

SEPTEMBER, 1988

Teacher

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Delta kindergarten teacher Margaret Ross is more optimistic about returning to school this year than she has been for a long time. Tim Pelling photo.

FIRST GLANCE POINTS TO GAINS FOR PUBLIC EDUCATION

by Elaine Decker

On August 4, 1988, *A Legacy for Learners*, the long awaited report of the Royal Commission on Education, was released. Billed as a "blue-print for the future," the report excites in some areas and disappoints in others. It is silent on critical themes, such as class size and changes in education finance. It stresses access, diversity, and life-long learning for students under the leadership of a profession that is well-trained and supported. A royal commission is an event that happens only a few times each century. It presents a rare opportunity to examine and influence education policy.

The timing of this report is fortunate, with many factors contributing to a favourable climate for improvements in public education. British Columbians want education to be a higher priority and in recent polls they have confirmed their willingness to pay for it. With a teacher shortage expected in the next decade, recruitment and retention of

teachers is now a priority. Teachers in the province are strong and united, having confirmed their intention to work together as members of the BCTF. The Minister of Education has already taken some of the commission's advice

*"It will all depend
on the money
available, and the
political strategy."*

David Halme,
Lake Cowichan

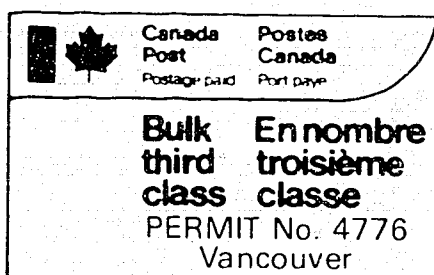
on consultation, establishing the Education Policy Advisory Committee, whose first task is to consult on the implementation of the commission's recommendations.

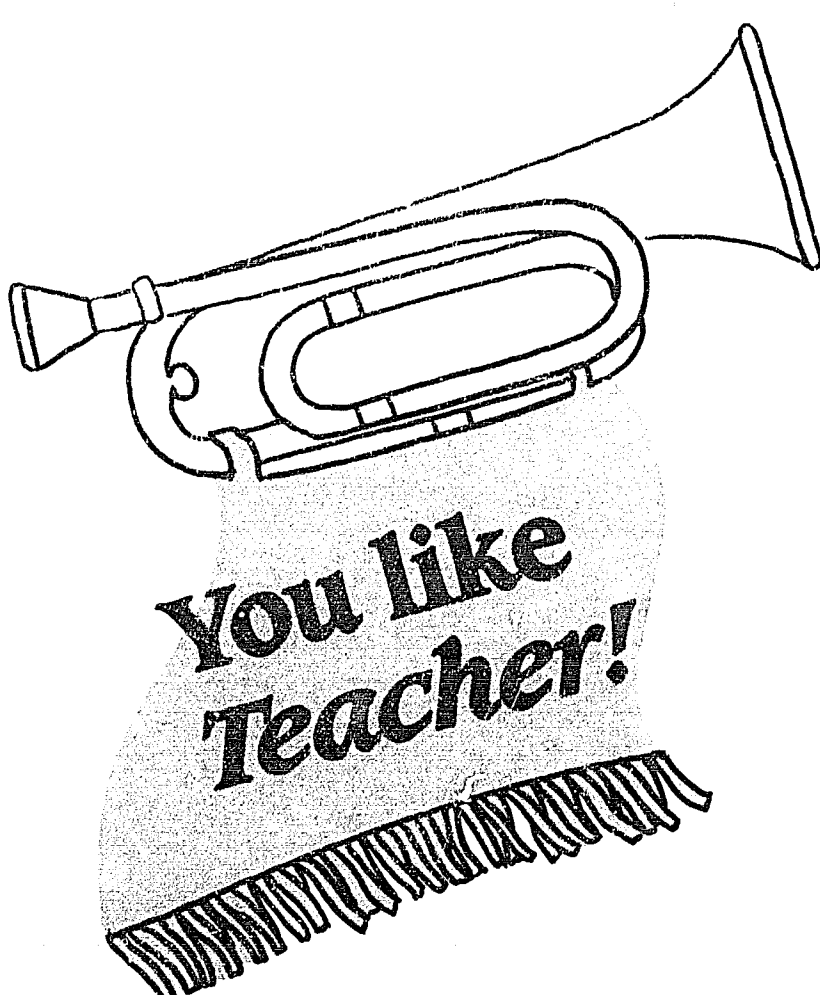
Today, for the first time in years, teachers have an opportunity to set the education agenda — to provide leadership in education policy.

At first glance, teachers are cautiously optimistic about the commission's recommendations. **David Halme**, a Lake Cowichan secondary teacher and president of the Association for Educators of the Gifted, Talented and Creative Children, read the report as an opportunity for change. Warning that it will all depend on "the money available and the political strategy," Halme was pleased with the focus of the royal commission on the individual child. The recognition of developmental criteria as more significant than chronological age in the placement of children entering school (recommendation 5.1) is an example of this individual focus, according to Halme. However, he was quick to point out that careful implementation is essential to the recommendation's success.

Halme praised the idea of ungraded primary classes (5.2), and the suggestion that multi-grade groupings would address the variety of needs, interests and rates of development for individual students (5.5). "This recommendation encourages open-ended programs, and recognizes varying rates of achievement. It also encourages experimentation," said Halme.

See "Commission" page 4





When tears are not enough

(with apologies to the composer)

I have been a teacher in B.C. since 1970. I have had successes and failures as a teacher, parent, husband, and person. During the past school year, however, I experienced probably the most trying time of my life.

When I went to school in September, a back injury that I had sustained in the summer was really bothering me. From the first day of school until October 8, I probably worked 10 days. I then realized that my nagging backache was due to "burn out" more than anything else. At that point, I decided to apply for short-term sick leave.

I spent the next two months reflecting on just what was bothering me about teaching and about my life in general. After some sessions with a clinical psychologist and considering an offer to go into computer sales, I decided to return to teaching.

I taught for three months and decided again to apply for short-term sick leave for the final months of the 1987-88 school year because I was still suffering from burn out. I am now looking for other employment, while trying to modify my lifestyle so that I could return to teaching if need be.

The following are frustrations that I encountered during the last year:

- the effects of restraint and Socred teacher-bashing;
- having to perform inane duties such as controlling the number of pupils who may go to the washroom at one time as part of supervision duties;
- asking for variety in teaching assignments to avoid boredom but being turned down or given near impossible tasks (Gr. 6/7 - 60%; Gr. 3 - 24%; ESL - 10%);
- having to deal with parents and students who can see only their side of an issue and are unwilling to recognize that I have to keep some 25 to 30 other such children happy as well;
- having to deal with a multitude of curriculum changes with little or no support;
- feeling that I have reached the limit of my contributions and growth in teaching and want to explore other vocations before it's too late;
- having to carry too much responsibility without being given enough control to do so;
- intestinal distress;
- persistent fatigue;
- irritability;
- daily feelings of no job satisfaction;
- feeling of letting down the family because I want to take a leave;
- tears are not enough.

During my discussions with Ken Smith, of the BCTF's Salary Indemnity Department, I asked if there were a support group in place for teachers like me who needed assistance in coping with their teaching jobs and/or looking for another occupation. Upon being told that such a group did not exist, I began to think about organizing one.

Therefore, if you are a teacher currently on sick leave because of the stresses

of teaching, or if you are still in the classroom wondering if you will make the end of June, I would like to hear from you. My purpose is to form a support group for such individuals so that they can be helped to find a new job and/or can be given new strategies to cope in the classroom.

You may contact Ken Smith at the BCTF in Vancouver or me, George Fedorak, at 1-898-3276 (after 17:00), P.O. Box 514, Garibaldi Highlands, BC, VON 1T0.

It just may be possible that discussing such problems with other teachers may bring a solution or, at the very least, some needed relief so that you can continue in your chosen profession. Please consider this option.

Be assured that your inquiries will be kept confidential.

Thank you for your consideration.

*George Fedorak
Teacher on leave
Howe Sound*

Executive urged to continue funding offer to Pacific Group

I was greatly dismayed to learn that the Executive Committee at its planning meeting in July reversed the spring RA's decision to conditionally provide funding to the Pacific Group for Policy Alternatives. The condition was that other major organizational members of Pacific Group would match such funding before the BCTF would release any monies.

As I explained in the RA debate, the concept was to provide funding for a paid executive director for the group to strengthen its operation particularly for us in providing progressive alternatives to the Fraser Institute voucher notions and other regressive proposals. I also made clear in that debate that the next step would be for the BCTF, whose idea it was, to contact other organizations like BCGEU, CUPE, HEU, BC Federation of Labour and others to explain our proposal mentioning our funding provision as proof of sincerity. The letters should then have asked the other organizations to consider the idea through their deliberative processes and to respond.

I understand that contact of this kind was not made. Letters from our president were not written. Only informal questioning of leaders and bureaucrats occurred. No votes like ours were taken, no time was given for the idea to percolate and grow, instead the executive killed it.

What harm would there have been in leaving the funding provision there? We weren't going to spend it unilaterally. Why didn't the executive wait until Pacific Group's board of directors met before killing it? Was the executive aware that the PG directors never knew the PG had that potential of funding before killing it?

I am very concerned about the process followed and about the implication of lack of credibility this action makes about both Pacific Group and about my successor as BCTF director to Pacific Group. I urge the Executive Committee to please reconsider.

*Peter Thomson
Hjorth Road Elementary
Surrey*



Vancouver's Kokoro Dance Company presented its widely-praised production, "Rage," the story of WWII internment of Japanese-Canadians, at the BCTF summer leadership conference. The production, featuring explosive Japanese drumming, martial arts-style dance and colourful sets, is available for school performances. Interested schools should contact: Kokoro Dance, 2910 West 5th Avenue, Vancouver, B.C. V6K 1T6 (738-5474).

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2235 Burrard Street Vancouver, B.C.
V6J 3H9 (604) 731-8121
or (toll-free) 1-800-663-9163

Co-editors
Nancy Hinds
Clive Cocking

Copy editor
Debby Stagg

Advertising coordinators
Marion Jacques
Helen Kolisnek

Design consultant
Betty Sommerville

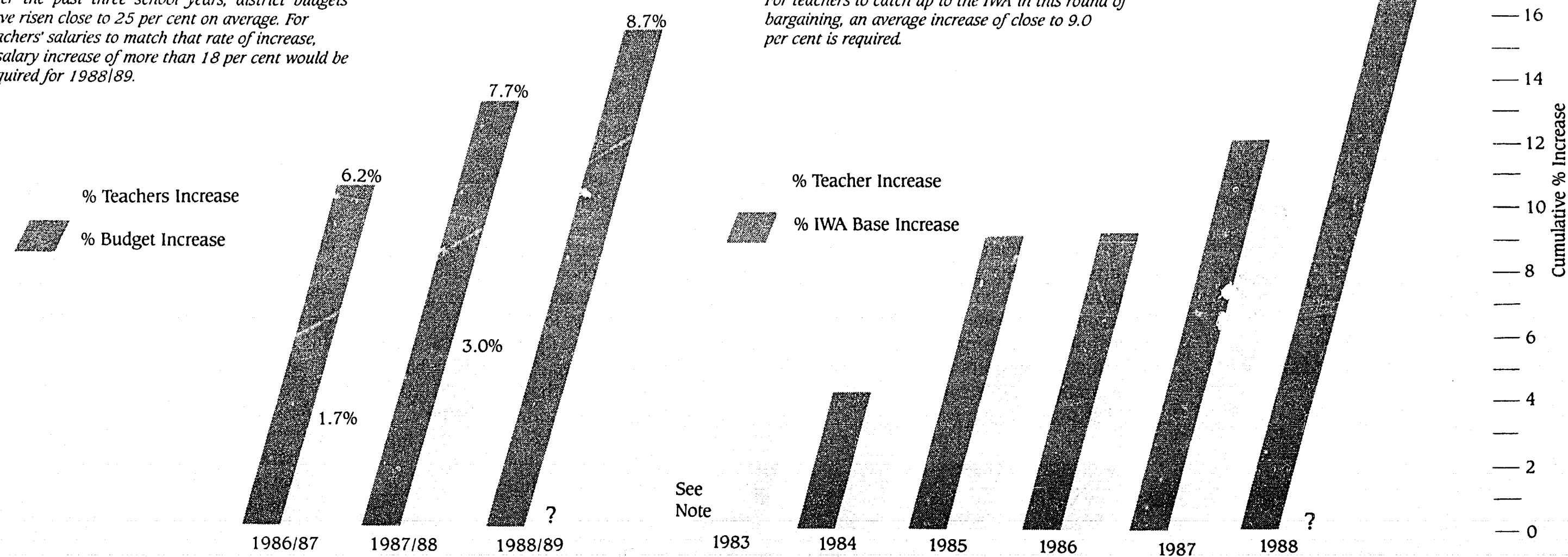
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Local bargaining making slow progress

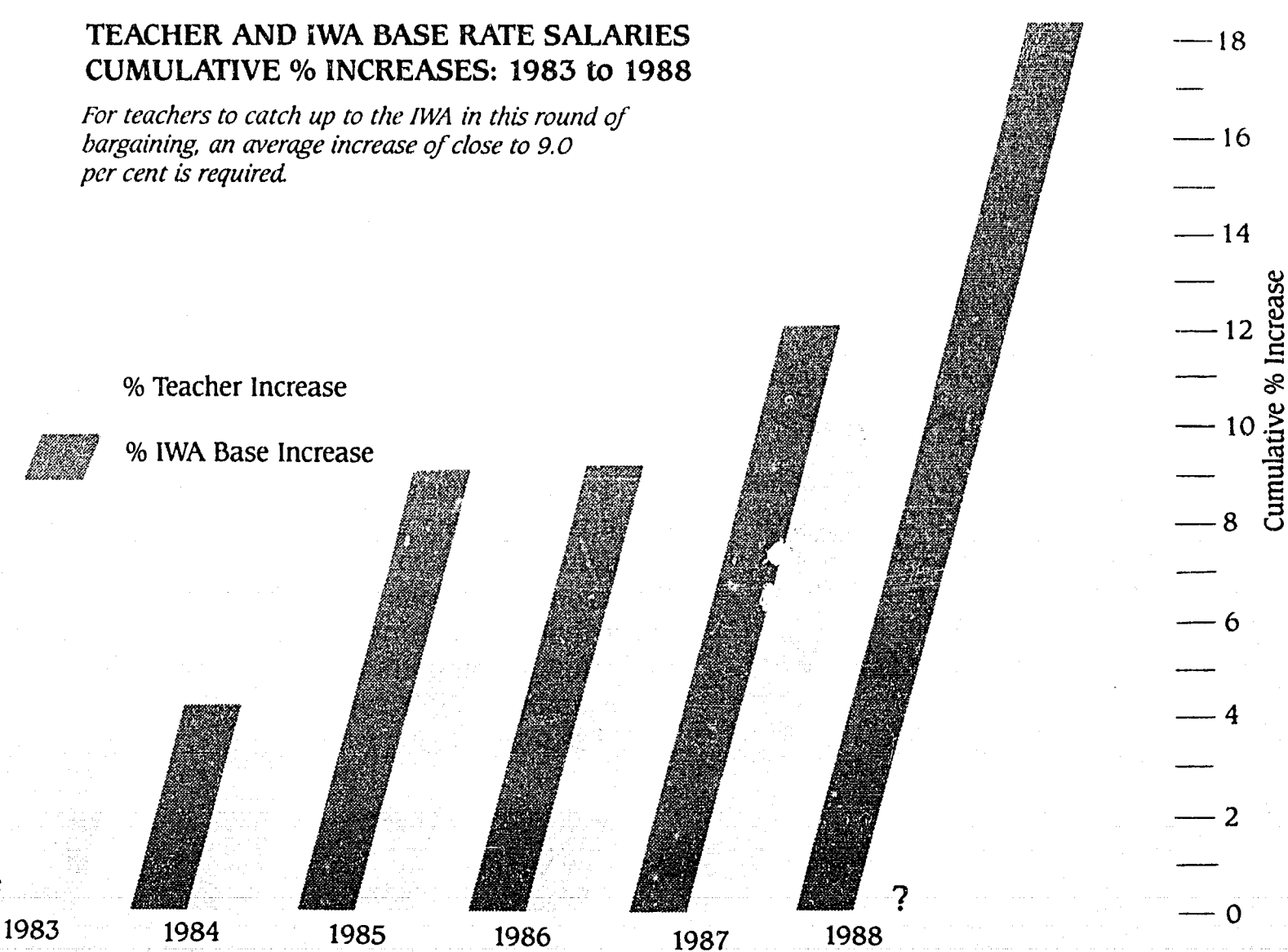
RECOVERY OF SCHOOL OPERATING BUDGETS AND TEACHERS' SALARIES, 1986/87 TO 1988/89

Over the past three school years, district budgets have risen close to 25 per cent on average. For teachers' salaries to match that rate of increase, a salary increase of more than 18 per cent would be required for 1988/89.



