

Teacher

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Beyond the little red schoolhouse

UNGRADED CLASSROOMS IN THE 1990s

by Dennis Milburn



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As the government's blueprint for educational change unfolds, talk of grades turns to talk of "levels one, two, three, four," where Kindergarten and Grades 1 to 3 now exist.

More than just a shift of rhetoric, this name change symbolizes a philosophical tilt toward primary classrooms that will be individualized, self-paced, and learner-focussed. A child will belong somewhere along the levels continuum as he/she progresses through the expected skills. Given that most of us have lived with traditional grading systems since the dawn of public schools, such a system shift is nothing less than revolutionary.

Called *ungraded primary* and/or *continuous progress* by some, the concept raises many questions about the precise form and organization of these future classrooms. Current discussion leads to

such terms as *family grouping* or *multi-age grouping*. We can therefore assume that a close relationship exists

Few longitudinal research projects on what actually happens to children in ungraded classrooms have been undertaken.

between such types of classroom organization and the proposed new program.

We've been this way before

In the '60s and '70s, family grouping and multi-age grouping classrooms were fairly common and popular. The '70s was a period of growth and educational innovation, and many teachers were willing to experiment with a new teaching strategy. Parents were also willing to go along with this, and it was even fashionable to have one's child in a multi-age class.

By the '80s, split grades were upon us. Split grades were unpopular and, for many teachers, still are unpopular. Teachers felt threatened, many were pushed into such change at short notice, and parents were also unhappy. In the mid-'80s a question at parents' meetings was almost always, "my child is in the older group. Will the presence of younger children hold him/her back?" Such questions will recur in future.

Having given many workshops in B.C. over the last 20 years on this topic, I found the atmosphere in workshops

See "Classrooms" page 4

Readers write

Professional respect well deserved

In my 25 year career, teaching has undergone many momentous changes, some small but telling. For example, the term *disclosure* has undergone shifts in meaning. I recall a young student's amusement at another's innocent and trivial *disclosure* in a diary we had constructed in art class, back in 1963. The next time I heard it in a classroom was in the mid-70s when accumulations of dental plaque were revealed with the aid of pink *disclosing* tablets. In January 1989, I was trained, in a one-day prevention-of-sexual-abuse workshop, how to deal with another sadder kind of *disclosure*. In the world we know today, the need for teachers has never been greater. As teachers, let's insist on commensurate respect in all its various important forms -- intellectual, economic, and social.

*Fred Tippie
Kamloops*

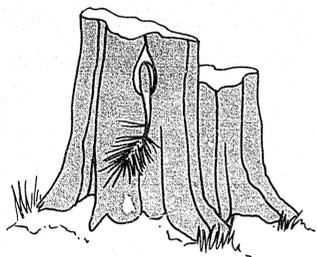
Environmental education: a race against disaster

I was glad to read Elaine Decker's synopsis of the Brundtland Commission Report and other related abstracts on the deterioration of our planet's environment (*Teacher*, January 1989). Let us hope that teachers, politicians, businessmen, and others who might influence the future take heed of the ominous warnings and get involved in environmental education.

In the interior of B.C., we are very much aware of deforestation and the continuing degradation of our water sources by irresponsible logging in watersheds. In spite of the blatant propaganda by forest resource extractors -- *Forests Forever* and other cunning television messages -- the clear cuts continue, and water supplies are fouled. Add to this the Albedo effect, the greenhouse effect, ozone-layer depletion, and other possible consequences -- the scenario for disaster.

We should accept that environmental protection, like charity, begins at home.

*John Fearing
Winlaw*



French curriculum revision process thwarted

We feel obligated to inform you that the customary curriculum revision process for French 4-12 is not being followed to completion. The work of the committee has been ended by the director of the Modern Languages Branch of the Ministry of Education.

Part of the process has been completed. The committee developed a statement of philosophy, goals and objectives, general learning outcomes, proficiency guidelines, and a first draft of specific learning outcomes.

Before the specific learning outcomes could be revised to the committee's satisfaction, the branch decided to disband the committee and proceed on its own with the help of contracted curriculum writers.

From this point onward, the refining of the specific learning outcomes and the choice of materials is controlled by the branch and we have, of course, no choice but to accept this decision. The committee no longer has any sense of ownership in the curriculum which will emerge.

We regret that we could not see our task to completion.

*B. Burgoyne, W. Hanson, W. Herring, J. Ochman, A. Pavelich, B. Rowe, and H. Wieland
French as a Second Language Curriculum Revision Committee*

Other professionals have closed-shop

There is room for debate over whether closed-shop unions are a good thing. But, why is it bad for members of my profession, teaching, to insist that all those teaching in our public schools become members of the teachers' union, the B.C. Teachers' Federation?

Are any doctors practising in our province who are not members of the medical profession's union? Do any hospitals in B.C. admit doctors other than those who are members of, or approved by, the B.C. Medical Association?

Are any people practising law or dentistry in our province who are not members of the respective unions?

Our society is full of examples of discrimination, double-standards and hypocrisy. Isn't refusal to grant closed-shop rights to teachers an example?

*Frank Snowsell
Kelowna*

Ungraded primary has positive features

I am very upset with the BCTF. Everything I have read or heard in the media this past month has been against the new changes for dual entry to Kindergarten and an ungraded primary system. The past two *Issue Alert* notices from the BCTF have been very negative and discouraging to me as a primary teacher.

As we begin teaching students who will enter the work force in the next century, we need to think about what skills they will need to have, not what traditional teaching methods have always worked for us. Let's consider some positive aspects about the proposed changes.

- Dual entry into Kindergarten is being praised by parents who have previously struggled with a "not quite ready" child. Parents are pleased that we will consider their opinion about what's best for their child. This sheds positive light on educators as being concerned about the individual child.
- The current government is willing to put forth funding to implement these changes. This is far more refreshing than our previous restraint program.
- Rural teachers frequently face multi-graded classrooms and many choose to remain in these teaching situations. A three-year age span in a class can be enjoyable for a teacher watching children co-operate and help younger students learn.
- Our experience with the writing process has shown us that children need to be aware of their own meta-cognition and need strategies or processes for thinking and learning. These strategies have crossed the grade barrier without re-adjustment on the teacher's or student's part.
- The new math program with its emphasis on manipulative materials will work more efficiently in a multi-graded classroom. Instead of needing 25 activities for beginning addition, a teacher will only have one-third of the class needing those materials.
- Children will be able to learn from each other and not be stymied because they are "just in Grade 1."

