "There's a single goal to all group work. Under co-op learning, let's say, there's one project to complete, or everybody is helped to master the material so that everybody in the group can get 80 per cent on an exam. Equally important is that everybody is pulling his/her weight and is therefore 'individually accountable.'" Through teaching skills of group process and basic communication skills, the intention "to pull together toward a common end" comes alive. No one is left to hitchhike or to railroad the group into a single and easy solution.

Everybody must make a contribution. Co-op educators break down the tasks into interdependent parts, assign specific roles, process the experience on how well the group operated, assign group rewards — marks, bonus points, or time-off — and/or continually test whether positive interdependence is at work in the groups.

"The degree to which you attend to individual accountability separates this approach from other group learning," says Sleep. "There is more process learning than content-learning." All contributors to the completion of the task become "part of" or "eligible for" the group's grade or mark. Thus, task and group rewards are interrelated.

BURNSVIEW IN DELTA: A CO-OPERATIVE SCHOOL

John Maschak has been using structured co-op experiences in his Delta science classes for two years. His interest is bolstered by his staff colleagues, all of whom have had at least one training session, and by a self-help group of science teachers who meet regularly to design materials. Next door, Doug Woodroff is taking his first steps, with his Grade 8 English students, teaching them the intricacies of sharing "air time" with fellow students in groups.

"Everybody here is committed to doing a better job," confirms Woodroff. "On school-based tests, my Grade 8 students' marks have never been better." Student novice, Scott Poirier, has mixed feelings about the change to co-operative strategies. "This is easier than working by yourself," he says. "But I like teachers teaching me. Students don't know as much as the teacher and the teacher sets the exam. I went down because of this style. If teachers could teach in a fun way, I might like to go back to the old way. But some teachers are boring."

By Grade 10 there seems to be a new appreciation of the approaches.

"Everybody learns and it helps me understand things better," says Michele Zimmerman, a Grade 10 student. "I think it's easier to learn from a student than from a teacher."

"Ultimately," says classmate Cindy Drozd, "it is learning to get along with others. It helps you learn how to work with people you don't necessarily like."

"And that," chimes in Brad Arlitt, "might help you keep a job some day."

GETTING STARTED

Breaking with traditional teaching and introducing collaboration into your classroom has both its frustrations and its rewards. Morton is sold on the payoff. "This is a rare example of having your cake and eating it too," he says. "You can have a higher academic achievement across the board for all students and, at the same time, have improved social skill and improved social climate. There is a greater liking for the courses, and there's also a better feeling for the teachers and the administrators."

Maschak agrees, "It makes life easier, and it makes it a lot more fun to be in the classroom. Honestly, I am still teaching. I was really tempted to just quit back then. Now at Burnsville, we really see growth in the kids, the curriculum and higher level thinking."

For the staff at Burnsville, plugging into co-operative learning has been a two-year, in-depth process of training, classroom trials, joint material adaptation, peer coaching, and administrative support. It is co-ordinated by counsellor Scott Vannatter and supported by teams of teachers. According to Principal Sleep, "There is not another school even close to this in B.C."

"It is a significantly different approach, which takes time to master and time to refine," cautions Morton. "However, it is possible to set a course to try one or two lessons a week in order to see for yourself how it feels."

Will co-operative learning slide through this decade, like other innovations, and come again in another decade under a new name? It is here to stay this cycle, claims Skinner. "If it is hooked to the learning theory of social psychologists such as Rudolf Driekurs, Alfred Adler, and William Glasser, it will not get off track but will be acculturated into the dominant educational mode. Then we may see a true transformation."

To test this prophecy, you may, like fellow teachers all over B.C., want to give co-operative learning a try.

Nancy Hinds is co-editor of *Teacher*.

Scampering through secondary English

ALONE AND TOGETHER

Tom Morton

I wonder if I would still be teaching if I had not come across co-operative learning five years ago. Certainly my classes would be far different from this week's: Grade 12s presented in pairs brief skits based on characters from the novel *Cry, the Beloved Country*; Grade 11s huddled together in fours to compose an analysis of a character from a short story, each student taking on a particular role like recorder, encourager, or proofreader; and Grade 9s, my squirrely, delightful Grade 9s, did a bit of everything as they scampered through a vocabulary unit.

When I plan a lesson, I structure it in one of three ways. Often students learn on their own, perhaps reading and answering questions. Like a long-distance runner, each student works individually at his or her own pace. On occasion, classes are competitive — spelling bees are an old-style favorite. Like "Rocky" in the ring, when that bell curve sounds, students are there to win. Last, about half my classes are structured co-operatively; students work together to ensure that everyone masters the material, a team of mountain climbers helping each other scale an educational summit.