TEACHER AND IWA BASE RATE SALARIES CUMULATIVE % INCREASES: 1983 to 1988

For teachers to catch up to the IWA in this round of bargaining, an average increase of close to 9.0 per cent is required.



Note: The IWA received no salary increase in its 1983 contract. This explains why there is no bar for the IWA in that year. In addition to the 1988 increase, the IWA won significant increases in pension benefits and a variety of other more minor economic items.

PROVINCIAL BARGAINING

by George North

Teacher representatives are heading back to their bargaining tables to secure 1988-89 local collective agreements negotiated for the first time under B.C. labour legislation.

What appeared to be a relatively straightforward task has been made considerably more difficult by some school boards apparently determined to wring concessions from teachers employed in their districts.

Aside from significant objectives in such areas as preparation time, class size and workload, teachers are seeking to retain conditions previously existing in legislation, in contract, and in some cases board policy. In addition, locals are aiming for conditions commonly existing in other union agreements along with salary increases that will regain some of the heavy losses in real wages suffered over the past half dozen years.

The attempted "contract stripping" appears to focus on previously existing School Act provisions establishing compulsory membership in the BCTF as a condition of employment, payment of fees to the federation, cumulative sick leave of 1-1/2 days per teaching month to a maximum of 120 days per year. Process and procedures for performance evaluation and dismissal and due process for misconduct suspensions and dismissals, and for transfers have been targeted.

The attempt to undermine teacher conditions has also been directed at existing seniority/layoff/recall and severance pay provisions, leave for local and BCTF business, president's leave, grievance procedures, picket line protection and imposition of far-reaching "management rights" clauses.

The bargaining scene, however, is not uniform; several locals report significant progress prior to the summer break with the expectation that fruitful negotiations will continue as talks resumed this month. While only Fort Nelson has actually secured a signed agreement, substantial progress has been reported in Victoria, Kamloops, Quesnel, Prince Rupert, West Vancouver, Sooke, Alberni, Courtenay, and Coquitlam.

Around the province, at least eight locals have negotiated union shop clauses, while another trio have signed off modified union shop. In spite of BCSTA efforts to discourage boards from agreeing to remit BCTF fees to the federation, boards have agreed to continue the long-standing practice previously set out in legislation.

At the moment, some 14 locals have rolled over existing sick leave provisions, and more than a quarter of the province's districts have agreed to a range of leave clauses. Considerable progress has been recorded in grievance procedure clauses (24 locals) while 15 have signed off picket line protection clauses.

Many locals have rolled over their benefit plans and seniority clause and some locals have reached agreement on a number of other areas, including staff committees, bulletin boards, use of school mail and school facilities.

On the other hand, several locals have been discussing plans to convince their boards to get down to serious bargaining. Prince George and Penticton teachers held special meetings on Labour Day to consider possible actions. Other districts where talks are making little progress have been looking at steps to encourage negotiations, including New Westminster, Langley, Maple Ridge, and Terrace.

BCTF EXECUTIVE ENDORSES SUPPORT PLAN FOR FALL BARGAINING

The BCTF Executive Committee, at its meetings before and after the August 25 provincial bargaining conference, developed a series of proposals aimed at supporting local political job actions.

To prepare for the possibility of such actions, the executive has recommended that local associations be encouraged to:

- establish action planning committees well before such decisions may have to be made;
- provide that organization and communication in the event of any action(s) be school-based;
- include in their action plans a range of political activities to precede any strike vote;
- provide for consultation with BCTF staff before the taking of any job action vote or job action;
- plan a series of escalating job actions that might precede a full strike.

In addition, the executive has taken the position that local actions "be predicated on the principle that extra-curricular activities are voluntary and cannot be imposed on teachers by employers or the Industrial Relations Council."

Extra-curricular activities have been specifically recognized as voluntary in the Fort Nelson agreement in these words: "The Board agrees that all teachers sponsoring extra-curricular activities do so on a voluntary basis."

Moreover, the executive committed full BCTF support including support for total withdrawal of services to any local association in the event that a school board attempts to prevent teachers from withdrawing voluntary services.

The Executive Committee reaffirmed federation support for boycotting the Industrial Relations Council and will seek RA confirmation of its position. It will assist local associations in undertaking a membership information campaign regarding the purposes and implications of the IRC boycott:

- encourage locals to endorse the boycott, and inform school boards of their intentions;
- advise locals to contact BCTF staff to discuss strategies and options and to hold a non-supervised strike vote prior to any job action.

As part of its support for locals in achieving satisfactory agreements, the federation executive has taken a series of actions, including special funding for bargaining support. This has translated into the hiring of two administrative staff to the bargaining division on a four-month term — Karen Harper of Kamloops and Linda Werklund of Vancouver Island West, both members of the BCTF Bargaining Committee. Additional short-term staff may be hired as required and other resources made available to achieve local contracts.

The executive has also approved a two-day provincial bargaining conference on October 14 and 15 in Vancouver with funding for local presidents and bargaining chairpersons.

Zonal meetings scheduled later this month and early in October will include local presidents, bargaining chairpersons and a third person to be named by local associations.

George North is the director of the BCTF bargaining division.

Commission urges teacher consultation

from page 1

He approved of the restriction of the common curriculum to not more than 80 per cent of the available instructional time (5.6), because it would provide an opportunity for teachers to extend subject areas to suit individual students.

The call for a teacher advisor or mentor for each student (5.8), has Halme's support. "It's what good teachers do, anyway," he said. "Ideally, this mentor relationship should continue for more than one year. Once again, this is a good idea that will require the proper time and money to work well."

"If the grade 10 completion certificate encourages more students to leave secondary school early, it is a serious mistake."

Jon Terpening,
Burnaby

Jon Terpening is District Department Head for Language Arts and English in Burnaby, and past president of the B.C. English Teachers' Association. In his first look at the commission report, Terpening focussed on the curriculum recommendations, to which he reacted with mixed feelings.

"For example, proposing that teachers use an interdisciplinary approach and instruct in at least two different subject areas (5.4) is positive, because it addresses learning across the content areas, and could have a unifying effect. But it could also mean that teachers are instructing in a content area in which they have little experience," said Terpening. "This is a major change that will require retooling, inservice, and other supports if it is to be effective."

Contradictions between recommendations concerned Terpening, too. He supports locally developed courses (5.6), and increased student choices (5.9), as long as there are sufficient funds to support the purchase of resource materials. But he is not in favor of extending provincial exams to all subject areas (5.11). "Does all subject areas mean all courses?" wondered Terpening. "How will locally developed courses be evaluated by provincial exams?"

Terpening wasn't happy with the apparently increased role of the Provincial Learning Assessment Program, both in relationship to curriculum revision (5.13.2) and in the provision of student achievement data (5.14). "Will assessment drive curriculum revision?" he asked. Terpening recognized that provincial exams may be a political reality and so was encouraged by the recommendation to drop the weight from one-half to one-third of a student's grade (5.11). "Still, the B.C. English Teachers' Association is convinced that the classroom teacher can best assess student progress."

Perhaps the biggest concern for Jon Terpening was the suggestion of a Grade 10 completion certificate, with entitlement to two further years (5.7). "Is the commission saying that a strong basic education can be completed in 10 years, or is it just giving up on some kids? I think our dropout rate is far too high now. If this change encourages more students to leave secondary school early, it is a serious mistake," said Terpening.

Terpening liked the statements about life-long learning (5.12), and the recognition of extra curricular activities as voluntary work (5.15). He favoured the teacher mentor concept, repeating David Halme's concerns about implementation. "If no extra time is provided, two minutes with your mentor will not be very effective."

A member of the ministry's working committee currently revising the grades 1-12 curriculum for English/Language arts, Terpening wondered about the relationship between the commission's recommendations and other ongoing activities, like curriculum revision. "The commission's work needs to be examined in the context of a complex system," he cautioned.



"The commission says PD should be in the hands of the teachers."

Jenny White,
Queen Charlottes

"Recommendations about raising the status of teaching and improving teacher education suggest that people are beginning to realize how demanding the job really is."

Margaret Ross,
Delta

Delta kindergarten teacher Margaret Ross did not find the commission report a particularly exciting document. She felt it was describing things "we should have done in education in B.C. 20 years ago." But she also said that she is more optimistic about returning to school this year than she has been for a long time, and thinks the commission may be a factor. "The recommendations about raising the status of the teaching profession (6.1), and improving teacher education (6.2) suggest that people are beginning to realize how demanding the job really is," said Ross.

Ross was pleased to hear the call for consultation and co-operation in education. Establishing formal structures for

consultation (8.1 and 8.2), "will give teachers an opportunity to be involved in the process of education policy development, rather than just reacting to it," she said. "I also liked the recognition of the role of the parents (8.3). We really need to be working together for the benefit of the students."

As a former PD chairperson in Delta, Ross was happy with the recognition of the role of teachers and the BCTF in professional development (6.11). "Being responsible for planning and managing our own PD is an important aspect of being professionals," said Ross. "I'm glad the commission realized that good PD programs can't be laid on."

Like David Halme, Ross appreciated the commission's recognition of individual learning styles and rates; like him, she advised that hasty implementation of such sweeping changes would spell disaster.

Disturbed to see continued public funding of private schools (8.17), Ross said, "The choice and diversity that the commission wants to see in schools can be provided by the public schools. Our focus should be on making public schools as good as they can be." The assessing and monitoring of home schooled children (8.22) is "another impossible task" for the busy public school teacher," according to Ross.

Jenny White, the North Coast co-ordinator on the Professional Development Advisory Committee, said she was "encouraged and heartened" by the report. "Even the title, *A Legacy For Learners*, indicated to me that the report was going to focus on the student as the most important person in the education system."

White applauded the move from subject focus to student focus in the curriculum recommendations. She felt that recognizing the needs of rural districts (8.10 - 8.13), proposing improvements in Native education (8.23 - 8.27), addressing services for special needs students (8.29 - 8.32), and identifying needs of female students and teachers (8.33 - 8.36), all showed an appreciation of individual differences, and acknowledged the responsibility of the school system to meet the diverse needs of all students. She concurred with Halme and Ross about the wisdom of using developmental criteria in student placement and the dangers of early testing and streaming. She liked the linking and overlapping suggested in the Common Curriculum (5.3, 5.4), but like Jon Terpening, she was alarmed that the Grade 10 entitlement might result in more dropouts.

White shared Ross's relief in the commission's call for an end to confrontation. "The government has to understand the damage that has been done by its constant attacks on education. When the

spirit in the school is depressed, everyone is affected," she said. Raising the status of the teaching profession and delineating structures for consultation suggested to her that the tone in education is going to change.

Based on her experience with an effective student assistance program involving workers from health and human resources disciplines, White was pleased with the idea of interministerial committees (8.27), and the school's co-ordinating role in ensuring that all of a student's physical, social and emotional needs are met (8.28). "Our program works well because of a high degree of co-operation among all social services agencies," said White.

As a PD co-ordinator White was naturally delighted with the recognition of the role of the BCTF in professional development (6.11). "I also liked the many references in the report to teaching methods, interdisciplinary approaches, co-operative learning, and additional teacher education courses in teaching methods. We can and should be in the forefront in this area. The commission says PD should be in the hands of the teachers. We'll need to put a lot of energy into this work."

In White's program, community members who have overcome problems with alcohol or drugs act as role models for students, and so she is enthusiastic about the powerful effect of mentors (5.8). "The opportunity we have to model appropriate behaviours and to counsel and support our students is a special part of being a teacher," said White.

White expressed concern that the report makes no mention of money. "The bucks just have to be there, if we are going to implement any of these good ideas," she said.

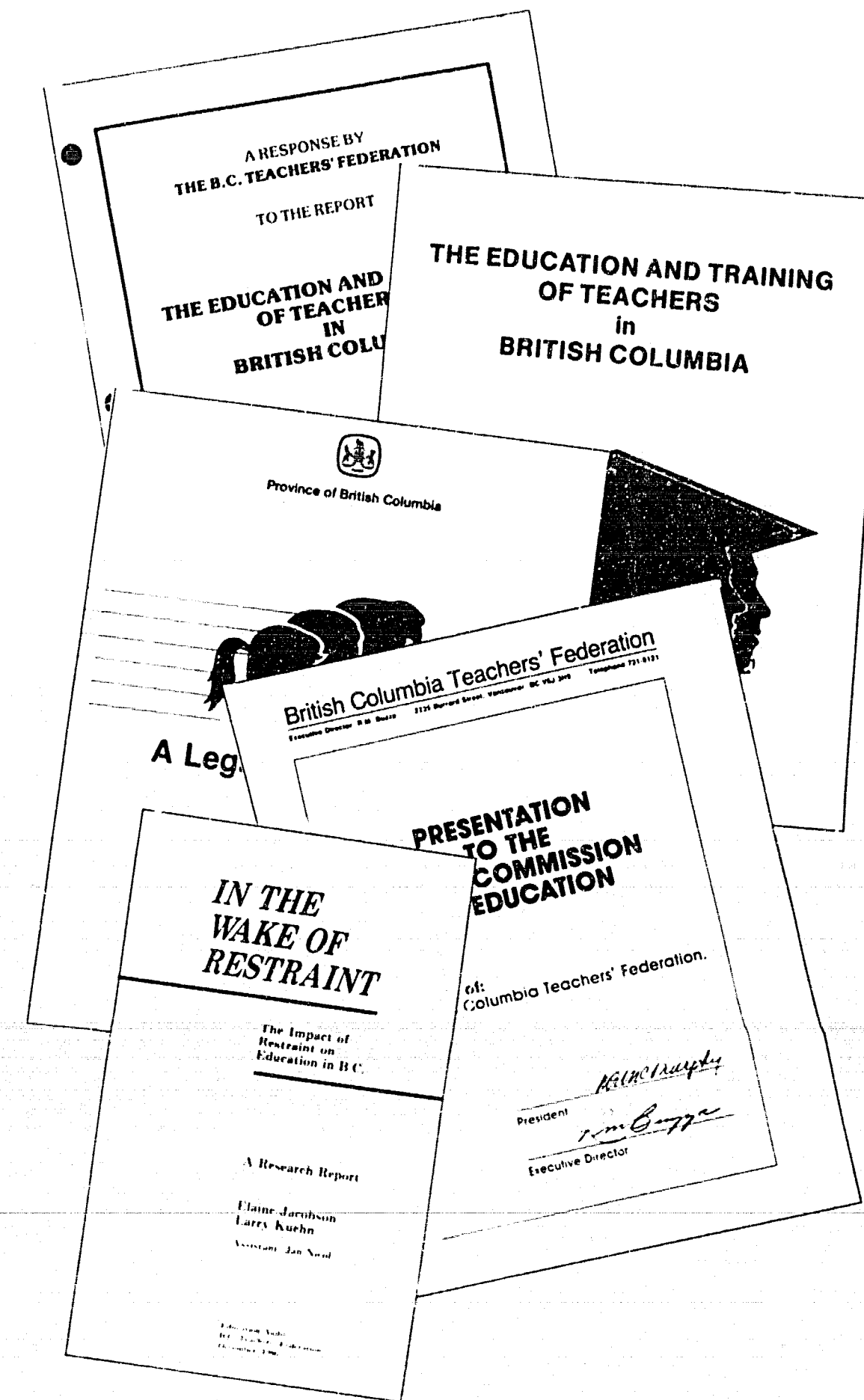
White pointed out that, ever optimistic, she has participated in many education reviews, pilot projects, "Let's Talk About Schools", and has always been disappointed when no substantial changes occurred. "What will happen now with this commission?" she asked. "When will these recommendations be implemented? Who will be in charge?"

The BCTF has proposed a two-part response. In the short term, from now until December 31, 1988, teachers are being asked to do a quick review of the commission report, and identify the recommendations they support and want implemented right away, and the recommendations they oppose. A discussion guide to the royal commission has been distributed to all members to facilitate this quick review. Developing a fast preliminary response will allow us to maintain the momentum for change that a royal commission provides.

In the long term, from now to 1990 and beyond, teachers will be studying the commission recommendations that require clarification and discussion, as well as engaging in an ongoing examination of education policy issues. The commission is just the starting point in establishing real professional leadership for teachers in education policy.

Elaine Decker is co-ordinator of communications for the BCTF.

Commissions Past



by Tom Hutchison

The modern era of education studies began with the Chant Report of 1960. Sputnik-driven, it emphasized intellectual development as the school role and set up an elaborate set of graduation requirements designed to give a path to Grade 12 for all. Its rainbow chart of school organization was described by some as an excellent plan for the 19th Century.