I realize the present government is being hasty in its timeline for implementation of these new changes. I see the haste as a desperate attempt to regain the education vote before the next election. I also realize that a five-year implementation plan would enable some teachers and administrators to procrastinate and avoid change. Our society is changing rapidly and we need to change the way we prepare children for the future. Instead of publishing articles which encourage teachers to resist change, the BCTF should publish some articles that look at innovative and encouraging ways for teachers to accept the new changes for future education.

*Lynn Hedekar
Prince George*

You have interesting stories about your experiences as a teacher. Funny. Outrageous. Sad.

Several collaborators are currently researching material for *Teacher Tales*, a show that celebrates our colleagues in the teaching profession. We think it's about time something was written in praise of teachers, and we are putting together a show that will be funny, nostalgic, inspiring, and thought-provoking. We are looking for stories that you remember from your days as a student, from your own experiences as a teacher, or from your conversations with colleagues and parents.

Send material to *Teacher Tales*, 1722 West Broadway, Vancouver, BC V6J 1T7.

*Patti Allan
Judith Hogan
Carole Tarlington
Vancouver*

On compulsory membership

Conscientious objection to required membership in a *teachers' union* without conscientious objection to legislated membership in a *teachers' college* is conscientious hypocrisy.

*James Hobart
Endako*

Teacher advisory board seeking members

On the advice of the Communications Task Force, the Executive Committee has approved the formation of a five-person advisory board to the *Teacher* newsmagazine. Board members will be appointed at the May 12-13 executive meeting (three two-year terms and two one-year terms). Successful applicants will be expected to attend the newsmagazine's annual evaluation/review meeting on Wednesday, May 24, 1989.

The *Teacher* advisory board will meet two or three times a year. The following terms of reference will guide their work:

1. Ensure that the objectives of the newsmagazine are met;
2. Conduct periodic surveys of the effectiveness of the newsmagazine;
3. Participate in the annual planning and review of the newsmagazine.

Interested members should apply on a **BCTF curriculum vitae form**, c/o Berniece Stuart by May 8.

For further information contact Nancy Hinds, editor, *Teacher*.

Cover photo

Students from South Park School, Victoria. Jeff Barber photo



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B.C. Teachers' Federation
2235 Burrastreet Vancouver, B.C.
V6J 3H9 (4) 731-8121
or (toll-free) 1-800-663-9163

Editor
Nancy Hinds
Contributing editorial group
Elaine Decker
Nora Greenway
John Hardy
George North
Ken Novakowski
Elsie McMurphy
Lisa Pedrini
Ralph Sundby
Judith Turner
Editorial Assistant/Advertising
Helen Kolinsek

Copy editor
Debby Stagg
Design consultant
Betty Sommerville

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We welcome your contributions.
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IN VICTORIA



by Terry Tabor

Our negotiating team, worked pertinaciously to ensure that all facets of our working lives would be embodied in our first contract as a union of professional educators. After our November 30 ratification, we looked forward to both the new year and life in the *new reality*.

Our contract plays a significant role in the educational milieu of Greater Victoria, affecting teachers, administrators, trustees, and other union employees in the district. Having a legal and binding document that clearly delineates working and learning conditions, has in itself, altered life for teachers in Victoria. Two articles in our contract of particular significance to our members are: Article 2 -- Consultative Matters and Article 29 -- Maternity Leave and SUB plan.

Consultative matters

We are fortunate to have a board and a superintendent who share our vision of empowering teachers through the consultative process. We accept the premise that, in effective schools, decisions should be made as close as possible to the point of implementation. Since the individual teacher is the closest to the learning situation, he/she should help make decisions relevant to it. School staffs are a group of co-operating professionals, and share responsibility for educational policies. Decisions based on the consultative process are most likely to be pursued with enthusiasm and dedication. The district, working collaboratively and through the consultative process, is developing a policy to facilitate fulfillment of the contract clauses dealing with consultation. The preamble reads as follows:

The board is committed to consultation, a process of deliberation (collaboration) which facilitates communication, develops joint ownership, and through synergism, enhances solutions, goals, and policy directions. The process of consultation recognizes that all school personnel have legitimate interests in education, and the process is designed to channel the maximum number of interests into one direction to enhance the education program for children.

The foregoing captures the spirit and intent behind the contractual language dealing with consultation -- an important factor to consider when implementing.

Our contract states the following:
The full teaching staff shall be consulted on the process and structure of consultation to be used in the school, and a process of consultation shall be established in each school. This process

*shall be outlined annually and copies provided for each staff member.
The school staff shall be consulted on the school's philosophy and policies, the annual school improvement goals, and the general operation of the school, including such matters as, but not limited to:*

- school regulation and routines;
- non-instructional days;
- school curriculum planning and evaluation;
- school timetable and organization;
- school staffing, including utilization of teaching staff and auxiliary staff;
- professional staff development;
- school budget;
- allocation of instructional resources;
- physical plant.

A separate clause deals with regular and emergency staff meetings.

Most staffs have now developed a school consultative committee. For the first time, many teacher members on the consultative committees find themselves functioning as partners in the educational enterprise rather than as pawns, a change they enthusiastically embrace.

To be sure, the journey from serfdom to the round table has been/is fraught with peril in some of our district's many castles. There are some dragons to slay, some moats to swim, some ramparts to scale. There may even have to be the odd siege. Nevertheless, this disarmingly simple concept contains the seed for tremendous change. Undoubtedly, the kingdom will never be the same again.

Maternity leave and SUB plan

Fantastic, terrific, and I don't believe it, were some of the comments expressed by teachers when told of the SUB (supplemental unemployment benefits) plan for maternity leave clause negotiated into contract.

SUB plan was placed at the forefront of our leaves of absence clauses; it represented a substantial change from the present practice of UI payments only. "That this particular item was presented by one of the male members of our team, added weight and validity to the arguments," said Dianne McKeel of the GVTA bargaining team. To have been able to achieve the maximum benefits allowable, 95% of normal weekly earnings for all 17 weeks of leave, speaks highly of the arguments presented and the board's recognition of a long overdue need. This clause has brought us into line with the Gulf Islands local that previously had a SUB plan and is, we hope the beginning of a trend in B.C. that will redress the imbalance that saw only comparable benefits in the eastern and northern regions of Canada.

Apart from the alleviation of economic hardship, one advantage of the plan is that teachers now can exercise some flexibility as to when they start their leave. This becomes quite apparent if they are close to the summer vacation. Teachers can choose to take up to 11 weeks of their leave prior to the due date of birth rather than have to work for as long as possible for economic reasons.