For this week's Grade 9 vocabulary unit on root words and prefixes, I used all three structures. I had earlier divided the class into heterogeneous groups of four. (I do not let students choose their own groups.) This week, each student in the group received a different worksheet with roots like *phobia* or *mania* and prefixes like *claustr* or *pyro*. Their task was to work individually to master the vocabulary based on the roots and prepare to teach their words to the other members of their group. Since the vocab sheets had been "jigsawed," that is, broken into parts, the students needed everyone to complete the puzzle of 30 words. Since the students would also eventually collaborate in an exercise where all members had to know the words, they had two big incentives to work together.

I do not want my students to be passive learners, merely sitting and soaking up information like some Kits Beach sunbather, so I carefully explained the skills I expected from the others while each student was teaching his or her words. I said an active learner should paraphrase, elaborate, ask questions, and think of applications of how that word could

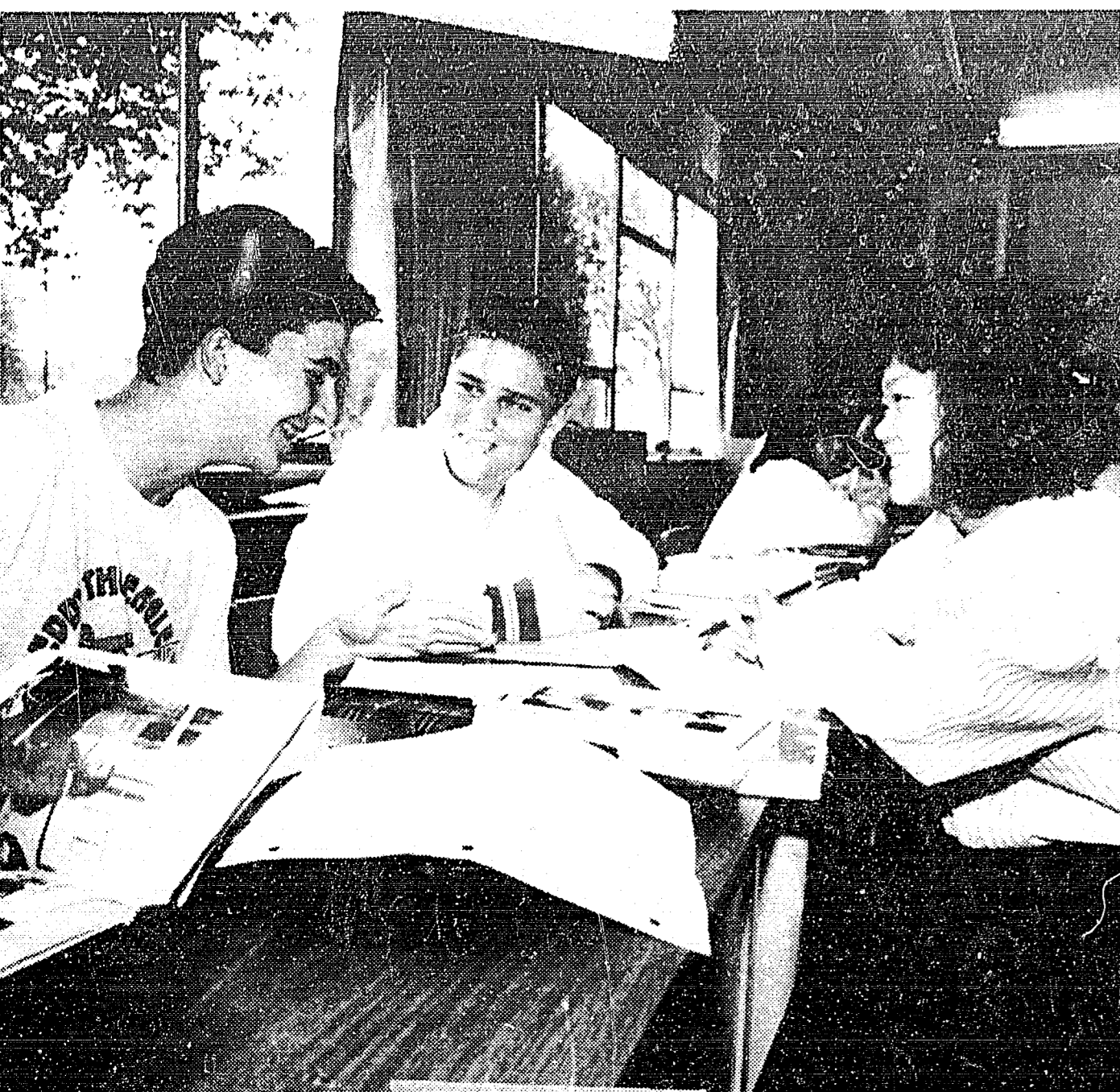
be used, and that was what I saw and heard my students doing. Not as quietly as I'd like, but with great enthusiasm for learning. At the end of the group work, we discussed how well the students worked together, which social skills they used, and what they might do better next time.