The Chant Report still dominates the organization of schools, but its impact was overtaken by the 1960s.

In the mid-1960s the BCTF set up its own study, the McKenzie Commission, which also had Bill Allester, Lorri Hanney and Jim Carter as commissioners. It reported in 1968 under the title *Involve-ment — the Key to Better Schools*. It was unofficial, but influential, stressing individualization, less prescription, local and professional control and what today we would call "ownership".

A gaggle of at least eight studies of teacher preparation from the late 1960s to the early 1980s was headed by the McGregor Commission of 1978, with Jim Carter again, Bill Broadley and Ruby May Parrott as commissioners. Though never acted upon, it prefigured the College of Teachers with its call for an independent certification body with a teacher majority and an independent body for the governance of teacher preparation.

In 1979-80, Education Minister Brian Smith undertook a series of forums

which led to the publication of the "Green Apple Report." Smith had succeeded McGeer and the comment was made that we had had a minister who knew all the answers and he had been succeeded by a minister who was seeking to find out what the questions were. In a sense, the later tightening of school graduation requirements which went under the name of Grad '87 flowed from this exercise.

Since 1982 and the fiscal crunch the call for an examination of the system was heard on all sides. In 1982, the BCTF, in conjunction with other unions prepared the report *There'll Come a Time* which examined the results of cutbacks in the social services, including public schooling. This was followed by the People's Commission which arose from the Solidarity Coalition. The BCTF itself embarked on a major study of the impact of restraint on education, in the absence of a royal commission, or public commission, called *In the Wake of Restraint*.

There has been no lack of study. It may be that the most hopeful sign since the publication of the current Royal Commission report in August is an apparent willingness among government and stakeholders to work together in addressing problems that are well-documented.

Tom Hutchison is director of the BCTF Government Division.

President outlines priorities for local leaders

by Clive Cocking

The Royal Commission on Education's advocacy of consultative decision-making may finally open the way for teachers to help build a democratic education system in B.C., says President Elsie McMurphy. She expressed this hope in speaking on the theme of education for democracy at the BCTF Leadership Development Conference, held in August at the University of B.C.

"A society committed to democracy must be committed to public education," she told 250 local leaders. "It is not a matter of assessing which of two modes — public or private — can best deliver education for democratic citizenship. Once we decide that the fundamental purpose of education is to prepare young people for socially responsible citizenship within a participatory democracy, the choice is made for public education."

Democratic public education is currently under threat in many parts of the world, said McMurphy, reporting on what she had learned earlier in the summer at the World Confederation of Organizations of the Teaching Profession annual meeting in Australia.

"Report after report, speeches and comments from all around the world," she said, "detailed the widespread attack on public education, on teachers and trade union rights, the devaluing of the importance of teaching and learning for our democratic societies and the development of privatized, elitist education systems, as well as detailing, in a most chilling fashion, a general disregard for children."

It was a familiar litany, she said, to representatives of the B.C. teaching profession attending the conference.

McMurphy, however, went on to say that there have recently been a number of signs that the B.C. government is starting to take a more consultative approach. She said the BCTF and the Ministry of Education are "opening up communications and discussions, despite some very basic differences," such as the ministry's apparent continued commitment to "centralist, managerially-driven" approaches and "accountability for education through numerical measures."

She told the leadership conference that the education commission's recommendations are "generally positive" for education, teachers and the federation.

"Rather than a bold agenda for the future," McMurphy said, "I think the report may be fairly characterized as an apology for the past — an apology which will be appreciated by every teacher in B.C."



President Elsie McMurphy

She said the education commission has come out in support of many BCTF policies and positions, noting with particular pleasure that the report:

- provides an excellent opportunity for teachers to engage in a debate about teaching and education;
- recognizes that teachers have an important leadership role in education;
- recognizes the BCTF as an organization that represents teachers on professional matters;
- confirms a major role for the BCTF in the professional development of teachers;
- emphasize the consultative process in all aspects of provincial education decision-making;
- recognizes native Indian and gender equity issues;
- recognizes the importance of enhancing the status of the teaching profession.

McMurphy, however, said the federation is disappointed that the Sullivan commission failed to make any recommendations on improving class sizes or education funding. As well, she said the commission proposes some very significant changes in curriculum which will need thorough study.

But the report, she said, does "advocate consultative and cooperative processes" which should enable the BCTF and others to participate in improving public education.

At present, she said, the ministry tends to exercise "too much centrally laid-on control, undermining the ability of teachers to respond to the learning needs of individual students" — and appears to want to exert even tighter control.

Turning to the key concern of curriculum development, McMurphy said the BCTF believes that curriculum, which reflects public goals and values for public education, must be set through a process of democratic public involvement.

"That's why we place such significance on establishing appropriate advisory and consultative processes for education policy and curriculum," she said. "We need the representation of teachers, parents, students, trustees and various stakeholders in the education system to meet to deliberate on policies and goals."

But the goal of democratic consultation and accountability is frustrated, she argued, when the ministry bureaucracy imposes centralized evaluation and assessment processes which measure only a small subset of what is taught and learned.

"It is time that we recognized that we do not need to extend further the bureaucratic control of evaluation," said McMurphy. "It is time that we recognized that teachers who are well educated, supported with time, resources, consultants, adequate inservice opportunities and a communications network which lets them exchange ideas for improving teaching, can and will teach and assess their students."

Federation structure revamped

Change has been the order of the day for teachers, and for the BCTF over the last few years.

Almost all local associations are negotiating their first contracts under new legislation. Bargaining all terms and conditions of employment, working with the IRC boycott, managing job action if necessary, and processing grievances when new contracts are in place are all "new business". The bargaining division will be called upon to provide extra support to locals in this crucial job.

Changed legislation also means voluntary membership. Although many locals are negotiating for compulsory membership in their contracts, the federation must acknowledge the new task of membership recruitment and retention.

During the sign up/certification campaign, members made it clear that they wanted to be part of a union of professionals. They want the federation to take a leadership role in education policy, and in professional development. Providing a comprehensive response to the Royal Commission, enhancing teacher professionalism, co-operating in the delivery of excellent teacher education programs, and working effectively with the College of Teachers are new priorities for the professional development division.

Legislation that removed principals and vice-principals from the BCTF also caused our fee revenue to drop. Additionally, for each of the past two years, money previously allocated to the Reserve Fund has been placed in the general operating account to pay for the crises we have encountered. However, in the event of a strike, a healthy Reserve Fund will be reassuring. Obviously, fiscal responsibility is a high priority this year.

Almost everything has changed except the federation itself. In fact, it has been almost a decade since BCTF structures and services were reviewed. Recognizing that the BCTF organization needed to be restructured to meet the changing needs of members and locals, the 1988 Annual General Meeting directed the Executive Committee "to make any necessary organizational and opera-

Executive directed to "make any necessary organizational and operational changes to improve the effectiveness of the BCTF."

1988 Annual General Meeting

tional 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."

This reorganization has begun. The Executive Committee initiated the review by collecting ideas from many sources, including meetings with advisory committees, meetings with staff and the two staff unions, feedback from the RA budget process and small groups on training needs, a survey of locals on



At its summer meetings, the 1988-89 Executive Committee considered recommendations for organizational change. (l-r) President Elsie McMurphy, 1st vice president Ken Novakowski, (2nd row) Jan Eastman, Cat'ry McGregor, 2nd vice president Mike Lombardi, Kay Howard, Alice McQuade, Richard Hoover, (back row) Bob Taverner, Gary Robertson, Ray Worley. Clive Cocking photo.

the spring bargaining experience, the PSA Task Force Report, the PDAC membership survey on PD services, the Teacher newsmagazine member survey and a joint PD/Executive strategy session.

At its July planning session the executive developed a reorganization plan. This plan is being discussed with staff, the staff unions, and affected committees. It was outlined to participants at the summer Leadership Development Conference, and a complete report will be given the Fall Representative Assembly.

A Five Division Structure Bargaining Division

Support to local associations in the negotiation and maintenance of good collective agreements.

Professional Development Division

Leadership in teacher professionalism, inservice education, teacher education, social issues, College liaison, and support to PSAs.

Finance and Administrative Services Division

Co-ordinating in-house federation services of production, graphics, computer services, and managing the physical and financial resources of the federation.

Organization Support Division (formerly Government Division)

Training and support for local leadership, as part of the ongoing work of building strong, effective local associations, public relations, political action, and communications.

Member Services Division

Services to individual members, including pensions, income security, teacher personnel services and lesson aids.

Support to Locals through Effective Field Service

The executive recognized that field service provides the key link between local associations and the federation, and the reorganization will provide for a

better definition and co-ordination of this important function. Three divisions will play a major role in the delivery of effective field service to support locals.

1. Bargaining Field Service

Advice, assistance and support to locals in:

- contract analysis and objective setting;
- adaptation of clauses and cases for local table presentation;
- negotiations;
- actions related to bargaining;
- contract implementation and enforcement, including direct advice and assistance as required on all aspects of grievance processing.

Provided by Bargaining Division field staff; co-ordinated by the Bargaining Division.

2. Professional Development Field Service

Support to locals and PSAs on matters such as:

- educational issues and policies;
- social issues and concerns;
- curriculum assessment, development and evaluation;
- professional development funding and control;
- college zone liaison;
- school improvement and democratizing schools;
- alternatives to "top down staff development" and "effective schools."

Provided by Professional Development Division staff; co-ordinated by the Professional Development Division.

3. Organizational Field Service

- training and support for local executives and staff representatives
- support for local organization objective setting and planning;
- support for local public relations and political action activities;

- membership recruitment and support;
- ongoing communication and advice regarding federation initiatives and priorities;
- monitoring the effectiveness of federation services in meeting local needs.

Provided by Bargaining and Professional Development Divisions field staff; co-ordinated by the Organization Support Division.

Bargaining Support

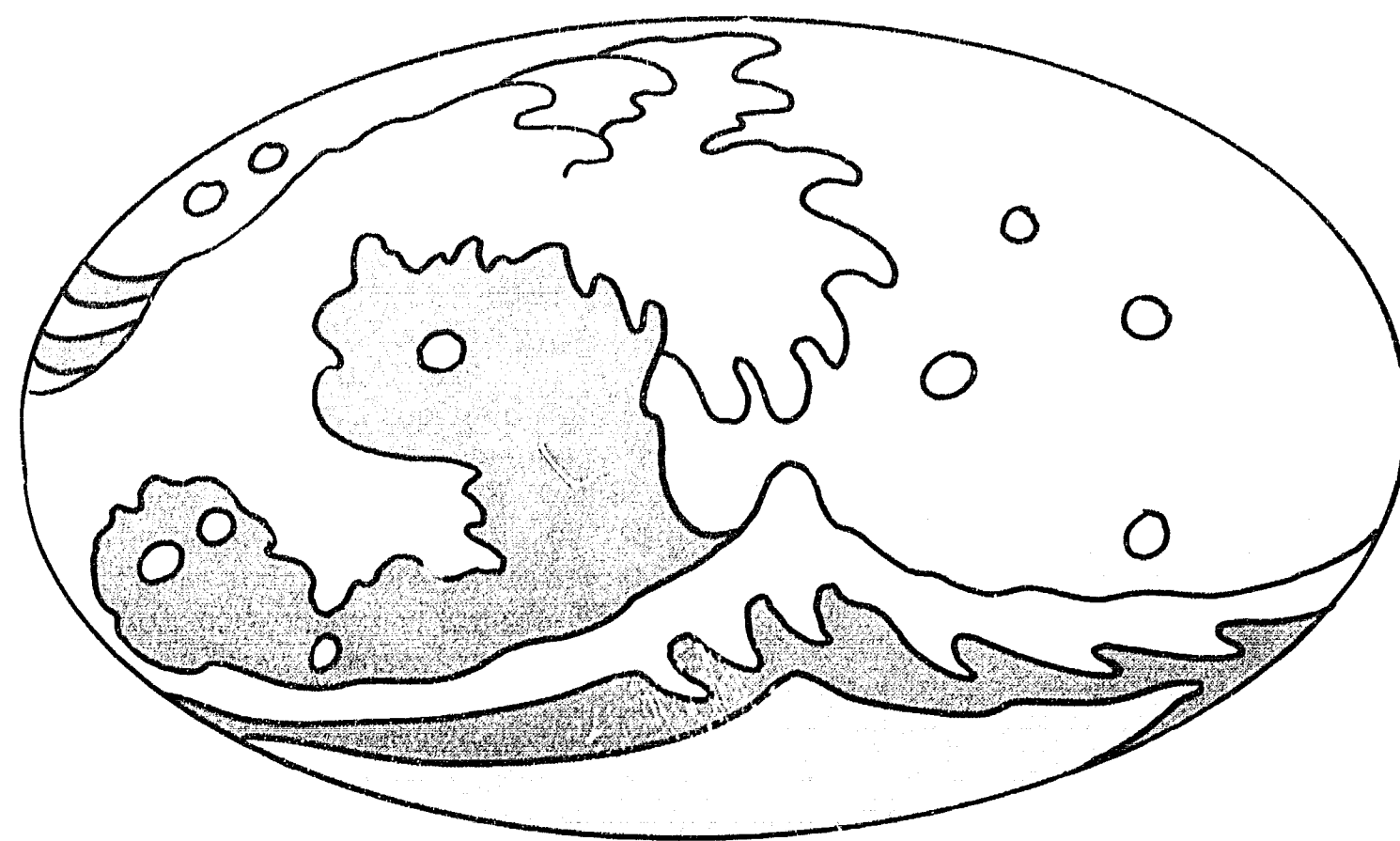
Three major steps were taken to ensure that the Bargaining Division has the necessary resources to assist locals in achieving good collective agreements.

- \$300,000 from the Reserve Fund has been allocated to provide for additional staff and resources through the fall period;
- responsibility for Bargaining Division committees has been transferred to other divisions
- a fall Bargaining Strategy Conference has been planned for October 14/15.

Communications

Based on extremely positive feedback from members, the federation will publish eight issues of the Teacher newsmagazine, designating it as the official organ for communications with members. Other divisional and network publications will be curtailed for the next year, and a communications task force will review the newsmagazine project, and the consolidation of all member communications.

These and other changes will result in a reduction of overall expenditures by \$350,000. A background paper on organizational change is available to interested members. The Executive Committee would be pleased to receive feedback on its proposals.



Focus on the Pacific Rim Conference

by Nancy Hinds

Last June, while most teachers were packing up their classrooms and erasing teaching from their minds, one thousand educators were at U.B.C. gearing up for the next century. The occasion was the international social studies conference, *Focus on the Pacific Rim*, co-sponsored by the B.C. Social Studies Teachers' Association, University of British Columbia, and the National Council for Social Studies. Five hundred B.C. teachers, 300 American educators and 200 international guests, came together at UBC to deepen their international understanding, specifically, 'to ponder the increasing importance of the Pacific in world affairs and in our daily lives.' They were treated to a well-organized, varied program ranging from speeches by academic scholars and panels on controversial issues, to classroom-tested teaching ideas.

Two years in the making, the conference was the result of the dedication and forethought of a group of social studies educators, led by our own social studies PSA, Rick Beardsley, Conference Co-ordinator and Richmond teacher, combined a leave-of-absence from teaching with his volunteer duties as conference organizer. The success of such a mammoth undertaking is a tribute to Rick and his fellow committee members who tirelessly worked to create such a high calibre event. It did much to enliven the talk, sharpen the questions, and open the path of understanding between the Pacific nations.

Nancy Hinds is co-editor of *Teacher*.

countries we must first take the foreign out of foreign reporting.'

Korean professor, Dr. Bom Mo Chung, reminded participants of the social/cultural legacies that remain after a nation has conquered historical mass poverty, as Korea has done. Certain tensions exist between the development orientation with economic matters as the central interest, and the post-development orientation whose interests are more social. States Dr. Chung, "The good life lies beyond economic gain. Instead," he continues, "more and more investments in intellectual, creative, and economic goods pay off the best." To Chung, a nation's critical educational questions circle around this and other tensions, such as between the immediate pay-off and long-term reward; instrumental and intrinsic values; centralization and decentralization; and meritocracy and egalitarianism.

One of the unique and excellent features of the conference was interactive group sessions, where participants met face-to-face, in conversation, to discuss conference themes, share ideas and resources, and establish a network of contacts. In these sessions, the truly international nature of the conference came alive! Canadian, American, Japanese, Chinese, Korean, Australian teachers joined with colleagues from other Pacific Rim countries to wrestle with educational topics. The cultural gap narrowed as people met to deal with a common concern — the best education for all children.