Of all our leave clauses, this is one that the teachers are especially proud of. For such a relatively low-cost item, it has engendered a feeling of pride and well-being throughout our district that cannot be measured in dollars. As one teacher said, "This is a major step toward recognizing the role and rights of women within our profession."

Terry Tabor is president of the Greater Victoria Teachers' Association.

IN VERNON



by Carrol Whitwell

The proof is in the pudding, but the joy is in the eating. On the evening of January 24, euphoria abounded as Vernon teachers ratified their first union contract. They celebrated! Smiling faces and hugs and handshakes replaced the furrowed brows and the cries of "Why not here?" There, in black and white, in clause after clause, were provisions saying explicitly and implicitly: *professional!* There was the proof of the pudding -- the contract!

Paid leave

Why are Vernon teachers so excited about their new contract? The provisions in it will change conditions of employment while providing new incentives. Teachers are delighted to discover among the "smorgasbord of goodies," new provisions for paid leave. Retroactive to September 1988, all teachers are entitled to two paid days of leave a year to attend workshops and conferences as delegates or presenters. What a boost for morale, not to mention significant financial gain of professional-development funds. Paid educational leave, long sought after by the local, becomes a reality in September 1990.

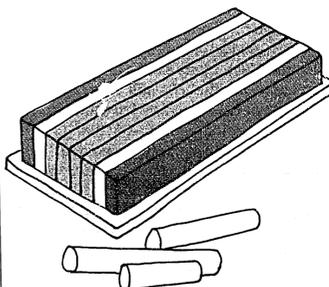
More time

The workday for Vernon teachers will change significantly in September 1989, in two ways. First of all, elementary teachers, most for the first time, will experience the benefit of preparation time -- 60 minutes per week! However, the major change will occur because of the following simple statement -- "No intermission." Translated into the workday: no more noon hour snoozer, no more patrolling lunchrooms, no more prowling halls, no more purveying the wonders of the playground, and no more peering into bathrooms. In any teacher's terms, that's progress, that's reason to smile. Contrary to some local wisdom, supervision is not instructional -- it's objectionable. Here's to a lunch hour!

As significant as these changes are, I believe the major benefits to our profession, to our local, and to individual members lies in the clauses on staff committees and professional autonomy. The test of professionalism comes when teachers can say that they are part of the decision-making process and that they control and determine how to perform their professional duties. While the contract provides in the aforementioned clauses, the *tools* for us to take control of our profession, individual ini-

tiative to implement the provisions is required. Only then can we really be professionals. Each of us must accept our rights and carry out our responsibilities so that we can say unequivocally, and not only in Vernon but province-wide, that we are a union of professional teachers -- and proud of it.

Carrol Whitwell is the president of the Vernon Teachers' Association.



You know you have been teaching too long when . . .

- The new vice-principal says, "Hi, you taught me in Grade 3."
- The bank cashier points out that you printed your signature.
- You tell your bridge partner to sit up straight.
- The band leader asks for requests from the audience, and you yell out something by Sharon, Lois, and Bram.
- You tell your dinner guests to put their hands on their heads when they are ready for dessert.
- Before dinner guests arrive, you sharpen all the pencils in the house and cut the serviettes in half.
- You print the invitations to your daughter's wedding.
- You don't begin speaking at a party until everyone is quiet.
- People begin to finish your sentences for you because you're trying to think of a word small enough for everyone to understand.
- You plan your spring break around the report cards that you need to write.
- You ask the people beside you at the movie theatre some comprehension questions.
- Any time you hear ex-student names like Jason, Jonathan, or Jennifer, your blood pressure begins to rise.
- Someone asks you the name of the person you admire most, and you name a character from Winnie the Pooh.
- While reading the latest novel, you make a list of good questions to ask.
- The ditto ink on your fingers doesn't come off anymore.

From Ontario Public School Teachers' Federation newsletter *News*, June 1, 1984.

Classrooms from page 1

markedly different between the '70s and the '80s. In the '70s there was interest, but in recent years, survival in split grades is the paramount concern. The curriculum was discussed exhaustively, and the main question in the mid-'80s was, quite simply, How can I teach three curricula at the same time?

Research on children's success lacking

Unfortunately, little research on the practical aspect of teaching in non-graded classrooms exists. Many advocacy statements exist, but, as Goodlad states in the introduction to his book *The Non-graded Elementary School (1987)* (p. XIV) "as of 1986, statistics on non-gradedness either separately or as a component of programs...are unobtainable" (Goodlad's book is essential reading for the '90s). Many books and research articles from the '70s still seem appropriate today. However, few longitudinal research projects on what actually happens to children in non-graded classrooms have been undertaken. We could ask, "Do the children do better? Does teaching improve? How do children feel about such classrooms?" Children are often ignored in the educational process, particularly in some curriculum planning. A typical non-graded class progression would look perhaps as shown in 'table 1'.

A move to a child-centred program of continuous progress runs counter to the current lock-step curriculum based on sequential age levels.

Multi-age classes often start at any age level. Seven-, eight-, and nine-year-olds could also be mixed. The three-year span in the classroom is, however, probably the most common in various countries today. This pattern is well known.

The practical and stated rationale of such classrooms is said to be, and not everyone agrees with it, as follows:

1. The teacher stays with one class for two to three years. Maybe some teachers will not want the same child, or parents, over three years.
2. Children do not have to face the trauma of changing teachers with each year. (Remember about the next class up?)

3. There is a greater continuum of the overall curriculum, whatever that curriculum may be.

4. The groups that stay on instruct the new group in class routine. This is a popular feature of the settling-in period in September.

5. A greater opportunity exists for in-depth evaluation over a period of time.

6. Children may progress at their own pace, making continuous, individual progress.

In the cognitive domain, we know that chronological age and mental age do not necessarily correspond. Everyone pays lip service to this statement, but the sad fact remains that the traditional system of classroom teaching runs absolutely, and paradoxically, counter to it.

Within the curriculum pattern in any grade, a child may be good in one area and poor in another, as this simple diagram shows (see table 2). Here are three children, A, B, and C, in a traditional class of seven-year-old children. We can test their individual skills in reading, writing, and mathematics. All three are 7 1/2, but child B, for example, has the reading ability of a nine-year-old; A, an eight-year-old; and C, a 6 1/2-year-old.