The next class was structured for light-hearted competition. I arranged for students to compete against each other in a fun way by placing them in homogeneous groups — that way each student had an equal chance to learn.



Tom Morton, secondary English teacher in Vancouver, is sold on collaborative learning approaches. The pay-offs include academic success, joy in learning, positive self-esteem and a place for "all" students in the school community. Alistair Eagle Photo

See "Secondary English" page 12



In co-operative learning groups, such as those with Morton's Grade 9 Prince of Wales class (above), students are taught how to contribute positively to the successful completion of the assignment. With evaluation tied to shared participation, students are motivated to pull together for the best results. Alistair Eagle photos

In the final class, the students returned to work co-operatively. For fun, I gave a quick quiz on a few coined words like *punctilophobia* — fear of arriving to class on time. *Murmurmania* — uncontrollable urge to whisper, usually while the teacher is talking. The group task was to complete a single group story using at least half of the 30 words and three coined words like my examples. Each student had a role to play, such as checker for understanding and agreement or recorder to help the group and to ensure everyone took part.

However sunny and bright I am about co-op classes, I still experience showers. Today's tempest was conflict in one group. My response was to take away the story they had begun and direct them to come up with a solution before they restarted their task. No matter how much I love Latin and its roots, I believe learning to work with

others comes first. So I moved away and let them try to solve the dispute. A rough agreement laboured forth. One agreed to interrupt less; the others, to check more for agreement. Though I encouraged the students to solve the problem themselves, I stayed around to observe their work and their solution. They did very well. With minimal rancour, the group wrote an entertaining story, with characters who were *misofrogic* and *amphibiophobic* as well as bigamous and democratic.

All three methods of learning play a part in my classroom, but for the last few years, co-operative lessons have given the greatest joy and most profound learning to my students and to me.

Tom Morton is a secondary English teacher in Vancouver, and a BCTF co-operative learning trainer.

A journey toward co-operative learning: the Glasserian route

A RICHMOND ELEMENTARY SCHOOL'S EXPERIENCE

Daphni Clifton

THE WAY WE WERE

We at Richmond's Maple Lane Elementary School weren't suddenly converted to co-operative learning. We stumbled into it by default.

Having effectively weathered the passage to instructional excellence during the early 1980s, we found ourselves, by 1984, being buffeted through the straits of restraint. Because we were a dedicated crew of Type As, we believed

that, above all, the quality of service had to be preserved. We didn't notice fun and autonomy escaping through the cracks until our Grade 4 teacher, who is always in control, had a nasty bout with eczema and another colleague, who finds walking down to the staffroom a strenuous activity, started talking about exercise classes. We knew something was wrong.

We chose Shelley Brierley, senior instructor of reality therapy, to help us rechart our course. Her explanation of Dr. William Glasser's Control Theory cast light on our obscured direction. It became apparent that in our desperate need to do a good job, we had fallen into nagging, overnurturing, and focussing on error.



For students at Maple Lane, learning is fun! Daphni Clifton photos.



Dr. Glasser believes that, built into our genetic instructions, are basic psychological needs that must be continually satisfied. We all need to belong and be loved, to feel worthwhile and know that we have personal autonomy or power. We also need to enjoy life and have fun, to have the freedom and option to choose for ourselves. If these needs are not met daily, we begin to feel pain (frustration or stress), which forces us to behave in some strange ways in order to regain control of our lives. If, as teachers, we understand this paradigm for ourselves, we more easily understand the children we teach and their behaviour.

WHO'S RESPONSIBLE

We had to learn how to focus on the positive. We began to look at what was working. According to Glasser, there is no such thing as constructive criticism. On the other hand, praise and the encouragement of self-validation, are invaluable psychological nutrients. If the plan is not working, it simply means the plan is faulty, not the planner.

Having learned to focus on the positive, we were well on the way to establishing realistic roles in a co-operative environment. Some teachers held class meetings to discuss effective ways of moving some of the responsibility (power) back to the pupils. One successful strategy was to divide a page or overhead sheet into four areas. One side was labelled "It is 'My Job'" and the other side, "It is 'Not My Job.'" The top half was for the teacher's role, and the bottom half for the pupils'. Many subsequent problems were handled simply by asking, "who's responsible?"