Two years in the making, the conference was the result of the dedication and forethought of a group of social studies educators, led by our own social studies PSA, Rick Beardsley, Conference Co-ordinator and Richmond teacher, combined a leave-of-absence from teaching with his volunteer duties as conference organizer. The success of such a mammoth undertaking is a tribute to Rick and his fellow committee members who tirelessly worked to create such a high calibre event. It did much to enliven the talk, sharpen the questions, and open the path of understanding between the Pacific nations.

Nancy Hinds is co-editor of *Teacher*.

by Douglas Gagnon

Postman, Neil. *Amusing Ourselves to Death*. Hardcover: Viking 1985. \$15.95. ISBN 0670 80454 1, E Sifton Bks. Paperback: Penguin 1986. \$6.95. ISBN 0-14-009438-5.

A friend just dropped by on this sultry and sultry day, and I confessed to him that I was attempting to write a review of Neil Postman's *Amusing Ourselves to Death*. To which he replied, "I read his *Teaching as a Conserving Activity*" and then said nothing. At that point I panicked.

Taking his silence to mean that he was unimpressed with Postman's work, I quickly extrapolated his reaction to that of this readership, and the full enormity of the challenge struck me like a blast of summer heat: What if the mere mention of the name Postman conjures up uncomplimentary mindsets? As if he had heard me, my friend sniggered, "Didn't he also write *Teaching as a Subversive Activity*?" and shrugged his shoulders in weary resignation.

Noting his lack of enthusiasm and feeling that the book was far too important to be dismissed so curtly, I stood resolute and announced with all the force I felt appropriate for a work of such magnitude, "I think this book will form part of the emerging educational mindset of the next century."

That brought him to a halt, and eyeing me shrewdly, he replied, "Have you used that in your review?"

"No," I said over my shoulder as I ran to my word processor and hastily jotted down the phrase, ever mindful that I, too, was becoming a victim of what Postman terms 'The Age of Show Business' — an age in which one has a very small window indeed, within which to gain and hold the attention of one's audience.

"So tell me," continued my friend as he peered over my shoulder and attempted to scan my work, "what's so special about this book? I mean there are hundreds of books that I should read. Convince me that this is worthy of my top ten list." Always up to a challenge, I ushered him into the living room, sat him down, poured him a drink and somewhat gleefully cracked my knuckles and began.

"This gentle read," I began, "is one of the most incisive analyses of where we are as a television or media society, how we got there over the past two centuries, and most important for educators world-wide (I see teachers as being the last great army of this present civilization), how this is affecting the ability of our children — nay our society — to reason, to think, in short to engage in the type of rational discourse that beginning with the Gutenberg press and the advent of typography, has guided our thinking processes and thereby shaped our culture."

Having managed to say all that without so much as an *uhm* or an *ah*, I looked at my friend carefully to see what his reaction would be. He did not let me down. "Now, that is interesting, but isn't the use of the term educators world-wide overdoing it a bit?"

I was ready for that and plunged on. "No, not at all. If I'm reading Postman correctly, what he is saying about the long term effects of television on the ability of our young to think logically, sequentially, conceptually, objectively should give us all cause for concern. The

Age of Exposition, that which has guided us, through public discourse, to a kind of prominence in world civilizations, is giving way at a phenomenal pace to the Age of Show Business. An age where amusement is more important than thinking, where the how of presentation takes precedence over the what, and worse yet, where what is seen is scarcely remembered minutes after the viewing." By then I was rolling and I could see that I had him interested, if not hooked, for he was now sipping his drink reflectively. (That it was the last of the liquid amber in the house may have influenced his behavior, but I chose to think it was the import of Postman's ideas.)

A few pregnant seconds passed between us, and then he responded. "Well, as an educator, what Postman says would confirm what I have tended to feel, but what solutions does he offer?"

I was waiting for that question, and feeling that the hook was now firmly set, I reeled in. "He does not presume to offer solutions, my friend. People must first understand the problem. Then, once the true dimensions of the issue are realized by a significant majority, the real work can be done."

"That sounds like quite a challenge."

"Teaching has always been that and more," I replied as I pressed the book into his hands and said, "You've just taken the first step toward becoming part of the solution."

Douglas Gagnon is an English and Drama teacher at Brackendale Secondary School, in Squamish.

by Teresa Murphy

Spender, Dale. *Invisible Women: The Schooling Scandal*. London: Writers and Readers Publishing Co-operative Society. 1982. LC 1707 S5 1982

In this examination of how women are educated, Dale Spender concludes that if sexism were removed from the curriculum, virtually nothing would be left to teach, because society knows so little that is not sexist. Spender's book is ultimately about knowledge and control and the role that our schools play in the process. Knowledge, that accumulation of what is revered as objective wisdom, is shown for what it is: the subjective views and perceptions of the world and the events that have taken place in it, from the limited viewpoint of men. Control is shown as the process by which the myth of objective knowledge is perpetuated in all its forms, from the elimination of women and their role throughout history to the denial of female students' access to fields such as math and physics.

This book is for teachers who are concerned or curious about the history of education and the tenets on which it is founded, about why education is structured as it is, about why women are absent from textbooks, and about why female students are invisible in classrooms. Spender's analysis is substantiated by irrefutable evidence, including an extensive analysis of why, even where girls far outnumber boys in classrooms and are taught by feminist teachers, girls never get more than a third of the teachers' attention.

Teresa Murphy is a former BCTF Resource Centre librarian.

by Clive Cocking

The biggest gain in the Ft. Nelson settlement is recognition by the school board that teachers must have greater involvement in decisions affecting their professional lives, says FNTA President **Stewart Savard**.

He said the local was able to achieve a satisfactory agreement — the first in the province under the new bargaining regime — because of the new relationship of trust and cooperation that is developing between local trustees and teachers.

"The relationship hasn't always been wonderful, but certainly we've come an enormous way," said Savard in an interview. "There's been a new respect on both sides — it's a very nice change."

While the local is pleased with obtaining a 7.74 per cent salary increase, rollover of School Act protections and improvements in prep time, Savard said the contract provisions giving teachers an enhanced role in decision-making through school staff committees and joint board committees are even more significant for future gains in teaching conditions.

Savard, who is an intermediate special needs teacher, said the new contract, ratified in June, was achieved without the need to resort to a media campaign or any job action due to the new, more cooperative climate. It had begun to change last year, he said, with the appointment of a new superintendent and a director of instruction and after the school board was made aware of serious teacher dissatisfaction.

Late last fall, he said, the local made clear to the board that many teachers were dissatisfied, felt they did not have a sufficient role to play in educational matters, and were considering leaving the district. Several board members picked up on this and began asking why teachers weren't involved.

"The trustees then began to do a number of things, they had a Teacher Appreciation Night and they deliberately tried to get out and encourage teachers to stay in the district and to be more

involved," said Savard. "The board has since changed its perception of the fundamental relationship to a more professional, rather than a paternalistic relationship."

In this development, he said it was significant that the new director of instruction, **Ann Cooper**, who was given the opportunity of choosing the title of "assistant superintendent," instead chose "director of instruction." Cooper, who has had experience in Alberta both as a teacher-negotiator and a board-negotiator, brought this educational emphasis to the bargaining table, he said.

"I think that emphasis shows in the contract because it isn't confrontational; the contract for the most part says there are some educational things to be addressed," said Savard. "We're looking forward to some quite exciting events in the fall as far as where teaching should go in this district."

Savard said the local prepared for bargaining by conducting surveys and discussions with members. A broadly-based bargaining committee (composed of 12 of the local's 55 teachers) was established and frequent school meetings were held to ensure the membership was informed and involved. The committee focussed on four areas of concern to members. Savard took responsibility for the technical means of how to achieve the protections that were in the old School Act. **Al Morton** identified the monetary issues. **Yvette Taylor**, in conjunction with PD chairperson **Ray Prosser**, identified professional development issues. And **John McGowan**, together with WLC chairperson **Clay Booth**, clarified the working and learning conditions.

Since Ft. Nelson is a small community of about 3,500 people, he said an effort was made to obtain grass roots community support by talking to individual parents and members of parent advisory councils — and it worked.

After about 240 hours of negotiating, the FNTA achieved an agreement with the board. The highlights of the one-year contract include:

- an overall 7.74 per cent salary increase;
- recognition of extra-curricular activities as voluntary;
- a major gain in preparation time, giving elementary teachers 90 minutes of prep time a week starting this fall;
- union shop and local and BCTF membership dues checkoff;
- remittance of local, BCTF and college fees;

- maintenance of the status quo on sick leave, grievance and arbitration procedures;
- picket line protection;
- a major expansion in the scope of school staff committees and establishment of key joint teacher-board committees.

"School staff committees will now have the right to look into any issue that concerns them," said Savard. "We've identified one of the areas of concern for all school staff committees as supervision and how it's to be achieved and how it's to be, if possible, reduced. School staff committees can make recommendations on any issue, first to the principal and then if they're not satisfied with the reception they get there, they can address the issue both to the superintendent and the school board. That doesn't automatically mean that

it will get resolved in our favour, but having addressed the issues, if they're not resolved then clearly they would subsequently become bargaining issues."

"We're going to be able to address some educational issues where we have a full role to play — and that's exciting."

The appointment of joint committees, he said, is another advance in teacher involvement in decision-making and one key issue to be examined this year is evaluation.

"So far the contractual language is fairly minimal," Savard explained, "but a joint committee headed on the teacher side by John McGowan, our vice president, and by Ann Cooper, the director of instruction, will be in contact with all of the teachers and will look at the different ways of doing evaluation and doing an evaluation that is not simply



Stewart Savard,
President,
Ft. Nelson Teachers Association

the traditional negative or narrowly focussed one, but one that perhaps promotes and serves both the needs of the board and the growth needs of teachers."

Savard said he hopes the achievement of his small local will provide some inspiration to other teacher locals.

"We were lucky to have a board that was willing to address educational issues and to consider the fundamental role between teachers and the board," he said. "That would be one of the things that I would suggest to other people is to see if they could encourage their board to do a fundamental reexamination, one that is not based on confrontation, but one that is based on the new reality of the strength of the B.C. Teachers' Federation."

He said he believed the new contract would lead to new progress on educational matters in the district.

"This fall we're going to be able to address some educational issues where we have a full role to play. And that's exciting."

Clive Cocking is co-editor of Teacher.

UNIVERSITY OF VICTORIA EXTENSION CALENDAR

Available now is a copy of the fall 1988 calendar of extension programs being offered by the University of Victoria. The calendar describes more than 110 courses and programs available to the public both on and off campus. Registration for the courses begins August 22. For further information or to arrange any interviews, contact: Gail Woods at the University Extension Division (721-8460) or Robie Liscomb (721-7640).

September

September 15, 22, and 29
Canadian Mental Health Association presents 3 television programs, Knowledge Network, 1900: creative aging, expanding middle-years, and youth self development.

**September 19/October 3, 17/
November 7, 14/December 5**
"Speak! Human Rights" a lecture series marking the 40th anniversary of the Universal Declaration of Human Rights, Robson Square Media Centre. Contact 210-1956 West Broadway, Vancouver, BC V6J 1Z2, 736-8965 or 736-8963.

September 23
Creative Drama with Mentally Handicapped Students, a demonstration workshop by 1987 Hilroy-Award winner Norm Oman, Steveston Senior Secondary School, Richmond. \$10. Contact Linda Reid, Woodward School, 10300 Seacote Road, Richmond, BC V7A 4B2, 274-9961.

September 30-October 1
Rural Teachers' Association Conference, "Motivate in '88," Dawson Creek.

October

Province-wide Professional Day October 21, 1988

October 6-8 CALGARY
"Sharing Visions '88," Canadian Society for Education Through Art 34th annual assembly, Palliser Hotel, The University of Calgary, Calgary, AB.

October 13-15
Council for Exceptional Children 8th Canadian Congress, "Making Waves in '88," British Columbia Convention Centre, Pan Pacific Hotel, Vancouver, B.C. Contact Rosemary Slaney, 4007 Highland Boulevard, North Vancouver, BC V7R 2Y8, 986-7004 or 987-8141.

October 13-15 WINNIPEG
Canadian Parents for French 12th National Conference, "Bilingualism: A Bridge to Understanding," the Holiday Inn Downtown, Winnipeg. Includes workshop sessions and academic sessions on ways and means of improving French second language education. Contact Cynthia Steers, national co-ordinator, (613) 749-1880.

October 14-16
Consumer and Corporate Affairs Canada display, Coquitlam Centre Mall, Coquitlam. Features information on products (food, clothing, precious metals), safety, and weights and measures. Contact Mall Committee Chairperson Arlene Woodworth, 666-0839.

October 14-16 EDMONTON
Alberta Modern Language Council Conference, "Transforming Visions into Realities," Coast Terrace Inn, Edmonton. Keynote speaker, Dr. Stephen Carey. \$85. Contact Cheryl Osland, 3023 43A Avenue, Edmonton, AB T6T 1E1.

October 20-21
LA Your Way, "Nourishment for Mind and Body," health, diet, and environment — their effects on learning. Parksville, Vancouver Island. For special-education teachers, teacher aides, and classroom teachers. Contact Jenny Leary, Box 2555, Parksville, BC V0R 2S0, S: 757-8487.

October 20-22
27th Northwest Mathematics Conference, "Mathematics for the '90s," Empress Hotel, Victoria. Contact Brian Tetlow, 81 High Street, Victoria, BC V8Z 5C8, H: 479-1947, O: 479-8271.

October 20-22
Provincial Intermediate Teachers' Association fall conference, "Kindling the Fire," Abbotsford. Features Dr. Roger Taylor and Dr. Jim Hager. Contact Monty Morran, c/o Margaret Stenersen Elementary School, 3060 Old Clayburn Road, Abbotsford, BC V2S 4H3, H: 853-4699, S: 859-3151.

October 20-22 CALGARY
Kaleidoscope 4, a children's literature conference, "Imagining and Creating: Connections of the Heart and Mind," Calgary Convention Centre, Calgary, Alberta. \$150. Contact Anita Wiebe, registration chairperson, 45 Carnarvon Way N.W., Calgary, AB T2K 1W5.

October 20-22 CALGARY
Odyssey 2000, Challenge '88, Alberta Social Studies Council annual conference, Marlborough Inn, Calgary. Featured speaker Gwynne Dyer, on the journey into the 21st century. Contact Victor Zelinski, c/o 300 6th Avenue S.E., Calgary, AB T2G 0G5, 298-1402.

October 21
Northern LATA/SEA conference, Van Bien Elementary School, Prince George. Contact Carol Brain, 564-1511 (loc 206). Registrar is Martha Hooper, 964-6422.

October 21
B.C. English Teachers' Association conference, "Blueprints," Grad Centre/Faculty Club, UBC. Contact Nan Ames, 8226 120A Street, Surrey, BC V3W 3P4, H: 596-4547, S: 536-7686, or Rob Best, 5820 Plover Court, Richmond, BC V7E 4K2, H: 274-5126, S: 261-6334.

October 21
B.C. Social Studies Teachers' Association conference, "The Pacific Rim Challenge — Practical Strategies for Integration," Elphinstone Secondary School, Gibsons. Contact Jack Pope, 886-8811.

October 21
Regional B.C. Teachers for Peace Education conference, Burns Lake. Contact Susan Camps, Lakes District Secondary School, Box 3000, Burns Lake, BC V0J 1E0, H: 692-3920, S: 692-7733.

October 21-22
Educators of Native Students 2nd Annual Conference, Kamloops. Conference fees: \$45 before September 30, 1988; \$55 late registration. For information and pre-registration material, contact: Mr. Russ Specht, John Tod Elementary, 435 McGowan Avenue, Kamloops, BC V2B 2P2. Phone: 376-7231.

October 21-22
B.C. Association of Teachers of Modern Languages/Heritage Language conference, Sheraton Landmark Hotel, Vancouver. Keynote speaker Pierre Caprez. Contact BCATML President Remi Vicente, 8110 Modesto Drive, Delta, BC V4C 4B1, H: 591-2016, S: 273-2412.

October 21-22
B.C. Technology Education Association AGM/convention, Frank Hurt Secondary School, Surrey. Contact Doug Podetz,

Frank Hurt Secondary, 13940 77th Avenue, Surrey, BC V3W 2W7, H: 941-2378, S: 590-1311.

October 21-22
1988 Primary Fall Conference, Vancouver Trade & Convention Centre. Contact Grace Sinnema, 35227 Marshall Road, Abbotsford, BC V2S 5W4, H: 859-5854, S: 853-7730.

October 21-22
"Horizons '88," Computer-Using Educators of B.C. fall conference, Richmond Senior Secondary School, Richmond. Contact Linda Spruston, 3140 Noel Drive, Burnaby, BC V3J 1J6, H: 421-0903, S: 467-3481.