In the instructional sense, they are all behind in something, particularly C. A could go well ahead in mathematics; B is going to get bored with Grade 2 readers; C needs help in reading and writing but is far ahead in mathematics. Unless the child receives help, mathematics work may suffer in the near future because of an inability to read or record very well.

Teachers will know that such situations are not unusual in any classroom, and they are inhibiting when children fall below general grade-level standards. In a non-graded classroom some can forge on with reading, but can also review early mathematical concepts. Organization by traditional grade levels makes such problems hard to analyze and harder to cope with. The sequential curriculum makes it harder still. "Going back" is emotionally wounding, socially damaging, and intellectually degrading. Children naturally need to go over many stages again and again; they may need to recapture a forgotten stage of learning, to use materials and equipment provided for older children, or reuse some provided for those younger in order to clarify some piece in the complex jigsaw of cognitive growth. Non-graded classes can allow for work at different levels of development without the "going back" and also, they obviate retention.

Five-year study in North Vancouver

The results of a five-year study in North Vancouver showed the following results, (they *should not* be taken as the overall truth).

1. Children in non-graded groups did no better in general than their peers in the traditional single-grade classroom. They did seem to be slightly ahead in the speed and accuracy of their reading, and they were significantly ahead in vocabulary levels and comprehension. Basil Bernstein reflected this when he said, "Poverty of language is the major cause of underachievement."
2. Attitude to school was markedly more positive. In the testing, the "is school boring?" questions received polarized and opposite replies from the non-graded groups and control groups.

The effectiveness of teaching (per se), in such classrooms, was not proved in the research. A subjective comment is, "Of course the teacher was the vital catalyst." (All teachers in the research project were volunteers.)

One research project provides but few answers; it was not intended to prove that such classrooms are a panacea for all educational ills.

Conclusion

One of the major hurdles in the next few years will be curriculum. The extensive changes implicit in ministry statements will be hard to implement in the traditional manner. The ministry states that it will "also develop a new integrated primary curriculum for later implementation." (Policy Directions statement, p. 13.) A move to a child-centred program of continuous progress, with child development in mind, aided by a necessarily flexible approach in the classroom, runs counter to the current traditional lock-step curriculum based on sequential age levels.

We also have a paranoid fixation regarding evaluation. It is difficult to evaluate something that has not yet started, though some teachers have been using informal evaluation techniques for years. Nevertheless, assessment and accountability are amorphous features to spend excessive time on before some evidence has been gathered.

Different teaching styles will be hardest to promote. Whereas some teachers will assimilate current ideas easily (and some are already following them), others will need help, particularly in planning.

No topic in recent workshops has ever been more eagerly studied than planning; for the week, for the term, or for the year. In the '70s, it used to be said that "multi-age grouping" had to be preceded by having an "integrated" classroom. Therefore, teaching style will need to be carefully considered, particularly in teacher preparation.

Finally, a great deal may be accomplished by initiating some pilot schemes throughout the province. Teachers who are happy with the proposed methods could monitor some day-to-day programs. The results would provide a variety of different approaches, which may generate some general guidelines for other teachers to interpret.

With so many outstanding questions, such radical change deserves our best educational thought. Taking time now is essential.

A bibliography is available on request. Dr. Dennis Milburn is a professor in early childhood education at UBC. He is internationally recognized for his 25 years of work in this field.

Non-graded classroom: three age groups

1st year:	A	B	C	'A' group moves on.
2nd year:	X	A	B	'B' group moves on. 'X' arrives
3rd year:	Y	X	A	

(Table 1)

Mental age levels in three skills

Child	Age	Mental age	6	7	8	9
'A'	(7 1/2)	Reading	[Progress bar from 6 to 8]			
		Writing	[Progress bar from 6 to 7]			
		Math	[Progress bar from 6 to 7.5]			
'B'	(7 1/2)	Reading	[Progress bar from 6 to 9]			
		Writing	[Progress bar from 6 to 8]			
		Math	[Progress bar from 6 to 7.5]			
'C'	(7 1/2)	Reading	[Progress bar from 6 to 7]			
		Writing	[Progress bar from 6 to 8]			
		Math	[Progress bar from 6 to 9]			

(Table 2)

Dual entry, continuous progress

PRIMARY TEACHERS MEET THE CHALLENGE

by Doreen Young

Primary teachers are currently grappling with the government's proposed introduction of dual entry to Kindergarten, and a four-year primary program. They have met and continue to meet as they seek common understanding of its meaning in the daily world of primary classrooms.

Dual entry

After a full day of deliberation and study on dual entry in January, the B.C. Primary Teachers' Association adopted the following motion:

"That the BCPTA Special Chapter Assembly recommends to the BCTF that we do not endorse the concept of dual entry at this time, until further study has proven it to be an educationally-sound and beneficial concept."

The federation acted immediately by endorsing the motion and then submitting it to the Education Policy Advisory Committee. EPAC subsequently supported the motion by recommending to the minister of education that dual entry be made optional rather than mandatory. The minister now considers that the decision should be made at a district level for each school within the district.

Continuous progress

Primary participants also debated continuous progress and the following definition resulted:

"Continuous progress occurs when a learner progresses according to his/her academic, social, emotional, physical, and aesthetic development regardless of age or number of years at school."

Progress is determined not by the pace of a peer group or the month of the school year, but by the individual in a supportive environment.

A system of continuous progress recognizes the reality of how children learn - in a developmental sequence rather than simply according to chronology.

Continuous progress ensures time for optimum, natural, and relevant learning based on the learner's needs. David Elkind, author of the acclaimed *Hurried Child*, strongly advocates the child's inherent right to learn through play. He writes that our society is negligent and wrong in hurrying children into adulthood without allowing them to experience childhood fully.

In the primary years, teachers plan activities that promote self-esteem and encourage success. Children meet challenges without frustration and learn to co-operate. Continuous progress minimizes boredom for both children and teachers as enthusiasm is created and interest maintained.

Continuous progress emphasizes what has been learned and builds on the child's strengths. It allows for greater focus on positive reporting to parents based on teacher observation and evaluation. One of the major strengths of continuous progress teachers cited is the potential to meet the unique needs of each child.

As theory becomes practice, what does this actually mean for the teaching profession? Suggested methods and organizational structures that could be used by schools and/or districts to facilitate continuous progress of primary students were identified as follows: revised curriculum, updated school facilities, materials and resources, realistic class size/composition, parent support and involvement, family grouping, peer tutoring, theme approach, learning centres, integration of subjects, co-operative teaching, and appropriate evaluation tools.