Supervision became a pleasant experience as we began handing back to pupils the responsibility that was rightly theirs — to be in charge of their own learning and life. In the entrance hall, pictures of responsible pupils at work and play surrounded the caption "AT MAPLE LANE, STUDENTS TAKE RESPONSIBILITY FOR THEIR OWN LEARNING."

TOGETHER WE CAN DO IT

By the end of the 1985 school year, most of our serious disciplinary problems had disappeared. Seeing pupils outside the principal's office was rare. We had discovered that we needed each other. A school-wide preview trip to the Expo site helped us test how far the older children had come in their ability to care for and lead the younger ones. The school population was divided into co-operative teams made up of mem-



Helping one another is second nature to students at Maple Lane Elementary in Richmond, where classroom activities, school teams, and special events are all organized to encourage co-operation and shared responsibility. The school's approach is based on William Glasser's control theory under which, he claims, all people have basic psychological needs to belong, be loved, feel worthwhile, have personal autonomy or power and to have fun.

bers from Kindergarten to Grade 7. Each team was responsible for acceptable social conduct for the day.

The results convinced us to use the same strategy for Sports Day. Each event was designed to encourage co-operative effort. Parents, staff, and pupils all agreed that it was the best Sports Day yet at Maple Lane. The fun continued on into Halloween the following fall. "Together we can do it" became our new-year theme.

CIRCLES OF LEARNING

Today every classroom at Maple Lane implements the strategies of Johnson and Johnson and Glasser. In *Control Theory in the Classroom*, Glasser claims that co-operative learning gives children a greater sense of freedom, fun, recognition, and power.

The children are effectively having all their needs met with this learning approach. Jillian Renouf, a Grade 2 pupil, puts it this way: "Co-operation is working together as a team, sharing your ideas in a contribution and showing

how you do your things with other people. Co-operation helps me when I am working with a friend. We co-operate together and our ideas get done faster."

Co-operative and collaborative effort is now a natural ingredient of our programs. The following quote from Edward Chance, assistant professor in the Division of Education of South Dakota State University, is our shared belief:

"Does Co-operative Learning and Control Theory provide a viable means by which students and teachers may change their pictures to ones of success, caring, satisfaction and commitment? The answer is an emphatic, forceful, insistent 'yes.' It not only works, but provides the answer that a multitude of national reports are seeking, i.e., one which seeks to make schools more effective without sacrificing the human side."

Daphni Clifton is a learning assistance teacher at Maple Lane Elementary School in Richmond and a certified reality therapist.

Co-operative learning materials

Circles of Learning: Cooperation in the Classroom, by David W. Johnson, Roger T. Johnson, Edythe Johnson Holubec, and Patricia Roy (Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, VA 22314; revised edition, 1986).

Circles of Learning: Cooperation in the Classroom, by David W. Johnson and Roger T. Johnson (Interaction Book Co., 7208 Cornelia Drive, Edina, MN 55435) — a training manual.

Control Theory in the Classroom, by William Glasser (Harper and Row, New York, 1986).

Cooperation in the Classroom, by David W. Johnson and Roger T. Johnson (Interaction Book Company, 7208 Cornelia Drive, Edina, MN 55435).

Co-operative Learning, by Robert E. Slavin (New York: Longman, 1983a).

Developing Effective Classroom Groups, by Gene Stanford (Hart Publishing Co., New York, 1977).

The Enabling Behaviours, by Arthur C. Costa (Search Models Unlimited, San Anselmo, CA, 1983).

A Guidebook for Cooperative Learning: A Technique for Creating More Effective Schools, by Dee Dishon and Pat Wilson O'Leary (Learning Publications, Inc., 5351 Gulf Dr., Holmes Beach, FL 34217, 1985).

Learning to Cooperate, Cooperating to Learn, edited by Robert Slavin, Shlomo Sharan, Spencer Kagan, Rachel Herta Lazarowitz, Clark Webb, and Richard Schmuck (Plenum, 1985).

Maintaining Sanity in the Classroom, by Rudolf Driekurs, et al (Harper and Row, New York, 1982).

"The Socialization and Achievement Crisis: Are Co-operative Learning Experiences the Solution?", by David W. Johnson and Roger T. Johnson (1983a) (L. Bickman (Ed.)) Applied social psychology annual 4 (pp. 119-164). Beverly Hills, CA. Sage Publications.