October 21-22
B.C. Association of Teachers of Classics workshop, "Latin as an Aid to English Literacy," 09:00-15:00, October 21; October 22: Resources Day, a display and demonstration of materials useful in teaching Latin, B.C. Teachers' Building, Vancouver, Contact Fred Robinson, 605-2151 West 39th Avenue, Vancouver, BC V6M 1T6, H: 266-5287, S: 922-3291.

October 22 (or 23rd)
Megabrain Workshop (based on the book *Megabrain* by Michael Hutchison). A one-day experiential workshop of new tools and techniques (brain machines) to enhance human potential, including increased IQ, memory, creativity, concentration, stress relief, accelerated learning. Pan Pacific Hotel, Vancouver. Contact Ron McNutt, Ultralearning Systems, 988-7157.

October 25-27 TORONTO
Annual conference of the Society for Educational Visits and Exchanges in Canada (SEVEC). Conference theme is Connections: cultures, contacts, communications. Contact SEVEC, 1815 Alta Vista Drive, Ottawa, ON K1G 3Y6 (613) 998-3760.

BCTF surveys teachers' professional needs

by John Hardy

Teachers show strong support for school-based professional development, a recent BCTF survey declares. Conversely, respondents to the May questionnaire, feel that PD has diminishing effectiveness the further it is removed from the school and teacher planning.

Sponsored by the BCTF Professional Development Advisory Committee (PDAC), the survey questioned members' perceptions and priorities for their professional development. It was designed to help plan for future PD services through the federation.

Areas of PD management, teaching methods, program goals, information sources, workshops, and the future of BCTF PD programs were covered by the survey.

Highly rated as popular sources of professional information are the journals of the BCTF Provincial Specialist Associations and the *Teacher* newsmagazine.

October 27-29
"Update", annual fall convention of the B.C. Association of Speech/Language Pathologists and Audiologists. Holiday Inn, Vancouver. Contact BCASLPA, 103-1678 West Broadway, Vancouver, BC V6J 1X6, 734-5577.

October 29-30
"How To Take Effective Control of Your Own Life," a two-day control theory workshop. Surrey Inn. Maximum 24. Phone 536-4200.

There will be no Science Spectrum at UBC this year.

November

November 3-5 TORONTO
Science Teachers' Association of Ontario (STAO) 1988 annual conference, "Expanding Horizons," Skyline Hotel, Toronto. Contact Ute Goering-Boone, Erindale Secondary School, 2021 Dundas Street West, Mississauga, ON L5K 1R2, (416)828-7206.

November 10
Delta PD day, "Professionalism, Lifestyles, Technology," North Delta Secondary School, 8270 114th Street, Delta, BC V4C 5J6.

November 10-12 CALGARY
Early Childhood Education Council conference, "Literacy — Making Connections, A Reflective Focus on Teaching and Learning," Calgary Convention Centre and Skyline Hotel, Calgary. Contact Nancy Klym, 16 Strathaven Mews S.W., Calgary, AB T3H 2G2, (403)242-8779.

November 11-13 TORONTO
The Curriculum Challenge, a provincial conference, sponsored by the Ontario Secondary School Teachers' Federation, Yorkdale Holiday Inn, Toronto. \$250. Contact John Butkovich, OSSTF, 60 Mobile Drive, Toronto, ON M4A 2P3 (416) 751-8300.



Those respondents who are members of PSAs feel they offer practical and useful information.

In addition, survey results show the three most valued components of PD programs are (in order of priority):

- keeping teachers informed on current educational research and trends;
- increasing the teacher's role in curriculum development and revisions;
- providing research and training for teacher education programs.

Staff Rep Training and Continuing Education workshops are considered the most effective BCTF programs offered.

Results of the survey have been printed and distributed to the major BCTF PD committees for discussion. PDAC will be reviewing the results in the light of suggesting improvements to BCTF PD services.

John Hardy is a BCTF professional development staff person.

Teachers' pension plan improved

McMurphy praises pension progress

BCTF President Elsie McMurphy has expressed satisfaction that the federation has been successful in persuading the government to improve the Teachers' Pension Plan.

But there is still more to be done, she said, in commenting on the passage of pension plan amendments in the legislature on June 29.

Virtually all the amendments, she said, had been requested by the federation and discussed previously with the federation's Pensions Committee.

"We appreciate the work of Mr. Veitch, who was then the Provincial Secretary, and Mr. Cook, the Superannuation Commissioner, in bringing these amendments into force," said McMurphy. "The amendments will bring more equity into the pension plan and will assist members in providing a more adequate retirement income. The federation is also indebted to its Pensions Committee for its work in developing pension policy and in bringing the policy into effect."

"However, we are disappointed that other changes we requested were not enacted this year and will, therefore, be the subject of ongoing discussion with government."

These include:

- the funding level and the government contribution rate;
- vesting after five years;
- lock-in of contributions when vested;
- the "85" formula for retirement pensions;
- improved reinstatement rules for persons who took refunds prior to July 1, 1973 and for persons who took more than one refund;
- improved payments to estates of persons without surviving spouses.

Pension amendments are now in effect. Persons who retired in June were advised over the summer of the changes which might be applicable to them. Current contributors should note the changes detailed below and write the Superannuation Commission at 548 Michigan Street, Victoria, B.C. V8V 4R5, if the new rules apply to them.

Reinstatement rules

- The present reinstatement rules state that a person who took a refund of contributions and who had an absence of three or more years from the time the last contribution was made to the re-commencement of contributions cannot reinstate the earlier service.

- The period of time spent at home in caring for a child of the contributor while the child is under seven years of age will no longer be considered as absence in calculating the three year period.

- For persons who took refunds and who returned to teaching prior to July 1, 1973, the permissible absence is 15 years rather than three years.

- Any person who previously took a refund from the Public Service and/or Municipal Pension Plan and is a current contributor to the Teachers' Pension Plan may reinstate the refunded service provided the return to work criteria has been met and the absence between contributing to the two plans is less than three years, excluding the time spent at home caring for a child under seven years of age.

- For example, a person who contributed to the Municipal Pension Plan, who took a refund and is now a contributor to the Teachers' Pension Plan may, subject to meeting the reinstatement rules, reinstate the service under the Municipal Plan. Provided the combined service in the Municipal and Teachers' Pension Plan exceeds 10 years, the person would receive a pension from each pension plan based on the service in each plan and the highest average salary.

Pensions, Teachers and Substitutes

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 the school board is responsible to ensure all 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.

Once you become a contributor, the board must continue to deduct contributions regardless of your teaching assignment.

Former Quebec Teachers

- Former Quebec teachers who might benefit from the pension agreement signed in 1985 between B.C. and Quebec are reminded that they must apply to the B.C. Superannuation Commission to come under the agreement before the later of December 4, 1988 and the date which is three years after the date contributions were first made to the B.C. teachers' pension plan.

If you do not meet the eligibility requirements for the above pension agreement, you may be eligible under the pre-1985 agreement.

Non-deduction of contributions

- If a person should have been contributing to the pension plan (working half-time or more in any month) and the school board did not deduct contributions, the government will pay its share of the contributions for this period and the person may elect to pay his/her share. If only the government pays, the person receives one-half credit for service. If the person also pays, full pensionable service credit is given.

Commencing employment after 55

- All persons who commence employment with a board after age 55 and who teach half-time or more must contribute to the pension plan. (See also Entitlement on retirement below.)
- Previously these persons were given the option to contribute.
- Persons who commenced employment after age 55 and who did not elect to contribute to the pension plan may purchase the earlier years at time of retirement.

Age 55 and out option

- The "55 and out" option whereby persons age 55 or older may resign not later than June 30, 1989 and receive a pension without reduction for age has been extended to include those persons who resign effective June 30, 1989 and who will be 55 years of age on or before September 4, 1989.

Contributions throughout employment

- All persons employed by a board who become contributors to the pension plan, either on a compulsory or optional basis, will remain contributors regardless of the amount of time they teach as long as they are employed by that board.

- Previously if a person working half-time or more received a reduction in assignment to less than half-time, the person had to request permission to continue to contribute to the pension plan.

Entitlement on retirement

- A current contributor who retires at age 65 will be entitled to an unreduced pension (2 per cent per year of service) at normal retirement age (age 65) with less than 10 years of service.

- A current contributor who retires at age 60 to 65 will be entitled to a reduced pension (5 per cent reduction in pension for each year under age 65) with less than 10 years of service.

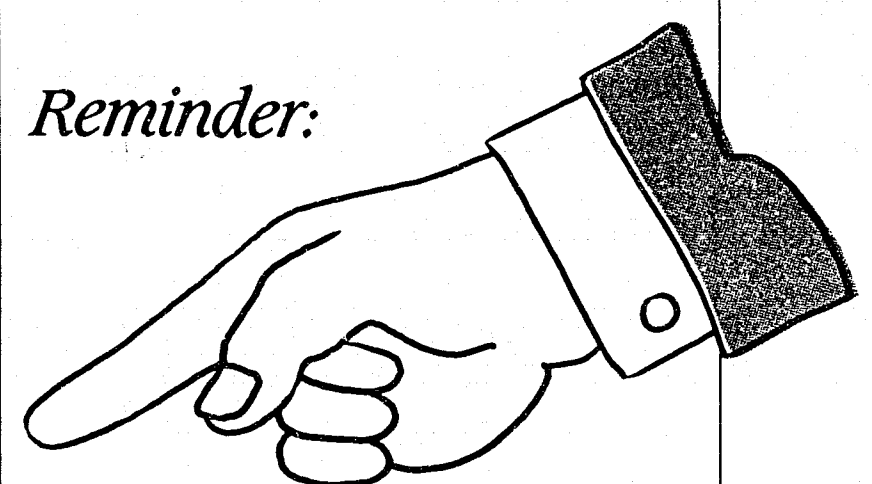
- Previously these persons had to have 100 contributory months of service to be eligible for a pension.

Spouse entitlements

- The definition of spouse now includes common-law spouse. Therefore a common-law spouse may be entitled to a survivor's benefit if the teacher dies prior to receiving a retirement or disability pension.

- A person who has a spouse must elect at retirement to receive at least 60 per cent of the pension on a joint life and last survivor basis unless the spouse signs a waiver form.

Reminder:



A reminder to teachers 64 years or older, or with at least 35 years of contributions to the Teachers' Pension Plan: enrolment in the BCTF Salary Indemnity Plan, Long Term, is optional.

If you fit the above criteria and wish to withdraw from the long term part of the plan, write or telephone the BCTF Income Security Department for withdrawal application forms.



Bruce Watson, BCTF Pensions Coordinator, leads a retirement workshop.

Permissible absence period

- The permissible absence period between contributing to the Teachers' Pension Plan and the pension plan of an approved and/or reciprocal employer in order for a person to come within the portability agreements is three years. This three year period now does not include the period of time spent at home in caring for a child of the contributor while the child is under seven years of age.

Refunds of contributions

- Refunds of contributions made for service in excess of 35 pensionable years will be credited with the greater of 6 per cent interest or the refund interest rate.

Re-employment provisions

- The re-employment provisions will apply only to re-employment with certain employers in B.C.

- If a retiree under age 65 returns to work either as an employee or under a personal service contract with a public sector employer in B.C., the re-employment provisions will apply and the retiree, depending on the amount of salary received, may receive a reduction in pension during the re-employment.

- If the retiree returns to work to do substantially the same duties as prior to retirement and if the pension is reduced during the re-employment, the amount of the reduction reverts to the pension fund. (No change.)

- In all other cases, the amount the pension is reduced is held in a trust fund. At the end of re-employment, this money is used to purchase additional pension or to extend the guarantee period of the pension or it may be transferred to the retiree's RRSP.

- The re-employment provisions do not apply to persons receiving a pension as a beneficiary.

- Previously the re-employment provisions also applied to re-employment with out-of-province public school boards and the federal government. Further, if the pension was reduced while the retiree was re-employed, the monies were returned to the pension fund.

- The 1988-89 Members' Guide contains a full description of the pension plan. If you have questions on these changes, please call Bruce Watson, Ken Smith or the other staff in Income Security at the BCTF.

Retirement planning seminars — 1988-89

Seminars to assist teachers and their spouses to plan for retirement and to help them understand their pension plan options and other retirement benefits will be held in the following places this school year.

All teachers/spouses in their mid-40s and over are urged to attend. With pre-knowledge, more preparation can be given to retirement so that the final decision can be a less worrisome event.

PLACE & TIME

Crest Motor Inn, Prince Rupert
October 27, 1988
1600 to 2000

The following seminars are from 0900 to 1600

Inn of the West, Terrace
October 29, 1988

Fireside Dining Room, Castlegar
November 5, 1988

Inn of the South, Cranbrook
November 5, 1988

Capri Hotel, Kelowna
November 19, 1988

Helina Centre
3310-37th Avenue, Vernon
(Recreation Centre)
November 26, 1988

Best Western Rainbow Country Inn
(No. 1 Highway and Lickman Road)
January 14, 1989

Anchor Inn, Campbell River
January 21, 1989

Plaza 500, Vancouver
12th and Cambie
February 4, 1989

Richmond Inn, Richmond
Westminster Highway
February 11, 1989

Best Western Coquitlam Motor Inn
319 North Road, Coquitlam
February 18, 1989

Surrey Inn, Surrey
9850 King George Highway
February 25, 1989

Coast Harbour Towers, Victoria
345 Quebec Street
March 11, 1989

Coast Bastion Inn, Nanaimo
11 Bastion Street
March 18, 1989

Plan to attend. Mark your calendar now. No pre-registration. No fee.

Two American Principals Claim:

Smaller classes do make a difference

recently at a conference sponsored by the national Association of Elementary School Principals (NAESP).

Duggan said smaller classes have a significant impact on younger children.

"At some grade levels, teaching methods are more important than is class size. But at younger ages, pupils develop attitudes about learning," Duggan said. "If we can't teach children to read and write early, the game's over. There are too many distractions and too many things to overcome after those early years."

Mandated Size: "Class size has to be mandated, because 40 per cent of black youngsters come from economically deprived environments; 40 per cent of Hispanics come from economically deprived environments; and 17 per cent of white children come from economically deprived environments," he added.

But some educators wonder if reducing class size is possible in states that don't have extra millions in their coffers to pay new teachers and set up new classrooms. Last year, Texas spent part of a \$1.2 billion school reform allotment to reduce Kindergarten and Grade 1 and 2 classes to 22 pupils and Indiana awarded \$67.5 million to districts that cut classes to state goals.

"Legislatures have to set priorities. They have to understand that education is important to economic development," Small said. "We didn't have \$67.5 million in Indiana, either."

"The question is not 'Do we have enough dollars to do it?' It's 'Do we have enough sense to do it?'" Duggan added. "Quality education will cost more dollars. You either pay now or pay later."

Puzzle Pieces: Dropping class size is only one piece of the puzzle, Duggan said. "The highest scores in reading and math come from classes of 17-20 students," he said.

"But a reduction in class size is not enough. There has to be training of inservice directors, and the principal is still the key. You can't hang everything on (class size). We're just saying this is the step you start from."

Schools also have to change teacher behavior through retraining programs, Duggan said. Texas teachers are taught questioning, monitoring, and planning skills, he said.

Although Indiana and Texas boast of having enacted the most dramatic class reduction measures, 17 other states and the District of Columbia have moved to cut the pupil-teacher ratios, Duggan said. The results of their more recent efforts are not yet known.

Education Department officials said they did not have figures for the national average of elementary school classrooms.

Reprinted from Report on Education Research, August 10, 1988.

"If we can't teach children to read and write early, the game's over. There are too many distractions and too many things to overcome after those early years."

Some urban schools have 30 to 35 students per class, said Sam Sava, NAESP executive director. "The only way to break the cycle of poverty is to provide a quality education. Otherwise, we introduce to our society a permanent underclass."

Help! I'm surrounded by computer zealots



by Olivia R. Barr

Teacher Olivia Barr struggles to overcome her computer illiteracy under the amused eye of teacher Ed Sum, a computer whiz now studying business at Camosun College.

work with a pen. Whatever his difficulties in English, he is fluent in computerese. He would help me become computer literate; I would learn to use a machine and a technology that require me to think in unaccustomed ways.

I love the simplicity of my 1961 VW; it has two knobs, one dial and one on/off switch; it always works. I do not want to cope with machines that buzz, ring, or squeal at me. I have a love/hate relationship with the alarm system in my house, with the microwave oven, and with the microchip gizmo that times my house lights. I sense a similar relationship developing with computer technology.

"If my computer can be 'user friendly', why not 'user unfriendly'?"