One of the basic principles in implementing change is time. Lack of time, too, is the single-most cited barrier to successful implementation. We need time to conceptualize and clarify. Dedicated primary teachers are central to the success of the implementation of any new program in the first years of schooling.

An appreciation of that central role will do much to motivate and challenge teachers to take this opportunity and make it work to transform schooling in the early years. This centrality of teachers was recognized by the appointment of four teachers (from the BCTF's Primary PSA) to the Ministry of Education's Primary Program Steering Committee including: Sophia Jeffrey (Victoria), Carol Johns (Cranbrook), Cheryl MacDonald (Courtenay), and Doreen Young (Vancouver) Marie McLean, alternate (Cariboo/Chilcotin).

On behalf of the teacher members of the steering committee, I solicit your support for the task ahead. We regard our role as strong advocates for both primary children and primary teachers in B.C.

Your continuing input and support at the local level is crucial to success at the provincial level. Please accept the challenge to support positive changes, and seize the opportunity to make our education system better for both learners and teachers in B.C.

Doreen Young is president of the B.C. Primary Teachers' Association, and she teaches in the Vancouver School District.

Had a good laugh lately?

LAUGHING 100-200 TIMES A DAY IS SAID TO BE JUST AS EFFECTIVE AS 10 MINUTES OF HEARTY EXERCISE ON A ROWING MACHINE

by John Towler



Laugh, and the world laughs with you, cry, and you cry alone." Psychologists have discovered a connection between laughter and health and a similar connection between a good sense of humor and productivity and creativity.

We all know people who are fun to be around or to work with because they make us laugh. Those who work in high-stress, pressure-cooker jobs often find themselves laughing. It is simply a healthy and effective way to relieve the tension. The TV series *M*A*S*H* showed a good example of such use of humour.

The link between one's state of mind and one's physical health has been known for years. American journalist Norman Cousins says he helped himself recover from a disabling rheumatoid condition through doses of vitamins along with comedy clips, joke books, funny videos, and anything else that would make him laugh. His book *The Anatomy of an Illness* tells how he did it.

Only recently have we begun to put such knowledge into practice. Many hospitals are in the humor business, and they have special rooms filled with mirth-inducing devices for patients.

Researchers have found that laughter does increase the body's immunological ability, even if we don't fully understand why. Laughing 100 to 200 times a day is said to be just as effective as 10 minutes of hearty exercise on a rowing machine. What's more, we tend to relax dramatically after a good laugh.

Organizations interested in people's well-being and productivity are realizing the value of a happy, even fun-filled, workplace. There is a good reason for this. Studies have shown that people with a well-developed sense of humor are better at problem-solving, are wiser in their handling of people, have broader outlooks on life, and are generally better workers.

Humor in the school workplace can bring great returns. Try sharing a laugh today.

Organizations have probably always tended to hire happy people; now there is a good reason to do so. A recent study found that 98% of employers would hire a candidate with a good sense of humor over one who seemed humorless. Well, now we have evidence to back up that gut-level feeling about people.

A researcher at California State University has studied why happy people are more productive. This is what he found: First of all, having fun means employees have an effective way of releasing tensions, which allows them to concen-

trate on their work more efficiently. Second, a good laugh counteracts boredom and reduces personal conflicts. Third, interacting enjoyably with co-workers reduces the need to get social support outside the workplace by calling home, goofing off with friends, or staying away from work.

This is nothing more than common sense. Who wouldn't prefer to work in an environment having lots of laughter? If you are lucky enough to be in such a situation, you know that regardless of the kind of job you have, it's easy to go to work. It's not something you dread. You also know that the people you can joke with are enjoyable to be with and are supportive and relaxed in their approach to the job and to life in general. What you may not have realized is that you and your group are probably able to outperform the sourpusses on staff and that you have great energy reserves you can call on.

One word of warning, however. There is an important distinction between laughing at life and laughing at someone else's expense. Racial, sexist, and off-color jokes are always in poor taste, and practical jokes are seldom funny to the person on the receiving end.

Humor in the school workplace can bring great returns. Try sharing a laugh today.

John Towler, Ph.D., is a professor of psychology at Renison College, University of Waterloo, and senior partner of Creative Organizational Design, a management consulting firm in Waterloo. Reprinted, with permission, from Ontario Society for Training and Development news-magazine, *Update*, December 1988.

I

n some ways, it was more like a party than a business meeting, and a well-deserved one at that.

Delegates to this year's BCTF annual general meeting were on their feet again and again as they heard accolades from divergent corners of the education and labour communities for their organizing and contract successes. The B.C. Home and School Federation, the B.C. Federation of Labour, and CUPE each

paid tribute to the leadership and unrelenting efforts of the BCTF in these difficult times.

As **Elsie McMurphy** said in her last speech to the AGM as president. "The only locals still unsettled now are Sooke, South Okanagan, Cranbrook, Keremeos, and Nisgha. That prosaic outline of our current state merely draws a frame around an experience that has been truly remarkable . . . 97% of teachers are covered by contracts."

It was a time to celebrate the results of the hard work that has positioned the organization so well as it enters the next decade — the decade of educational reform in British Columbia.

McMurphy herself drew standing ovations as delegates and guests thanked and honored her for her five years as

president and first vice-president. Heralded as the *right person for the times*, she was praised, chided, and bestowed with flowers for her tireless efforts on behalf of teachers and public education from 1984 to 1989. McMurphy replied, "The job was easy because the people I represented are absolutely magnificent. Teachers, you are wonderful!"

Ken Novakowski was elected by acclamation to serve as the next BCTF president. Ken has a rich and varied history, having served as social studies PSA president, local association president, BCTF bargaining staffperson, and recently as first vice-president. Elected to the Executive Committee as well are: **Ray Worley**, first vice-president (defeating Steve Ranta, nominated from the floor); **Alice McQuade**, second vice-

president (defeating Kay Howard); **Rina Berkshire**, **Peter McCue**, and **Cathy McGregor**, members-at-large (defeating Rick Cash, David Chudnovsky, and Wanda Richards). They will join current executive members **Jan Eastman**, **Gary Robertson**, **Richard Hoover**, **Bob Taverner**, and **Elsie McMurphy**, as past-president.

Tributes were also paid to **Bob Buzza**, retiring after 16 years as executive director of the BCTF, and to outgoing executive committee members **Mike Lombardi** and **Kay Howard** for their service on behalf of teachers. (An article on the BCTF staff retirements will appear in the May issue of *Teacher*).