Structuring Cooperative Learning: Lesson Plans for Teachers, edited by Roger T. Johnson, David W. Johnson, and Edythe Johnson Holubec (Interaction Book Company, see address above) — a compilation of lesson plans of preschool through high school teachers from across the country.

Interested in linking with other teachers using co-operative learning approaches? Call or send your name, school and interest area to:

"Co-operative Learning Network", BCTF PD Division, 731-8121 or 1-800-663-9163.

The "doing" of writing

MacKay, Don. *Writing Towards Yourself*. Punch Press: Victoria, 1985, 152pp., \$19.95.

Mary Aitken

Writing Towards Yourself is not a "telling" book which informs the student "how to," instead it invites the "doing".

Its purpose is to move the student in the direction of critical self-examination through the medium of creative writing. Specifically, *Writing Towards Yourself* encourages both private and public writing.

This dual writing objective is accomplished through a unique format. Each page is a unit headed by two quotations. These quotations are followed by two subsections, "Words" and "Writing." In 152 pages, there are 113 units with 24 sets of creative writing assignments.

For example, page one, Unit One, has quotations from a Navaho Wind chant and from the *I Ching*. Under "Words," two theme-related vocabulary words are given. Under "Writing," four questions are posed which relate to both the words and the quotations.

The opposite page introduces the concept of Time Lines which asks the student to categorize his/her most meaningful writing under nine headings such as, family, dreams, friends, and crossroads.

By responding to various themes and stimuli, the student gains greater insight into his/her values, ideas, and memories. At the conclusion of 113 units, the student has journeyed inward towards him/herself and outwards toward a larger reading audience.

After using this resource for one semester, students in my class felt that the text was more challenging than a conventional journal, and that the privacy of their answers ensured personal honesty. They concluded, that "the loneliness of writing need not always exist." "Witty" (*Writing Towards Yourself*) as it became known, created a warm and united group feeling in our class.

I applaud this exciting new resource and would recommend this text to any teacher wishing to teach creative writing effectively and enjoyably.

Mary Aitken is a teacher on compensatory leave from Mount Douglas Senior Secondary School, Victoria.

To order *Writing Towards Yourself*, write Don MacKay, Box 1051, Station E, Victoria, B.C. V8W 1S6.

Students' reach should exceed grasp or what's heaven for?

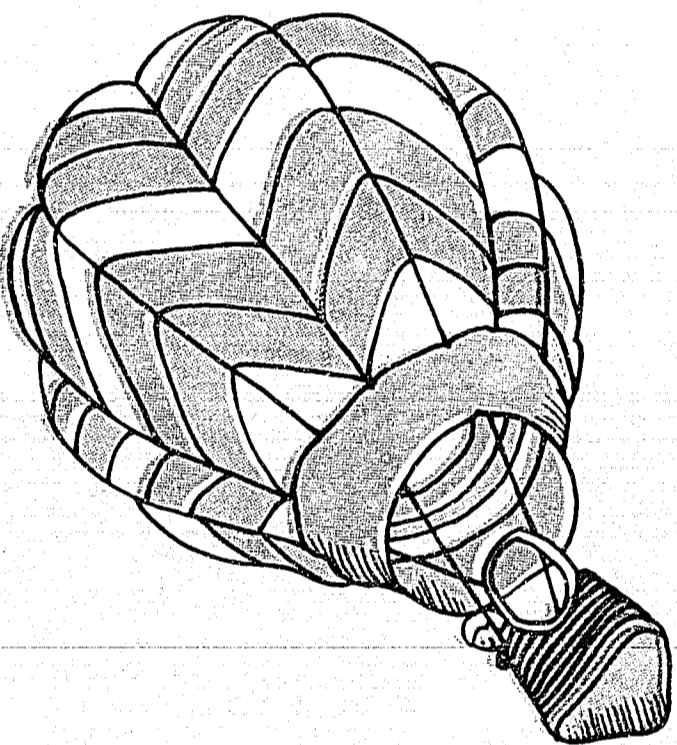
Heather Farris

As I transported three of my junior ones back to school following a buddy skate, an enlightening conversation took place. The little boy beside me informed us that another boy in our class had said that he had driven his dad's truck.

I asked if they thought this to be true or false. All three decided it could not be true. I explained that when we are told stories, we sometimes have to decide if they could be real and what we believe about them.

T. responded: "I believe in Jesus. And you can fly up to heaven." His fingers spiralled their way up to my car roof. As the others tried to absorb these new ideas, T. continued, "But I don't know how you get there!"