Phrases like *user friendly* frighten me, because they endow the computer with personality. If my computer can be user-friendly, why not *user unfriendly*? The teller at my bank invests the computer with temperament. When the computer is down, does that mean it is too depressed to work and has called in sick? If it can be down, why not up and manic? I hate to think what a manic computer might do to my bank balance! Another headline, "Saboteur Infects University Computers with Vicious Little Virus," terrifies me. Besides personality and temperament, the computer now has health problems. According to the article, the virus is malignant, self-propagating, devastating, and infec-

miser sending a telegram to a moron? Those who write instructions for computer illiterates should heed that advice.

The zealots assure me that my students' work will look much better. If appearance at a quick glance is all, then I agree. The halo effect exists, but it is negative when I have to decipher faint grey dots. There is neither beauty nor clarity in computer type. All letters are the same size, and distinguishing tails and serifs do not exist. I have to concentrate so hard on the letters that I do not recognize the words. "Letter quality" is not quality; the print is darker, but the type is the same ugly indecipherable dot matrix as before. Reading pages of uniform computer printouts becomes a greater chore than reading handwritten pages, which, no matter how bad, at least have variety. Surely, computer engineers could design legible type faces that school boards could afford!

"The zealots regard the computer as a saviour, but a saviour of what is not clear."

The zealots regard the computer as a saviour, but a saviour of what is not clear. I suspect they may be victims of the folk wisdom that when something is repeated often enough, it becomes the truth. They insist that my students will write better. Faster, perhaps, but better? I see no evidence of this even though for the last five years I have accepted essays written on word processors. The sensitivity and speed of the keyboard encourage a student to pour out thoughts and words, a boon to those for whom the physical application of pen to paper is discouragingly slow and laborious. I am not sure that students revise or edit any more thoroughly. On the contrary, many students seem so hypnotized by the mechanical process that they forget what they are supposed to do with it. If students are careless by hand, they are careless by computer. If they have not bothered to learn how to organize, compose, and edit, the computer does not eliminate their mistakes; it merely makes them look better.

tious. If a virus can infect a computer, why not me? Will I disappear like the files at Hebrew University? Help!

Clearly, I have an attitude problem.

The zealots insist that I need only learn how to use the computer; I need not understand how it works. I can drive a car, they say, without the slightest idea how the engine works. True. Beguiled by this analogy, I struggle on.

Every Thursday lunch hour, I meet my teacher in the computer room; I am charmed by his courtesy and his patience with my ineptitude. The other students, delighted by our role reversal, watch with keen interest as he checks my homework and with some amusement as I boot up for another exercise. Test days are another source of interest. Will Mrs. Barr pass or fail? What did she get? My marks teach me humility; I am thrilled with C+! The fact is that many students have been computer literate for so long they cannot remember being illiterate. I must accept that they are far more adept and comfortable with technology than I will ever be.

My difficulties begin with the instructions. There are so many of them! Since I am among those who read instructions only when all else fails, pages of sequential steps destroy me before I begin. Those pages become tomes; my attention span and patience disintegrate. The language is offensive; the language of General Alexander Haig has become the standard. As an English teacher, I am supposed to help students write clearly and correctly; my efforts are subverted and sabotaged at every line by computer gobbledegook. The bastardization of the language upsets me so much that I am unable to read the instructions, much less understand and follow them. Who was it who advised a subordinate to send a memorandum as if he were a

If one believes the popular press, we no longer teach students to read, write, or spell. All ills of society are blamed on teachers. I felt somehow that a spelling check saved a student the effort of learning to spell, and a thesaurus check, the work of building a vocabulary. Somehow, it was not good for students. Logically, if it is acceptable for a parent or friend to proofread, why not a spelling check? Logically, if I make students use a thesaurus and a dictionary, why not encourage them to use a mechanical one? What, after all, is the difference between information stored on paper and that stored on disk? The difference is clearly in my attitude. Somehow, though I hate to admit it, I feel that books are good and disks are not good.

My most serious reservation has become a practical one. If a student learns to use a computer for all written work, the student may become so accustomed to the machine that applying pen to paper becomes a slow, physical chore and an exercise in frustration. Herein lies a potential problem. Every student in British Columbia must pass a province-wide English 12 exam as one of the requirements for graduation. Our school does not have enough computers to meet present student needs. It would be impossible to supply every

English 12 student with one even if the Ministry of Education designed examinations to be written with a word processor. This means that every student writing a provincial exam must apply pen to paper in the old-fashioned way. If I

"If students are careless by hand, they are careless by computer. The computer does not eliminate their mistakes; it merely makes them look better."

allow and encourage students to use word processors, am I doing them a disservice? It seems unlikely that the ministry will provide one computer for every English 12 student in the province. Who would pay for the initial purchase?

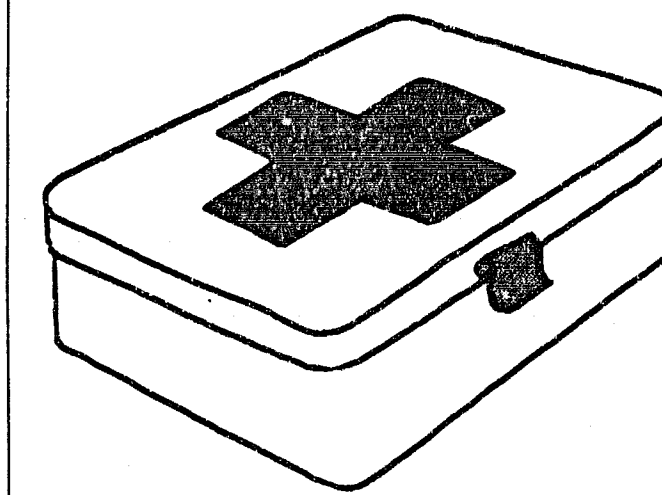
Who would pay for the maintenance?

And what has happened as I kept my promise to use the word processor? I learned that I am the victim of my own ignorance, caught between past attitudes and present technology. I met each of my prejudices and experienced moments of intense frustration. The printer I took home was not friendly with the processor; I forgot how to underline: how to wipe out a sentence, and how to move a paragraph; and finally, I damaged my disk so that it would not save what I had composed. I resorted to pencil and paper, thereby increasing my frustration because it seemed so slow and so messy. (My two Burmese cats sat on the window sill, viewed my frustration with elegant disdain, and told me my language was shocking and unprintable.)

Today my teacher smiled at me and told me I was beginning to catch on. I find myself eager to please him. I want an A! Help! I am becoming a computer zealot. Olivia R. Barr is an English teacher at Lambrick Park Secondary School in Victoria.

Reprinted, with some revisions, from B.C. Business Education Association Journal, Vol. 1, No. 2, Summer 1988.

Safety is no accident



The Canadian Red Cross believes that many fatalities and serious injuries in the home are preventable. A basic knowledge of emergency first aid and accident prevention are key.

How good is your safety knowledge?

1. A child playing tag has accidentally put his hand through a plate glass window. His wrist is bleeding heavily; no glass is in the wound. What should you do?
2. The man who lives next door is shovelling snow when suddenly he clutches his chest and collapses. You get someone to call an ambulance, and then rush to him. How do you decide if he needs C.P.R.?
3. A sudden flare-up in a hot frying pan has burned your arm badly. After ensuring that the fire is out, what should you do next?
4. Your neighbor's daughter has just swallowed liquid drain cleaner. Why *shouldn't* you make her throw up?
5. A neighbor has been overcome by fumes while using turpentine in his garage. He is breathing but unconscious. After pulling him from the garage, what should you do?
6. It's 3:00 a.m. and a short circuit has just started an electrical fire in your kitchen. What two preparations could have greatly improved your family's chances of surviving?
7. It's cold and snowing heavily; for 30 minutes, a family member has been attempting to change a flat tire. A passing motorist has just brought him home. What are the symptoms of life-threatening hypothermia?
8. A young girl has been struck by a car in front of your home. She isn't bleeding, and she is breathing, but she could die from shock. How do you decide if she needs care for shock?
9. An elderly neighbor has fallen down a flight of stairs. She says her back is "tingling." What should you do?
10. What are the common symptoms of a heart attack?

11. In the middle of dinner, your aunt suddenly stands up and clutches her throat. You ask her if she's choking; she can't speak. What should you do?

SOURCE: Emergency Response Guide, 1988, Canadian Red Cross Society. ISBN 0-921234-08-2

See answers page 17.



"The Famous Five" (left to right), Nellie McClung, Louise McKinney, Irene Parlby, Henrietta Muir Edwards and Emily Murphy launched the appeal to make women persons in Canada.

Women = Persons OCTOBER 18 MARKS HISTORIC DAY

defence counsellor Eardley Jackson. He objected to his case being heard by a woman, on the grounds that under the BNA Act, women were not considered persons and therefore could not preside over a court. Furthermore, the Common Law viewed women as "persons in matters of pain and penalties but not persons in the matter of rights and privileges." Murphy noted his objections, proceeded with the case, and began a struggle for personhood that would last more than a decade.

First, she began a campaign for the appointment of a woman to the Senate, thinking that the appointment would validate women's status as persons. The campaign included a petition with 100,000 signatures, newspaper and magazine editorials, support from the Federated Women's Institutes and the National Council of Women, and 700 letters written by Murphy herself. In 1921 the Supreme Court of Alberta ruled that women could not be disqualified from public office on the basis of sex. Still, no women sat in the Senate.

Murphy's brother, Judge William Ferguson, pointed out that five names on a petition would force the Supreme Court of Canada to rule on any constitutional point in the British North America Act. Murphy didn't have to look far to find the "Famous Five."

The five women asked the Supreme Court, "Does the word 'person' in Section 24 of the British North America Act include female persons?" On April 24, 1928 Murphy's lawyer sent her a telegram — "Regret Supreme Court

when you sit down to plan your October themes and units, add October 18 — Person's Day — to your calendar of significant events. It is the day when Canadian women became persons in the eyes of the law. In 1929, the Judicial Committee of the Privy Council in Great Britain overturned a decision of the Supreme Court of Canada with a ruling that Canadian women were, in fact, "persons". In short, bringing legalized equity into our courtrooms, political chambers, and homes.

Nellie McClung, one of the "Five Persons" who launched the famous appeal, wrote that "the news came as a complete shock to many women who had not known they were not persons until they heard it stated that they were."

McClung, a former teacher, an Alberta MLA, and Canada's most militant suffragette, was joined in the appeal by Louise McKinney, an MLA and the first woman to take a seat in the legislature in the British Empire, by Henrietta Edwards, an authority on laws affecting women and children, by Irene Parlby, an MLA and later a member of the provincial cabinet, and by Emily Murphy, the first woman magistrate in Alberta.

Murphy initiated the appeal. On July 1, 1916, her first day on the bench, Magistrate Murphy was challenged by

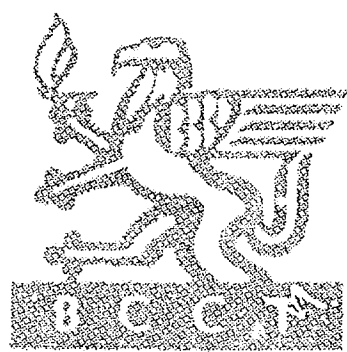
have answered question submitted to them in the negative. "The judges had ruled that women, children, criminals, and idiots were not legally persons and could not sit in the Senate.

Disappointed but undaunted, the five appealed the decision to the Privy Council of the House of Lords in England. Finally, on October 18, 1929, the Lord Chancellor of Great Britain delivered the decision. Their lordships had determined that women were persons, and added "... and to those who ask why the word should include females the obvious answer is why should it not?"

Murphy received the news by telephone and is said to have danced around the livingroom in her nightgown, shouting, "We've won, we've won!" Her public statement following the victory was more profound. She pointed out that the decision was one that would permit "our saying 'we' instead of 'you' in affairs of state."

Emily Murphy seemed the obvious choice for senator, but the honor of being the first woman in the upper house went to Liberal party worker Cairine MacKay Wilson, appointed by Mackenzie King in 1930. Edwards, Parlby, McClung, and McKinney were never appointed to the Senate. Years later, a senator from Edmonton explained, "... we never could have had Mrs. Murphy in the Senate! She would have caused too much trouble!"

See page 15 for companion resources.



College of Teachers sets fee

The College of Teachers has set its annual fee at \$50 for the year September 1, 1988 to August 31, 1989. It is due by October 31, 1988.

After an unsuccessful bid to have the provincial government direct school boards to establish a payroll deduction procedure, the college is seeking the co-operation of school boards in deducting and remitting its fee. In some districts, it is a matter of negotiation between local unions and boards. In the absence of such a provision, the college is faced with the enormous task of administering a fee collection procedure with its thousands of members.

In addition to the annual fee, fee-for-service charges will be levied for the following functions:

- evaluation of transcripts: - from within B.C. \$ 50 - from elsewhere in Canada %100 - from elsewhere \$200;
- issuing a certificate \$100 (includes membership fee for year);
- changing a certificate N/C;
- issuing letter of permission \$200;
- statement of standing \$50;
- reinstatement after lapse in membership \$200.

Questions on the fee or fee deduction process should be directed to your college zone councillor, as listed below.

Don Creamer College Zone 1 East Kootenay	Robert Jackson College Zone 2 West Kootenay
Wesley Nickel College Zone 3 Okanagan	Sheila Park College Zone 4 Mainline Cariboo
Mike Campbell College Zone 5 Fraser Valley	Peter Ellis College Zone 6 Surrey
Margaret Woodlands College Zone 7 Delta/Richmond	Jim Killeen College Zone 8 Vancouver
Debbie Gregg College Zone 9 Metro	Pauline Galinski College Zone 10 South Coast
Colin Scott College Zone 11 North-Central	Harvey Harrison College Zone 12 North
Bill Broadley College Zone 13 South Island	Shirley Bonfield College Zone 14 North Island

College Zone 15
North Coast
Vacancy due to a resignation,
Call for nominations expected,
October 1, 1988.

The College of Teachers now has an office and a phone number. Please direct general inquiries to:
B.C. College of Teachers
Suite 405 - 1385 West Eighth Ave.
Vancouver, B.C. V6H 3V9
Phone: (604) 731-8177
Hours: 8:15-16:30

The "Scary" National Citizens' Coalition

THEIR MOTTO IS "MORE FREEDOM THROUGH LESS GOVERNMENT."

They attacked Ontario Conservative Leader Larry Grossman as being "pink"; are raising \$500,000 in a campaign against the NDP; said that wage discrimination based on sex "does not exist - period"; have spent at least \$400,000 attacking unions' right to take social and political positions; promote white-only immigration policy; demand a 40 per cent cut in unemployment insurance expenditures; and equate agricultural marketing boards with "criminal conspiracy".

What are they? They are the National Citizens Coalition which claim to have 35,000 members across Canada. They are a powerful lobby group, with top corporate connections. Their motto is "more freedom through less government".

Big money interests

The NCC first made national headlines in July, 1984 when it used the Alberta Supreme Court to overturn the federal government's Bill C-169. That law passed unanimously in 1983. It was designed to limit the amount of money spent in federal election campaigns. In a \$300,000 legal case, the NCC successfully argued that the law limited individuals' freedom of speech.

The most well-known cause of the NCC also began in 1984 with a strike at an Ontario community college. Instructor Merv Lavigne crossed the picket line. In accord with the Colleges Collective Bargaining Act, he received no pay while working behind the picket line. Out of that grew NCC's case to block unions from supporting social or political causes.

The initial court ruling was a saw-off, with both unions and the NCC claiming victory. The case is being reviewed by the Court of Appeal.

The NCC wants to prohibit unions from anything but collective bargaining, narrowly defined. This would include lobbying and other political (non-partisan as well as partisan) actions, as well as ending union involvement in activities like children's summer camps.

Early medicare attack

The NCC was the product of Colin Brown, a highly successful London Life insurance salesman. While claiming not to be a millionaire, he made substantial profits from real estate and an early investment in Velcro Zipless fasteners.

His first jump into the public spotlight was with the Turn-In-A-Pusher program in London. He bought large ads warning of heroin being used by twelve-year-olds and offering rewards to

informants. The program wound up a year later, an embarrassing failure with only \$200 paid in rewards. Of eight charges laid, only two were for trafficking - none involved heroin.

As a private insurer, Brown was enraged in 1967 with the proposal for compulsory medicare. He bought full-page ads in *The Globe and Mail* condemning the government and encouraging people to send money for more ads. He said there were 35,000 responses.

A 1970 advertising campaign opposed then-finance minister Edgar Benson's proposal for higher taxes for the rich; it resulted in more than 200,000 letters of protest.

In 1975, the NCC was started with 1,000 Canadians donating \$100 each. Several prominent retired politicians served on the coalition's early advisory board. Included were former Ontario Conservative Premier John Robarts, long-time Alberta Social Credit Premier Ernest Manning, and other Social Credit and Conservative politicians.