Between ovations, delegates pursued the business at hand. Key decisions:

- Executive committee leadership recommen-

dations were adopted with minor changes (see *Teacher*, February/March AGM supplement, page 3). This was an affirmation of the leadership position of the executive, aimed at supporting the local association as the center of action in education policy and contract negotiation and implementation.

- Recommendations for strengthening teachers' role in education policy decisions and, in particular, in the implementation of the government's proposals, were thoughtfully debated and supported. Principles for directing educational change were adopted and used to begin assessing dual entry and continuous progress for primary, as they are being introduced into each district in the province.
- During the debate on the fee and on

other cost-related items, delegates reflected a fiscally-responsible attitude toward balancing the budget. The BCTF fee for next year shall remain 1.25% of the gross salary of the member. The fee for active members who are substitute teachers shall be 0.25% of the actual salary of the member.

- The issue of setting another time during the year to hold the AGM was put to rest when a motion to move the meeting to the Victoria Day weekend was defeated.
- The federation's policies relating to abortion were brought to the floor by the Comox District Teachers' Association. With long queues of people waiting to speak, the motions to delete the policies were defeated, putting the matter to rest, again.



For their outstanding teaching projects **Steve Hamilton** (left) and **Seamus McAuley** (right) receive their CTF Hilroy award pins from **Elsie McMurphy**.

The 1989 Annual General Meeting

Ideals into action CLASSROOM INNOVATORS HONORED

For putting their "ideals into action," **Steve Hamilton** and **Seamus McAuley** were honored by their peers at the 1989 Annual Meeting. Both B.C. teachers are classroom innovators, demonstrating their ingenuity and professional commitment with projects that earned them provincial Hilroy awards.

The Hilroy fellowship program, administered by the Canadian Teachers' Federation with assistance from CTF affiliates, encourages teachers to develop and apply innovative teaching practices. A description of award winning projects is sent to all schools across Canada, promoting new ideas throughout the system for the benefit of all students and providing recognition for teachers who are exercising their professional autonomy, searching for ways to do the job better.

Steve Hamilton, a teacher at a small, isolated school on Lasqueti Island, developed an adventure-education program. Hamilton has integrated challenging wilderness experiences with the regular curriculum. His students study the history, geography, and biology of an area in preparation for an "adventure," then they reflect on their experience through daily poetry writing. A multimedia slide presentation, done entirely by the students, provides a summary of the adventure.

Personal growth parallels the academic achievement in the adventure program. Hamilton's students are young adolescents, Grades 5 through 8, self-conscious, sensitive to peer pressure. The wilderness demands that they stretch beyond their egocentricity, to relate openly to one another.

"Perhaps the most visible barometer of student achievement," writes Steve Hamilton, "has been their outstanding writing. Student writing has been featured in full-page articles in a local newspaper, has swept almost every category at a district-wide writing competition for the last four years, and has won 23 awards at a local writing competition last year. Three students won silver medals at an international children's poetry competition."

"These days in teaching," Steve Hamilton says, "we hear a lot about whole language, manipulative, hands-on materials, the writing process. Adventure education at False Bay School is holistic education. Students learn from experience and discovery, and they ultimately find out a lot about themselves."

I hope that other educators will find in this program some of the same inspiration that has touched and motivated me."

Seamus McAuley began with "a simple classroom activity" that developed into a total community effort, involving community television, the RCMP, the Motor Vehicle Branch, ICBC, the local newspaper, and the Trail Festival Society.

These individuals and agencies shared McAuley's objective of promoting seat-belt safety for students and for citizens.

As they explored seat-belt safety, Grade 5 and 6 students made a video presentation, prepared a pamphlet that was presented to motorists, participated in parades, made banners and placards, and accompanied RCMP officers who were conducting roadside safety checks. Songs, stories, poems, and stuffed toys were also products of the project.

The efforts of students, teachers, and community were rewarded when RCMP surveys revealed 93% of the motorists at roadside checks were wearing their seat belts, the highest percentage of seat-belt use in the province during the "Buckle Up" campaign.

McAuley says, "Apart from the benefit of learning academic skills such as public speaking, interviewing, and collating information obtained from surveys, the students learned a great deal about organization, communication, and the importance of responsibility and cooperation."

But the most valuable lesson," he says, "is that success in any venture requires effort and commitment. Students were aware of the extent to which their individual efforts would be reflected in the performance of the group as a whole." This program successfully expanded the boundaries of the classroom into the community.

McAuley and Hamilton have proven that the diverse needs of students can be met in diverse ways. They've shown, too, that there are no limits to the innovative spirit of professional teachers. Thank you, from all of us.



Delegates to the annual meeting involved in discussion, study, debate, voting, and one of many standing ovations. Alistair Eagle photos

FIRST IN A SERIES OF TEACHER STORIES

By tuning in to each other when we speak of teaching, we can travel to deeper levels of meaning, of teaching, and of learning. What follows is the first in a series of teacher stories that will be featured in the Teacher, and will be considered for a proposed book, Voices of Teaching, to be published by the BCTE

Listen to the voice of Sheila Moore, of Castlegar, B.C., as she discloses a segment of her experiences as grandmother and educator. Jarred into the awareness of her own non-listening listening — a pseudo listening — she thoughtfully ponders what it is to listen — both in her own life and in the lives of teachers in schools.

Sheila's is a voice of teaching, a questioning of teaching's call. Sheila admits that this is her initial effort to listen carefully to the being of teachers, to the pedagogical living with children who are in our care. In disclosing, she succeeds in sustained openness by holding in question the place of listening in teaching. You are invited, too, to listen — deeply.

Pedagogical listening as a way of being

by Sheila Moore

Most of us are unaware of the amount of time we spend listening. After all, listening is neither so dramatic nor so noisy as talking. Talkers are the center of attention. Their behavior is overt and vocal, and they hear and notice their own behavior; whereas listening often seems like merely being there — doing nothing. Therefore we are likely to remember how much of the time we talk but forget how much we listen.

It is not my current interest to explore the nature of the physical, mental, and emotional capacities required for listening. Nor am I attempting to enumerate a

long list of the various skills and subskills of listening with an intent to show how to teach such skills. Rather, I am attempting to begin to understand what it is like to be a listener.

Our entire culture conditions us not to listen but to talk. Do we feel we have more to gain by speaking than by listening? The advantage of speaking is that it gives the speaker a chance to control others' thoughts and actions. Whatever the goal, the key to success is the ability to speak well. Another advantage of speaking is the chance it provides to gain the admiration, respect, or liking of others.