As T. looked puzzled, the unusual moment of silence was broken by W's helpful suggestion, "Well, how about a hot air balloon?"



Toes by any other name . . .

Kathleen MacKinnon

Sooke

Conversation overheard (overseen?) between a secondary hearing-impaired student and his educational interpreter:

STUDENT (pointing to his foot): What are those called?

INTERPRETER (in friendly exasperation): Your foot.

STUDENT (pointing to his toes): No, no, not my foot — those!

INTERPRETER: Oh! Those are your toes.

STUDENT: Hmm. . . Well, what's the big one called?

INTERPRETER: It's a toe too.

STUDENT: Yeah, but what's its other name?

INTERPRETER: Whadya mean? Some people call it a big toe.

STUDENT (trying a different tact, pointing to his thumb): What is this?

INTERPRETER: It's a thumb. You know that.

STUDENT: Well, if this is a thumb, why is this just another toe?

Amnesty International urges Canadians join protest of unjust jailing of union leaders

In a campaign celebrating the 40th anniversary of the United Nations Universal Declaration of Human Rights, Amnesty International is urging Canadians to join its protest against arbitrary arrest and detention of trade unionists in other countries.

There are many countries where trade unionists are denied rights that Canadians take for granted — freedom of association, free speech and the due process of law. Amnesty International, an independent human rights organization, is seeking our help in persuading the offending governments to free union leaders suffering from unjust imprisonment.

Here is one request, an excerpt from the February 1988 Labour Action, Amnesty International, Canadian Section:

MALAYSIA
Dr. V. David

On October 27, 1987, amid a climate of rising political tension, the Malaysian authorities started arresting government and opposition politicians, academics and members of social reform movements. At one point, more than 100 people were held under the provisions of the Internal Security Act, which provides for indefinite detention without trial.

Among those still held is Dr. V. David, an opposition member of parliament and secretary general of the Malaysian Trade Union Congress. He was founder and secretary of the Mill Workers' Union and the National Union of Factory and General Workers. He is also a member of the ILO governing body.

Please appeal for the unconditional release of Dr. David and all other trade unionists who have been detained for their non-violent political and union activities. Request assurance that the detainees are being treated in accordance with internationally accepted standards.

Write to: His Excellency Datuk Seri Dr. Mahathir Mohamed, Prime Minister, Minister of Home Affairs and Minister of Justice, Prime Minister's Office, Jalan Dato Onn, Kuala Lumpur, 11-01, Malaysia.

For names of other detainees, or more information about Amnesty International contact: Joy Panter, Box 46656, Vancouver, B.C. V6R 4K8 or Zoe Hunter, 105-1955 West 4th Avenue, Vancouver, B.C. V6J 1M7.

Doug Smart appointed first College registrar



Doug Smart sees new position as exciting opportunity to help shape teacher education.

The College of Teachers has appointed its first Registrar. Doug Smart, a Prince George teacher and former BCTF First Vice-president, has been named to the full-time position, effective June 1, 1988.

"The initial challenge," says Smart, "is setting up the system and getting staff in place." While the college council has been holding marathon meetings since January 1988, they have found the task of starting up an independent certification system for B.C. to be a tremendous undertaking. As the senior college staff member, Smart will assist

in the many aspects of the office set-up and transfer of membership registry from the ministry to the college.

In addition to the day-to-day operations, his work will involve implementing the council's decisions, and preparing background material to assist council in its deliberations.

The position of registrar is but the next step in Smart's rich and varied career. He comes to the job from two years as an on-site faculty associate for the SFU external teacher education program in Prince George. He has had an active career in teacher association work, serving as Prince George local association president from 1977-79, BCTF first vice-president from 1982-83, and six years on the BCTF Teacher Personnel Committee.

With Vancouver offices sited for the College of Teachers, Smart and his family are on the move. Says Smart, "I see this as a staff position. It is an exciting opportunity for teachers to be in control of entry to the profession. The college could play a unique role in shaping teacher education in B.C. over time."

Peacemaking in the classroom

PEACEMAKING IN THE CLASSROOM IS A CLIMATE OF CARING AND RESPECT FOR OURSELVES AND OTHERS

Beverly Davis

Every day, each of us is a peacemaker in the classroom. Conflict is inevitable in life. We continually seek alternatives to resolving daily conflict through anger. We seek alternatives to win/lose, where one party or group feels damaged, hurt, or resentful.

Obviously, a study of conflict resolution takes considerable time; a doctoral thesis, a marriage? One way to view conflict resolution is as a problem-solving exercise. Critical to positive problem-solving is a climate of caring and respect for ourselves and others.