Powerful, wealthy businessmen on the NCC board have included: former MacMillan-Bloedel Chairman J.V. Clyne; Pierre Cote, president of Quebec's largest employers' group; Bank of Nova Scotia and North American Life Assurance Co. director Gerald Hobbs; former head of National Sea Products Ltd. Harold Connors; and former president of Canadian Manufacturing Association Keith Bapsee.

A 1982 dinner to honour Brown was attended by Thomas Bata of the Bata Shoe empire; Allen Lambert of the Toronto Dominion Bank; Upper Lakes Shipping president John Leitch; Arthur Mingay of Canada Trust; Peter Hunter of McConnell Advertising; John Taylor of North American Life Assurance; and Richard Malone, then publisher of *The Globe and Mail*.

In 1987 Brown died and the reins fell to David Somerville. The former *Toronto Sun* reporter came to Brown's attention with his book *Trudeau Revealed*, which argued that Trudeau was turning Canada into a one-party socialist state. In 1978, at 28 years old, Somerville became NCC vice-president and chief spokesperson.

As a private insurer, Brown was enraged with the proposal for compulsory medicare.

NCC members powerless

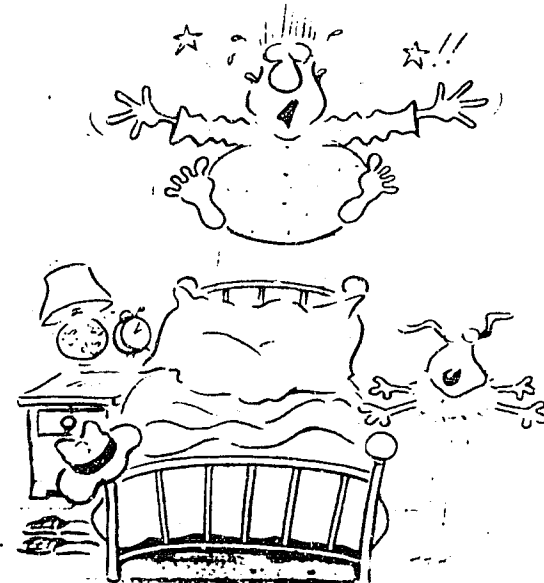
The NCC board and Somerville are clearly in control of the organization. A donation of \$25 entitles anyone to NCC membership. But membership brings no right to have any say in how the organization is run or what political positions it takes. The members are simply donating their money.

The coalition refuses to verify its claim to have 35,000 members. They will only say the organization has a high percentage of elderly members. It also refuses to provide any breakdown of where its budget comes from.

Campaigned against Health Act

In 1983-84 the coalition came out swinging against the Canada Health Act, which stopped extra billing. Its campaign claimed doctors would flee the country if forced to work under the new legislation. It ran a full-page ad in *The Globe and Mail* with the headline: "So how would you like your open-heart surgery done by a civil servant? Or how would you like your baby delivered by the same folks who deliver the mail?"

ED BROADBENT IS A SOCIALIST WHO MEANS WHAT HE SAYS... THAT'S WHY HE'S SO FRIGHTENING!



This NCC ad warning the nation about Ed Broadbent, appeared in several newspapers, including the August 23 Vancouver Sun.

Membership brings no right to have any say in how the organization is run.

In 1985 the NCC took its first international foray with a campaign in the U.S. Seventy per cent of NCC members favoured "Star Wars", and the coalition bought ad space to tell Americans: "Without your defensive umbrella, Canada could have become the 'Afghanistan of the north.' Your country's generosity is unparalleled in human history. In a world where 91 countries are ruled by dictatorships, the United States is a beacon of light, freedom and hope."

Another consistent campaign has been entrenchment of property rights in the constitution. While the average person immediately thinks of this as protecting their right to own a home, the implications are much greater.

Entrenching property rights is giving property status equivalent to that of an individual. This would mean government could never expropriate land, for example. Land use and zoning policies would possibly be unconstitutional. Legislation like the Agricultural Lands Act might be impossible. Clearly, big landholders would be greater beneficiaries than homeowners, and significant public policy options would be eliminated.

Through its connections with government and its relationship with other organizations, the NCC is effective. It has access to Tory ministers: for instance, representatives have had special meetings with Finance Minister Michael Wilson. "I know in caucus we read Colin Brown's stuff and we know where he stands," said Tory MP and Commons Finance Committee Chairperson Don Blenkarn, in 1986.

In its most recent campaign, launched in August with \$500,000, the NCC began a radio, television and newspaper campaign attacking Ed Broadbent.

"Prime Minister Ed Broadbent. A nightmare for Canada" the ads said.

And by taking extreme positions, the NCC makes groups like the Council of Business Issues and the Chambers of Commerce look much more reasonable. It shifts the entire parameters of debate.

Reprinted from the *Health Sciences Association Report*, September, 1988, Vol. 9, No. 7.

Dedication to Renate Shearer



Renate Shearer, activist and friend of education, died August 23, 1988.

by Larry Kuehn

Renate Shearer's face nightly flashed on the television screen in the fall of 1983, as she spoke on behalf of the dozens of groups who formed the Solidarity Coalition, or lead 60,000 people as they marched around the Hotel Vancouver while Bill Bennett's Socreds huddled inside.

And time after time, BCTF lawyer Des Grady would sit in the BCTF staff room the next morning shaking his head in disbelief. Des had lived next door to Renate for years in the Dunbar section of Vancouver. He still saw her as a friendly neighbour working in her garden, and had trouble imagining her as one of the key leaders in a major social movement.

And Renate herself never really got comfortable in that high profile role. Every speech to a BCTF meeting or a B.C. Federation of Labour convention, every massive demonstration was still a source of great tension, even when they became the daily content of her work life.

But where she did feel comfortable - and where she played an unique and essential role - was in welding together into a working organization the disparate batch of people representing an

unlikely collection of seemingly incompatible organizations - the Solidarity Coalition.

She would cajole, compliment, scold and eventually convince - pulling together the conflicting interests and overcoming organizational jealousies - getting us through another meeting, and setting the groundwork for another improbable but successful action.

It was this side of her that led Father Jim Roberts, her co-chair of the Solidarity Coalition, to describe Renate at a memorial service as "the saint of patience."

Although Renate would not have chosen the role of centre stage political leader, more than once she was placed in circumstances outside of her control taking her in that direction. She was born a Jew in Hitler's Germany. The Quakers got her out and into the U.S. as a small child - she escaped the death camps, unlike the rest of her family.

As an adult she emigrated to Canada, and after years as a social worker and fighter for human rights, she found herself as a member of the B.C. Human Rights Commission - just when Bill Bennett decided to axe it. And that led directly into her role in the Solidarity Coalition.

Some aspects of the Solidarity experience were a disappointment to Renate - but the role played by teachers was not one of them.

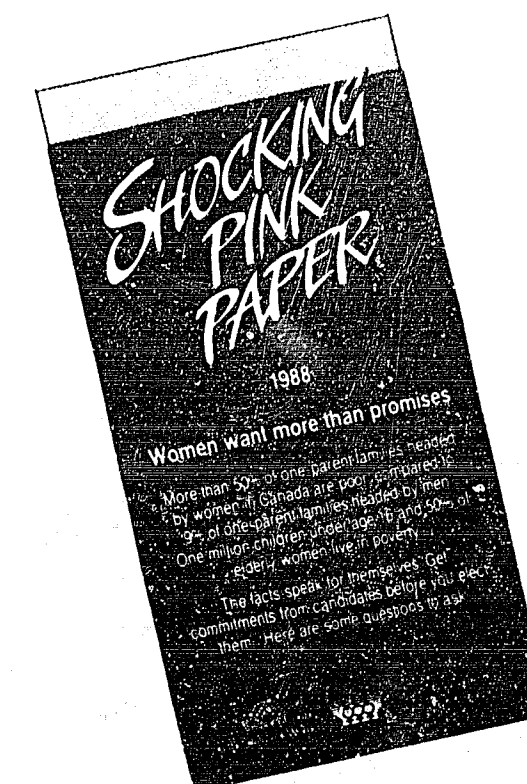
Many times she remarked that teachers - and their organization, the BCTF - were the place she always knew she could turn for help at crucial times.

Whatever the need - whether organizing a local coalition in an interior community, delivering the people needed for a successful activity, or just loaning some tables and chairs so work could get done - she always counted on B.C.'s teachers.

And she responded with the highest of respect and with nothing but good words for teachers.

Teachers - and all those other British Columbians concerned about human rights - have lost a true friend and powerful advocate.

Larry Kuehn is a former BCTF president.



Shocking Pink Paper released in anticipation of a federal election

The Canadian Advisory Council on the Status of Women has published the fourth edition of the Shocking Pink Paper, a pocket-sized guide on women's issues. The paper provides an overview of 13 issues and suggests specific questions that voters can ask political candidates. The Council advises voters to get commitments from the candidates BEFORE electing them.

Issues addressed in the paper include family violence, child care, pornography, reproductive health, tax reform, housing, double discrimination, parenting, the wage gap, pensions, free trade, women in politics, and women in decision-making.

A wide distribution of this pamphlet will ensure that issues of concern to women are a priority for this election. Free copies are available from: Canadian Advisory Council on the Status of Women 600-269 Main Street Winnipeg, Manitoba R3C 1B2

Women's resources

WS201 WOMEN OF CANADA
Pictures and biographies of women important in Canada's history and culture. \$19.00

WS202 WOMEN OF VISION
Agnes MacPhail 36 cm sepia poster of Canada's First Woman Member of Parliament. \$13.00

9219 FAMOUS CANADIAN WOMEN
Biographical information and activities related to Canadian women. \$5.75

The above publications are available from BCTF Lesson Aids.

BC WOMEN LOOK AT FREE TRADE, MEECH LAKE & PRIVATIZATION is the latest publication by the Women's Economic Agenda and examines the three big items on today's Canadian economic agenda, and draws some interesting conclusions.

THREE DEALS, ONE GAME examines the implications of the three strategies, with special emphasis on how social services and women's job sectors will be affected. From the international - free trade - to the regional - privatization in BC - this book shows how the

three "deals" can be used to pave the way for each other.

This 88-page-soft-cover book, complete with resource listings, provides women with a solid overview of the issues, and calls for greater public input and education.

To obtain a copy:

- Individuals mailing costs of \$3 per copy
- Non-profit organizations mailing costs plus \$2 donation: \$5
- Government offices mailing costs plus \$5 donation: \$8

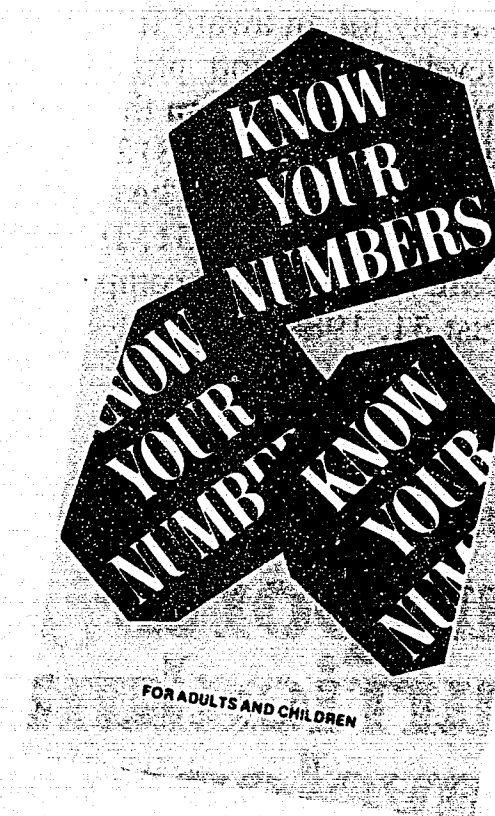
Send cheque or purchase order to: Women's Economic agenda, c/o BC PIRG, TC304, Simon Fraser University, Burnaby, BC V5A 1S6. Tel: (604) 291-4360 or 253-3395.

Vancouver Maritime Museum Tours

Beginning in October, grade five and six students will have the chance to "go to sea" aboard the historic schooner MAPLE LEAF for a four hour exploration of the port of Vancouver. Guided by specially trained docents, students will enjoy a first-hand look at the international cargo vessels and port facilities that make Vancouver the second largest port in North America.

Portsail is offered Wednesdays and Thursdays from 10 a.m. - 2 p.m. at the Vancouver Maritime museum. Cost is \$350 per class. The museum's resident shanty singer, Mike Absalom, will accompany the class for an additional \$75.

For more information on Portsail or other school programs, or to book a class, call 737-2211.



KNOW YOUR NUMBERS is an attractive, 20 page, illustrated booklet that contains all the practical numbers that teachers, students, and parents use every day. It includes burning off calories, anniversary gifts/years, how to find area/volume/perimeter, currencies, world time differences, interest, metric conversion, kitchen conversions and many, many more - all in one book.

Wayne Saigeon, an Ontario educator, is the creator of the booklet. He is asking teachers to send a \$1.00 bill and a stamp to cover the costs of paper, printing, postage and handling of this booklet. For every one requested, \$.30 will be donated to the Canadian Cancer Society.

To receive your free copy of **KNOW YOUR NUMBERS**, send a \$1.00 bill and a stamp to: W. Saigeon, 24 Hazelwood Avenue, Grimsby, Ontario L3M 1K1.

Lesson Aids 1989 Materials Development Fund

Attention all creative curriculum developers — awards await you.

The Materials Development Fund, established in 1981 by the BCTF Lesson Aids Service, assists teachers who design innovative curriculum support materials. Applications for funding are accepted from September to December 31 each year. Selected projects are developed for the Lesson Aids Service, which publishes the projects for distribution at cost to other teachers in the province.

Awards of \$500 are distributed to qualified groups for the development of microcomputer software or curriculum development projects. Projects must be developed by on-going groups of teachers such as school staffs, provincial specialist associations, local association committees, and/or other approved groups. Microcomputer software may be developed by individual teachers. All projects must be suitable for use with any or all students (K-12); reflect a development process that can be duplicated by other teachers; and be classroom-tested.

To apply for an award from the Materials Development Fund, please request an application form from the Lesson Aids Service. Telephone 731-8121 or toll free 1-800-663-9163. The application deadline is **December 31, 1988**. Projects are required to be completed by August 31, 1989.

BCTF supports curriculum development

During 1988, nine groups of teachers were awarded BCTF Materials Development Fund grants for curriculum and software projects. Watch for these exciting, new Lesson Aids.

- **Cathy Anderson, Nellie Carnegie, Vivian Sklapy, Debbi Fabb, Sharon Paavola, Pat White, Paulette Batt, Judy Cox, Sonja Dozmaniuk, Hilary Krueplin, Pamela Manning, Margaret Hutcheson, Mary Anne Mycroft, Betty Ciccone, Lynn Hill, Kathy Fuller and Pamela Cropper** from Prince Rupert School district, are developing "Welcome to Kindergarten," a slide-tape presentation to introduce parents to the goals and objectives of the Kindergarten curriculum in B.C. schools.

- **Warren Manual, Tony Rekort, Larry Neilson and Bev Albion** of Abbotsford Senior Secondary School are creating a series of Grade 11 and 12 deductive and inductive materials, which



are based on concepts in J. Ciardi's book *How Does a Poem Mean*.

- **Charles Hou, Andreen Nelson and Sherman Quan** at Burnaby North Secondary School have developed a Social Studies 10 curriculum on the Asia-Pacific Rim region. The 52-page book includes a wide-variety of student projects, dealing with the Asia-Pacific Rim regional differences and similarities, assignments on general topics, and a map exercise. This unit is now available as lesson aid 2004 for \$5.00.

- **Yvonne Zarowny** from Qualicum Beach and **Don McNair** from Victoria are developing a senior secondary social studies kit, "Development, Democracy and Food: Focus on the Pacific Rim." This teacher's kit is an outline of the central elements of education for critical practice, and provides the basics for teachers to begin to incorporate the approach into their program.

- **Inder Mehat, June Chan and Carl Beach** of Surrey school district are co-ordinating a video project, "Racism: Issues and Strategies." This secondary social studies video involves interviewing students, teachers, and community personnel with the aim of raising awareness around issues related to racism. The video will address the problems as well as suggest some strategies for combatting racism.

- **George Adams, Gary Movland and Grant Fraser** at Mount Elizabeth Secondary School in Kitimat are developing a secondary social studies docu-drama on "The Arab Israeli Conflict: Who Is Responsible?" The project involves students in a mock trial concerning the development of the present situation of the conflict.