It has been my difficult task as a listener to find a balance between listening and talking as a way of being in the world. When I feel discouraged by the task, I remind myself that,

Listening is a rare happening among

*human beings. You cannot listen to the word another is speaking if you are preoccupied with your appearance, or with impressing the other, or are trying to decide what you are going to say when the other stops talking, or are debating about whether what is being said is true or relevant or agreeable. Such matters have their place, but only after listening to the word as the word is being uttered. Listening is a private act of love in which a person gives himself to another's word, making himself accessible and vulnerable to that word. (William Stringfellow, *Friend's Journal* as quoted in Adler, R., 1987, p. 243).*

Being a listener is making choices. I choose whether I wish to give the gift of listening or not. To be a true listener, I cannot be passive.

Sometimes to be a listener is to choose whether I wish to enter into dialogue

with whoever is speaking. Dialogue requires mutual participation and active listening. My young granddaughter reminded me of this recently when she was telling me about her day as I was watching the evening news on television. She patted me on the arm and indignantly said, "Grandma, you aren't listening to me." I, of course, replied that I had indeed been listening to her. She stopped me short with, "But you weren't listening with your eyes." She was right. I had heard her words but not her.

There are several ways I may wear the mask of listening if I do not intend to allow the you and I to become the we of dialogue. That is, I may choose to listen, yet not listen.

I may appear attentive by looking the speaker in the eye, nodding and smiling at the right times, and even answering occasionally. Behind that appearance of interest, however, something different may be going on. Something may be on my mind that is more important to me than the speaker's remarks. My pseudo-listening, then, is nothing more than counterfeit dialogue.

Maybe I choose to listen only to the parts of the conversation that interest me. Kermit L. Long tells us about two men who were walking along a crowded sidewalk in a downtown business area:

*Suddenly one exclaimed, "Listen to the lovely sound of that cricket." But the other could not hear. He asked his companion how he could detect the sound of a cricket amid the din of people and traffic. The first man, who was a zoologist, had trained himself to listen to the voices of nature. But he didn't explain. He simply took a coin out of his pocket and dropped it to the sidewalk, whereupon a dozen people began to look about them. "We hear," he said, "what we listen for." (Kermit L. Long as quoted in *Bartlett's Unfamiliar Quotations*, 1971, p. 159)*

As a listener, I may choose to give in to the desire to talk rather than to listen. Consider the following poem:

Duet
*When we speak we do not listen, my son and I
I complain of slights, hurts inflicted on me.
He sings a counterpoint, but not in harmony.
Asking a question, he doesn't wait to hear.
Fying to answer, I interrupt his refrain.
This comic opera excels in disharmony only.
(Lenni Shender Goldstein as quoted in Adler, R., 1987, p. 238)*

If I substitute the word *granddaughter* for *son*, it is my song. The experience of asking a question but refusing to listen to the answer, of breaking into the first sentence of the response with another question or an argument, of hearing little of what my granddaughter said because I was planning and organizing a response brought me to the realization that I must doff the mask of listening and learn to give the gift of listening.

As a listener, I may choose to discard the mask and extend the vision of life by listening when I am tempted not to. By listening, I can empower myself and others to change, to struggle, and to live. Dr. Karl Menninger tells us how this can happen:

*Listening is a magical and strange thing, a creative force. The grounds we listen to are the ones we never heard and we want to sit in both halves. When we are listened to, it creates us, makes us unfold and expand. I discovered this a few years ago. Before that when I went to a party I would think anxiously, "Now try hard, be lively." But now I tell myself to listen with affection to anyone who talks to me. This person is showing me his soul. It is a little shy and meager and full of grinding talk just now but soon he will begin to think. He will show his true self; will be wonderfully alive. (Dr. Karl Menninger as quoted in *Bartlett's Unfamiliar Quotations*, 1971, p. 159)*

As a listener, I may choose to listen through the words to the unspoken.

The poet Kahlil Gibran reminds us, *The reality of the other person is not in what he reveals to you but in what he cannot reveal to you. Therefore, if you would understand him, listen not to what he says but rather to what he does not say.* (Kahlil Gibran as quoted in Adler, R., 1987, p. 253)

Much of what the speaker means, and often what he/she wants the listener to hear, remains unsaid. The speaker may want the listener to understand something that he/she neither wants nor dares to say. He/she may even make such implications by saying nothing.

I hope that as I continue the struggle to become a true listener, I may truly understand the significance of the Chinese characters that make up the verb *to listen*, attentive to what remains unsaid.

A reflection upon pedagogical listening

As an educator, I worry a little about Samuel Johnson's stance. It seems he is calling us to ignore the voice of living speech in classrooms. Such ignoring, I fear, can deaden the very speech we teachers may want to enliven. I believe that listening in schools, particularly the teachers' listening to children's said and unsaid, the *living information* Johnson speaks of is a form of teaching that we should nourish. Such teaching is, in my view, empowered teaching.

But in understanding the meaning of *empowerment*, a popular word in our talk, we would do well to remember an earlier meaning of what it is to empower. Originally *to empower* meant "to give power to" (Skeat, 1968, p. 1930). And in Middle French, *power* meant "possibilité" (Partridge, 1966, p. 517). To empower someone, then, is to offer a gift of possibilities. An empowered

How to apply for a certificate

• professional certificate

Members holding standard certificates who complete a degree (B.A., B.Sc., or B.Ed.) are generally eligible for a professional certificate. In addition to the degree, the applicant must have a minimum of four years post-secondary academic and professional studies beyond Grade 12.

The member must, however, write to the college to request the upgrade, and he/she must apply to the university for an official transcript showing the degree completed. The manuscript should be sent directly to the college. If any of the coursework toward degree completion has been taken at another institution, the college also requires official transcripts from that institution. The professional certificate cannot be awarded until official transcripts and confirmation of degree status have been received.

Certificates are generally mailed within four weeks of the final documentation being received.

The College of Teachers does not assign salary categories. That function is performed by the Teacher Qualification Service (TQS). Members can start the TQS process at the same time as writing to the College of Teachers, but TQS requires a copy of the professional certificate issued by the college before it can issue a new category card.

• permanent certificate

Members holding interim standard or interim professional certificates who have completed two years of full-time teaching are generally eligible for a permanent standard or professional certificate. It is the member's responsibility to apply for a permanent certificate.