First we must define the problem. What is necessary is successful communication, rather than an "I did not. You did so. I'm right. You're wrong" script. The need to listen to the other person is vital. Really listen so we can repeat what the other person's point or position is. This is true whether it be teacher to student, or student to teacher. We must practise listening.

When we define the problem and listen to the other's perspective, we watch for two dangers and warn ourselves or the students we are teaching. First, our feelings and emotions will erupt and our first impulse will be to express them while the other person is speaking. We must tell ourselves, "I will have my turn. Right now, my job is to listen — to understand how the other person sees the problem or is feeling."

Second, we, and others, will have the urge to bring some history into the present problem: "I remember when you said. . . ." "Last week, he/she took my pencil. . . ." Remember, we are dealing only with this particular problem now.

"What happened today? How do you feel about it now?" Listening allows for some emotion to be defused, for empathy to be experienced, and for the person to focus more easily on the problem, rather than on the people, involved.

Once the problem is defined, we seek agreement to a solution — we may state some common goal. Needed here is an understanding of what the other person in the conflict wants or needs and what you yourself want or need, like, "student to be quiet for the rest of the period," "student to feel that he/she has been listened to fairly," or "to get back my pink sweater without stains."

Once the goals are established, the solution to the problem is often fairly simple.

Looking at alternative solutions and their consequences can flow from the stated needs. A choice from the alternatives is made, keeping in mind what each party needs.

Resources:

Creative Conflict Resolution. More than 200 activities for keeping peace in the classroom. K-6. William Kreidler, Scott Toresman. 1984.

Creating a Caring Community. Grades 4-6. United Nations Association, Vancouver. Available through BCTF Lesson Aids, Peace Education section.

Beverly Davis is President of B.C. Teachers for Peace.

Global studies network

A working group involved in Global Studies is interested in communicating with teachers who are attempting to introduce a global perspective in their teaching.

The group consists of the presidents of the Social Studies, Environment Studies and Peace Education PSAs, a UBC professor of global studies and a

representative of the National Survival Institute. The group is exploring ways to connect non-governmental organizations (NGOs) with classroom teachers to create new networks and possibilities for action. Interested teachers are urged to contact: Beverly Davis, c/o Peace Education PSA, BCTF.

When should you retire?

Early Retirement — The Decision
Bruce Watson

When should you retire? Should you take advantage of the "55 and out" option available until June 30, 1989? Should you work part-time? Should you participate in the Phased Retirement Plan? Should you work past 65?

Only you, the potential retiree, can make the decision.

Since the teacher pension plan benefit is based on age at retirement, service, and final average salary, the longer one works, the better the pension benefit. And as long as one works full-time, salary will exceed the pension.

In deciding when to retire, your financial situation is only one factor — and the easiest to determine.

The Superannuation Commission will give you a pension estimate. The income security offices of the federal government will advise you on your Canada Pension Plan and Old Age Security. You know the extent of your own savings and investments and can discuss with financial consultants how best they may be used or converted into retirement income.

It's who we are that counts. . . not what we were

You know your debts and other liabilities and have some idea of what your lifestyle may be in retirement. You know your current income after taxes and other employment expense have been deducted and can estimate your net income if retired.

Therefore you can review your financial picture without too much difficulty.

But the other side in your coming to the decision to retire — the psychological side — is much more difficult. Are you ready for retirement? Have you given the necessary time to planning for your retirement?

Although planning is the key to a successful retirement, most people delay thinking about their own retirement until they suddenly realize that decision day is just around the corner.

Retirement planning is not a highly complicated process. In its simplest form, it is a matter of developing plans for achieving a lifestyle that is unique to you, that meets your needs as you move from the world of work to the world of retirement.

The old definition of "retirement" encompassed the concept of withdrawal, seclusion. Now people consider retirement to be an opportunity to move into new fields of endeavour, to exercise their skills in new ways, and, at the same time, to be responsible only to themselves.

Rein Selles, the director of the Alberta Council on Aging, in writing about retirement, takes the position that "it's who we are that counts" not "what we were." Certainly all of us have achieved something more than just a salary from our work — friends, status,

identity, security, sense of accomplishment. All of us will probably also be able to list some negative aspects of our working lives that we will not miss in retirement. "In the final analysis," says Selles, "our worth is not determined by our work. It is more likely to be found in family, friends, interesting and challenging hobbies, and the community."

Retirement planning is a matter of developing plans for achieving a lifestyle that is unique to you

Most of us do not welcome change and retirement is certainly a major life-changing event. Many persons approach retirement with trepidation and fear — mainly fear of the unknown. What will life hold for me after I retire?