- **Gerald Loehndorf** of Kelly Road Secondary in Prince George is producing a computer program for the Apple IIc, which will eliminate time-consuming calculations to adjust individual student's test scores, and which will provide the teacher with a record of raw scores and an adjusted score for class sets.

- **Linda Harrison** of Maple Grove Elementary School in Vancouver is producing a handbook of imaginative and educational word processing activities, universal to all computers and all word processors. The book will contain word processing activities for K-7.

- **George Prevost** of Carleton Elementary School in Vancouver is developing a database program for the Commodore 64. This program is for use by elementary and junior-secondary students. The program will allow students to classify and manipulate information in subject areas such as social studies and science, with the objective for students to become familiar with what a database is and what it can be used for.

Ministry of Education Curriculum Committee, Special Education

The Ministry of Education — Special Education Division seeks applications from teachers interested in developing a resource book for provincial rehabilitation programs.

The writing team will use existing curriculum to select and organize appropriate resources and materials for provincial rehabilitation programs.

The team will be composed of the following:

- one learning assistance teacher;
- four rehabilitation teachers;
- one child care worker.

In addition to the general criteria for selection (educational qualifications, knowledge and background, experience in curriculum development, related teaching experience, male/female balance, geographic/community size balance, support service perspective: e.g. learning assistance, library), members of the team will have expertise in rehabilitation programs and demonstrated writing experience.

Applications must be received by **October 15, 1988** and should include the following:

- a resumé and appropriate documentation — letters of reference;
- an indication of previous experience on school, district, provincial, and/or professional projects related to rehabilitation programs;
- a sample of writing related to rehabilitation issues (200-500 words).

Apply to Rick Connolly, manager, or Wendy Neumann, co-ordinator, Ministry of Education, Parliament Buildings, Victoria, B.C. V8V 2M4.

For further information, call Anita Chapman, assistant director, Professional Development Division, B.C. Teachers' Federation.

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BCTF Committee Vacancies

Applications for the following BCTF committees should be submitted on the standard BCTF curriculum vitae form. Many local association presidents and offices keep them on file. If necessary, call Jacquie Boyer at the BCTF for forms and more information on terms of reference and the work of any of these committees.

Professional Development Advisory Committee

There are six vacancies on the Professional Development Advisory Committee. Members of this committee are involved in zonal co-ordination work, and also meet as a provincial committee to advise the Executive Committee on various matters concerning professional development. Applicants must be nominated by a local within their zone. Vacancies are in these zones: Metro, Central Mainland, North Central, South Coast, Vancouver Island North, Peace River. Application deadline is **September 26**.

Income Security Committee

This five-member committee has one vacancy for a three-year term. Application deadline is **October 11**.

Federation Appeals Board

The Federation Appeals Board has six vacancies for three-year terms. Please see page 85 of the *Members' Guide to the BCTF* for an outline of the procedures which the board follows. Nominees must be approved by a secret ballot of a local association general meeting or delegate assembly. Elections will be held at the January RA. Application deadline is **January 10, 1989**.

Investigation Committee

Information on this committee appears on page 84 of the *Members' Guide*. There is one vacancy on this nine member committee; application deadline is **October 11**.

eraries are designed to fit the needs and desires of any group. In-class seminar/lecture outlines are available for each destination. With minimum group sizes, teachers travel free! For more information contact:

Passages Exotic Expeditions, Kennedy Travel Bureau, 296 Queen St. W., Toronto, Ont. M5V 2A1. Tel.: (416)-593-0942.

MISCELLANEOUS

Northwest Wildlife Preservation Society presents The Wildlife Awareness Series, September 20 - November 22, except Oct. 4 and Nov. 11. Tuesday nights at 7:00 p.m. at Pacific Cinematheque on Howe Street. Tickets \$5 in advance. Everybody welcome!

Kids' Stamps — out with potato prints! Use KIDS' STAMPS for unique print-making, art and primary math and language arts activities. 15 designs available. \$1.25 each. Available only at Prov. Primary Conference, Vancouver, October 21/22. Info: 939-4269.

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HOUSE EXCHANGES

Any science/physics teacher interested in 12. mo. exchange to s. coast, NSW, Australia. Details: 736-2915.

from Personally Speaking, page 13

ANSWERS TO SAFETY IS NO ACCIDENT

1. Press a cloth on the wound and elevate the wrist.
2. If he is not breathing and has no pulse, he needs C.P.R.
3. Put the arm under cool water.
4. A poison that burns, like drain cleaner or dishwasher granules, will cause more burns if it's thrown up, and it could perforate the passageway between the mouth and the stomach.
5. Put him on his side.
6. (a) Install and maintain smoke detectors. (b) Practise a family fire drill once a year.
7. Lack of co-ordination, slurred speech, memory lapse, and apathy are symptoms of hypothermia.
8. You don't need to decide. Give care for shock to every accident victim

who might be seriously injured.

9. Don't let her move. Call an ambulance.

10. The following are symptoms of a heart attack:

- A squeezing or crushing feeling in the centre of the chest.
- Pain may move to arms or neck.
- Weakness, shortness of breath.
- Nausea, vomiting, and/or indigestion.
- 11. Perform the Heimlich Manoeuvre (abdominal thrusts).

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Look both ways before crossing the street

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Don't go into strangers' houses

Don't eat treats until your parents check them

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Dr. Jean Forest "Celebration"

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Dr. Gary Phillips, Seattle
Dr. Reginald Bibby, Lethbridge
Br. Graham Rossiter/Marisa Crawford, Australia
Caroline DiGiovanni, Toronto
Father Lucien Larre, Regina
Stephen Lewis, Toronto
Sister Barbara Garland, Los Angeles
Father Ron Rolheiser, Newman College
Patrick McDonald/Patricia Clark, Edmonton
Dr. Joan MacLeod, Calgary
Patrick Ford, Gonzaga
Joe McMorrow, Fort McMurray

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Teachers might like to mark this day by organising special activities designed to increase the awareness of development problems in Canada and in the world. The alleviation of the effects of poverty is critical and an understanding of the causes, therefore, necessary. Teachers are called upon to redouble efforts to create a Canada that understands the problems of development.

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 - the five-year B.Ed. (Secondary)
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must complete all degree requirements by 31 August 1993 to qualify for the degree.

- Those admitted to
 - the one-year program for graduates (Elementary)
 - the one-year program for graduates (Secondary)

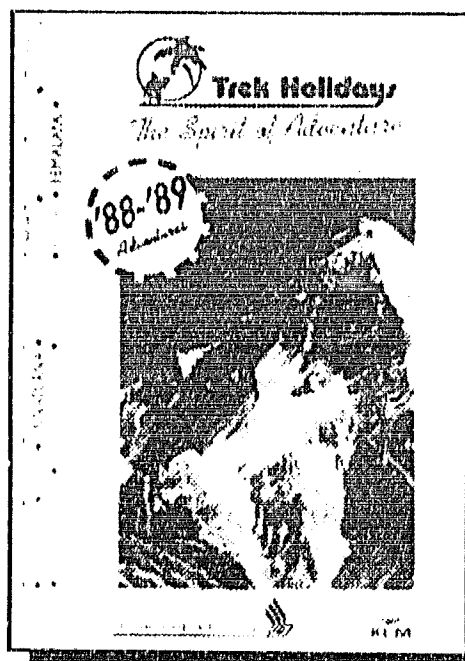
must complete all program requirements by 31 August 1990.

To enquire about your remaining degree requirements, write or telephone a Program Advisor.

Teacher Education Office
Faculty of Education
The University of British Columbia
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project overseas 1989/90

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Each year about 85 Canadian teachers are chosen to work, **without salary**, on CTF's Project Overseas. Their assistance is given, upon invitation, to teachers in Africa, the Caribbean, Asia and the South Pacific to improve teaching skills and strengthen professional teacher organizations.

Administrative, travel and living expenses are borne by the Canadian Teachers' Federation, the provincial and territorial teacher organizations which are members of CTF, the Canadian International Development Agency and the Superannuated Teachers of Ontario.

It should be noted that the sponsors of Project Overseas do not pay any salaries or honoraria to teachers who apply to Project Overseas. Furthermore, the sponsors do not pay any costs associated with substitute teachers or release time.

REQUIREMENTS

- membership in a provincial or territorial organization which is a member of CTF
- an appropriate teachers' certificate
- a minimum of five years teaching experience in Canada
- Canadian citizenship
- excellent health
- evidence of flexibility and mature judgment

APPLICATIONS

Deadline date for applications: **NOVEMBER 15, 1988.**

In 1989-90 CTF will require teachers for two types of projects as follows:

- **PROJECT OVERSEAS I** (the summer project) will operate during the months of **July and August 1989** in English- and French-speaking countries. In 1988, teachers at the primary, elementary and secondary levels were requested to teach the following:

School Administration, English, English as a Second Language, French, French as a Second Language, Language Arts, Mathematics, Reading, Research Methods, Science, Science/Agriculture, Social Studies, Testing and Evaluation, Arts and Crafts, Music and Drama, Development/ use of Audio Visual Techniques, Principles and Methods of Teaching, Classroom Management Techniques, Guidance and Counselling, Psychology, Pedagogy, Curriculum Development, Resource Creation, Special Education, Early Childhood Education, Primary Methods, Human Relations/Evaluations, Biology, and Geography.

- **PROJECT OVERSEAS II** (the winter project) refers to all in-service projects which take place anytime other than July and August. Currently, **Project Overseas II operates in English-speaking countries only.** Participants must be ready to devote their time to this project for a four- to sixteen-week period between September 1989 and June 1990. Project Overseas II often uses the services of retired teachers or practising teachers who have obtained an extended leave of absence from their school boards.

In 1988-89 primary and secondary teachers were requested to teach the following: School Administration, English, Mathematics, Science, Industrial Arts, Early Childhood Education, and Primary Methods.

Further information and application forms are available from:

Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, ON K2P 1B4, Tel.: (613) 232-1505. Cable: CANTEACH, Ottawa. Telex: 053-4459

Applications sought for Hilroy Fellowship Awards



Applications are being sought for the Hilroy Fellowship Awards.

Established by the Roy C. Hill Charitable Foundation and administered by the Canadian Teachers' Federation Trust Fund, the Hilroy Fellowship Program rewards classroom teachers who have developed new ideas for the improvement of teaching practices.

Applications may be considered only from individuals or small teams of certified teachers employed at the pre-primary, primary, elementary and secondary levels, and who are members of recognized provincial or territorial teacher organizations. *Consultants and subject coordinators whose normal duties include educational development and innovation should not apply for awards for innovations within their assignment.*

Each province grants two awards of \$2,500 and there are six national awards of \$5,000 each for great merit and one national award of \$10,000 for outstanding merit.

Applications must be made in English or French on the official application form and must reach the Hilroy Fellowship Committee of the provincial teacher organization not later than October 31.

Further information and application forms may be obtained from the Professional Development Division, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9.

BCTF Task Force on Teaching Conditions and Professional Practices



Nine members are required for this newly formed task force which is charged with examining:

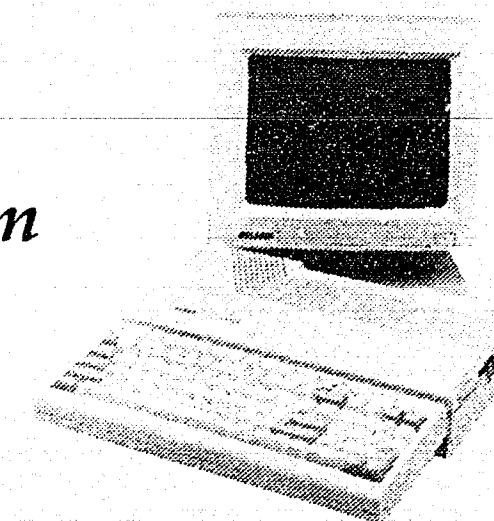
- BCTF class size criteria and standards;
- Additional criteria for determining other appropriate class size standards;
- Teaching load criteria based on pupil contact hours per week, total student teaching load, teaching assignment, subject preparations, marking and reporting/evaluation requirements;
- 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.

The task force will promote broad membership involvement in this study of the profession, and will consult with other teachers' organizations, universities and labour groups.

Curriculum vitae forms are available from your local association president, or call Jacque Boyer at the BCTF office for forms and more information.

Deadline for receipt of applications is October 11.

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Very Fine Arts



Braemar Elementary School staff, North Vancouver, were recipients of the Celebration of the Arts Award for 1987-88 (l-r) Susan Haug, Barb Meek, Gillian Irwin, Anne Stevenson, Cathy Molinski, Jim Tarves, Bob Dick, Jim Irwin, Sharon Miles, Joan Wilson, Pat Kotush, Anne Belanger, Kathy Ritchie, Elizabeth Ward, Diane McEown, Suzanne Hobman, Sue Stangel, Helen Lowenthal are shown. Missing, Brian Fairholm.

by Bill MacDonald

The Arts are truly Fine at Braemar Elementary in North Vancouver. On June 23, 1988, Mrs. Jean Cunningham of the Arts in Education Council of British Columbia, presented the staff and students of Braemar school with the first annual CELEBRATION OF THE ARTS AWARD. This award is meant to encourage and recognize exemplary integrated arts programs in British Columbia schools.

Thirty-seven nominations were received for this first award — indicative of the quality of the arts in many schools throughout B.C. The Braemar nomination was made by their Parent Advisory Council who prepared a 70-page big-book documenting the school's outstanding achievements in the Arts. The big-book contained examples of student art, writing, computer-generated music scores and many photographs that made it clear to the judges that Braemar very adequately excelled in offering its students an outstanding integrated arts program.

While Braemar boasts of having two choirs, two bands, a student art gallery, Discover Art resources for each grade, a computer lab for music and writing, regular visiting artists and performing groups and an array of concerts, it is each teacher's effort at integrated themes that makes the arts an important part of every subject taught. Central to this approach is the concept that every student is an artist and can contribute quality work to one or more of the arts that are learned, and they do!

As the first recipient of the Celebration of the Arts Award, Braemar school now has the distinction of providing an important model of a highly successful integrated arts program. Congratulations to the staff of Braemar school. Their work is an inspiration to all who believe that the Arts are a necessary and important catalyst to all learning.

Bill MacDonald is the Visual Art Consultant for North Vancouver and past president of the British Columbia Art Teachers Association.



The Book of Kells comes to UBC

AN INVITATION TO ALL TEACHERS

As an occasional reader of your excellent paper, and my granddaughter Bradleah busy assembling her photos for show-and-tell, I couldn't resist the urge to write you about an educational and cultural show-and-tell coming up that will gladden the hearts of all Irish-Canadians, art teachers, calligraphers and manuscript lovers in the province. An identical facsimile of Ireland's national treasure *The Book of Kells* is coming to the library at UBC . . . permanently.

It isn't just a copy; it's a complete reproduction, identical down to the worm holes in the pages. Recent advances in laser technology have made it possible to recreate what is arguably the world's most valuable book. Only 1,480 copies are to be made for the world, and they are expensive: \$16,000 U.S.

It's a major miracle that the 1,200-year-old original still exists when you think of the pillaging and pilfering of Ireland by the Vikings, the Normans, and the

English. But there it is, old and proved, the motherlode of Celtic design and the living symbol of an Irish culture in full flower before it was brutally suppressed by seven hundred years of occupation calculated to destroy the Irish culture.

In its 12th century fight for survival it eluded two royal confiscations — one by Henry VIII, the other by James I. It was hidden away for hundreds of years by two families, the latter of which bequeathed it to Trinity College, Dublin, in 1661. There it remains, under guard, under glass, and now undergoing rebirth.

In March 1988, a handful of folks, from Celtic scholar Professor Emeritus Linguistics, UBC, Dr. Gregg, down to me, who had never heard of *The Book of Kells*, got together. We figured that if one person would sponsor one of the 340 double pages for \$60 we could give one to the library at UBC and put it into a \$4,000 display case bearing each of our names. The library agreed to issue 340 tax receipts and to look after the book and the case. So we began.

To date, more than 240 of the 340 sponsors are in, so only 100 name plates are still available for inclusion in the display case. Believing that your paper is the best medium to inform the most scholarly segment of our population about *The Book of Kells* project, I write this letter to you.

Members of BCTF may participate as donors simply by forwarding a cheque for \$60 to **The Book of Kells Fund**, UBC Library, 1956 Main Mall, Vancouver, BC, V6T 1W5. The library will issue a letter of acknowledgement, a tax receipt, and its thanks.

Our copy is number 349, which will arrive by special courier from Dublin on July 1, 1990, when all of its 340 double pages will be shown to the donors during an invitation only reception for the donors. The great book will then go on permanent display as the Irish contribution to multiculturalism in Canada. It should be a boon to teachers, scholars, and students.

*John Kelly
The Book of Kells Committee
Vancouver*