But retirement is no different from any other event in our lives. As with a trip or a change of job, proper planning removes the fear, and the change becomes one of excitement and expectation rather than one of dread and foreboding.

When should you retire? The answer lies with you — when you are ready to leave one phase of your life and enter another — when you look toward retirement as a beginning and not an end.

Note:

The Retired Teachers' Association and the BCTF sponsor retirement planning seminars each year throughout the province to help members and spouses plan for their retirement years. The free seminars provide information and comment of great value to members aged 45 and older. The 1988-89 schedule will be published in September. In addition, the Income Security staff at the Federation are available to assist you. Contact Bruce Watson or Ken Smith at the BCTF.

Pension plan open to part-time teachers

All persons with teaching certificates who work less than half-time in any month, including substitute teachers, have the right to participate in the Teachers' Pension Plan.

Although school boards are responsible to ensure all such teachers are advised of their right to participate, any persons not now participating in the pension plan are encouraged to complete the Elective Enrolment Form available in school board offices.

As of December 31, 1987 the annual rate of return on the total teacher pension fund of \$2.22 billion was 9.5 per cent. After deducting for inflation the real return was 5.1 per cent.

The rate of return on December 31 on the securities purchased prior to January 1981 (\$520 million) was 9.5 per cent, on securities purchased since that time (\$1.48 billion) was 9.8 per cent and on the inflation adjustment account (\$186 million) was 9.3 per cent.

South African women's day to be celebrated August 7

The United Nations has called on all people opposed to apartheid to commemorate women's protests against South Africa's pass laws and to support the ongoing struggle.
Events in Vancouver will take place

on August 7, 1988. Be a part of the activities.
For more information, contact: Sadie Kuehn 266-6930; Karensa Lai Thom 737-0041.

PROFESSIONAL DEVELOPMENT ASSOCIATES Teachers Teaching Teachers

Qualified candidates are invited to apply for the position of Professional Development Associate.

PD Associates are teachers who are selected to take special training with BCTF and provide their services voluntarily as workshop leaders/facilitators. Associates are required for the following workshops:

Teaching for Thinking
Conflict Resolution
Goal Setting and Needs Assessment

Consideration will be given to the following factors in the selection of Associates:

- an understanding of group process skills;
- highly developed interpersonal communication skills;
- knowledge of the BCTF structure and processes;
- experience working with teacher groups, and
- interest in exploring new directions for the federation.

PD Associates must commit themselves to at least five days of service for the BCTF during the school year. All expenses for providing workshops will be paid by the BCTF.

Candidates must be available to take training from August 15-19. For more information contact James Skinner or Liz Lambert of BCTF Professional Development Division.

"Whereas traditionally we have looked to external sources for intellectual stimulation and support we are finding that the best source of motivation comes from within our own ranks...this is the major thrust of PQT."

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For more information contact:
Mohammed Shamsheer, Director • Teacher Personnel Services
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The Alberta Vocational Centre - Grouard will be offering two intensive Blended Sound Sight Method of Learning Workshops this summer:

- July 4 to 14, 1988 and
- July 18 to 28, 1988.

Tuition fees: \$135.00 (course supplies not included)
Accommodation: \$76.00 (room and board for 10 days at the on-campus residence). Camping facilities are also available at nearby Hilliard's Bay Provincial Park.

For more information and registration, please contact:

**Alberta Vocational Centre - Grouard
Extension Division
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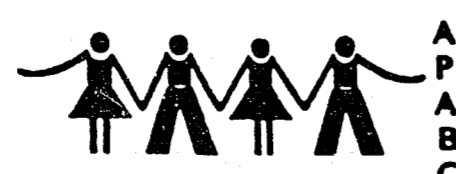
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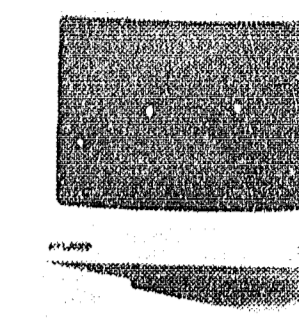
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Salmon Arm Native Indian students worked for a year and a half to raise the money for their Mediterranean Educational Cruise. Contributions were received from local service clubs and the Adams Lake and Neskainlith Indian Bands. The Egyptian leg of the tour included stops at Port Said for bartering with local traders, at the mighty Nile, the city of Cairo, the museum of King Tut, and here in Ghiza, to view the Sphinx. Native students don "native" head-dresses for this photo on the plain of Ghiza.

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