The member must complete an application for permanent certificate (TC-P), which must be signed by the school principal or immediate supervisor. A copy of the most recent teaching report completed by the principal must be attached to the application. Application forms are available from school district offices or the College of Teachers.

• extension of an interim certificate

Members holding interim standard or professional certificates who have not completed two years of full-time teaching may be eligible for an extension of an interim certificate.

It is the member's responsibility to apply for an extension.

Applications for extensions of interim certificates (TC-E) are available from school district offices or the College of Teachers.

There is no additional fee for a member of the College of Teachers who has paid his/her annual fee and is applying for certificate upgrading or extension of an interim certificate.

1989 Annual Meeting of the College

The council of the college has set Saturday, May 27, 1989, as the date of the annual meeting. The meeting will be held from 12:00 to 14:30. It will be held in Vancouver or Richmond, at a place yet to be determined.

Annual College fees

Members who paid annual fees for 1988-89 received by the college February 1 or later, will be issued a fee receipt later in the year. The college has issued some 11,000 receipts to individuals. Members who paid via payroll deduction had their fees reported on the T-4 slip in 61 of 75 school districts.

vocation — a calling?

A bibliography is available on request.

Sheila Moore is a director of instruction with the Castlegar School District.



● **Year two — government's technology program**

Education Minister Tony Brummet recently announced \$15.2 million in funding for public schools to finance the second year of the multi-year technology program. Funds will continue to assist boards in the integration of computer-based technology into the schools, and will enable schools to conduct more regular assessment of student performance and evaluation of program effectiveness.

Regular assessment is one of the recommendations of the Royal Commission. Schools need to be equipped to give students, parents, and teachers clear and more frequent reports of student and system progress in terms of skills, content and attitudes learned.

The 1989-90 money is being announced early so that schools will have as much time as possible to improve their accountability measures for the 1989-90 school year.

For further information contact: Oscar Bedard, Executive Director, Program Development Division, Ministry of Education, Parliament Buildings, Victoria, BC V8V 2M4.

How is the ministry's technology fund being used in your district? Are computer-run monitoring systems displacing instructional uses of computers as the priority?

● **College faculty negotiations to follow BCTF pattern**

"Recent contract settlements by BCTF locals will have a major effect on current negotiations at B.C.'s colleges," says Paul Ramsey, President of the College-Institute Educators' Association of B.C. (C-IEA). Ramsey was commenting on the results of a recent meeting of college faculty bargainers held to discuss the progress of negotiations.

"...Recent BCTF settlements have started to restore some economic justice in teacher salaries; our members will be seeking the same results in college negotiations."

Current agreements covering some 1200 faculty at the five institutions expire on March 31, 1989.

Salary settlements in school district negotiations have been in the range of 7-8% per year. "School boards throughout the province have recognized the necessity for agreeing to substantial salary increases for teachers," says Ramsey. "The salaries of college faculty have always been equivalent or slightly higher than those of school teachers. College boards, and the government which appoints them, will clearly be facing faculty demands for salary increases to restore that equivalency."

● **B.C. Festival of the Arts May 24-28, 1989 Chilliwack Theme: Heart of the Arts**

1500 youthful delegates welcome visitors to the arts festival; really five separate festivals all going on at the same time, including master classes and workshops, competitions in dance and music, two gala music con-

certs, nightly drama showcases, a gala band performance, jazz and choir performances, an impressive juried arts show, film and video screenings, spectacular opening and closing ceremonies.

The member organizations are the Association of B.C. Drama Educators, the Assembly of B.C. Arts Councils, the B.C. Association of Performing Arts Festivals, B.C. Student Film and Video Festival, and Pacific Coast Music Festivals.

For information call 383-4214 (Victoria) or 792-8674 (Chilliwack).

● **American staff development conference opens with the challenge to restructure**

Frank Newman, president of the Education Commission of the States, opened the first general session with a thought-provoking speech in which he cited the need for change in education. According to Newman, the operative word for the near future is "onion"; the arena of politics and education involves layers and complexity. Specifically, he stated that schools are not preparing students for an international world, they need to find ways to stimulate and reward creativity and risk taking, and they need to encourage students to take responsibility (for example, curriculum involvement, community service, etc.).

Newman views *restructuring* as the operative word for the 1990s. Restructuring requires the development of new policies and involves (a) better information, (b) increased choice, (c) deregulation, (d) the provision of incentives and rewards, and (e) the sharing of clear goals throughout the school.

Newman left the audience with a question to ponder. "How can we get people in every walk of life to participate in their own future?"

● **New PTR figure is 17.05**

Table with 2 columns: Year, PTR value. Rows for 1987, 1988, and Teacher Counts for 1987 and 1988.

Note that one teacher was hired for every 8.4 pupils added to the system.

Table with 2 columns: PTR since 1981, PTR value. Rows for 1981, 1982, 1983, 1984.

When the restraint program was introduced the government put in place a budget plan to increase the provincial PTR to 1975 levels, or a PTR of 19.14. In 1985 the system came closest to achieving that goal. At this point we are within striking distance of moving the system back to 1981 levels.

● **On the book hit-parade**

Students' most popular book choices, ranked by preference are *Charlotte's Web*, *Ramona Forever*, *Five Chinese Brothers*, *Mouse and His Child*, *Pippi Longstocking*, *Black Stallion*, *Mary Poppins*, *The Gorilla Did It*, *Horton Hatches the Egg*, and *Alexander and the Terrible, Horrible, No Good, Very Bad Day*.

First year teacher

by Janene M. Cornwallis-Bate

At 07:30 one June day, the ringing telephone woke me. I was about to be offered my first teaching job. I had not interviewed with the district that hired me. I had no idea where in northern British Columbia the community existed. I was never so happy to begin something, never so bitter when it ended.

With a mixture of panic and excitement — the kind of feeling that only a first year teacher knows — I arrived in the small northern community ready and willing to face my students and my classroom. I was told my students would have some learning problems. I read everything I could about beginning teaching, and I planned my curriculum, decorated my room, and met my fellow teachers, the majority of whom were new to the school and the system of education as well.

I did not expect my Grade 2s and 3s to be addicted to chewing tobacco. I did not expect my administration to be adamant about using curriculum that was clearly never meant for these students. I did not expect the one teacher who had been teaching for several years at this school to ask how I got away with teaching creative writing every Friday rather than the next story in the reader. Nor did I expect the children in my care to have a more sophisticated knowledge of drugs, alcohol, and family violence than I did. I will never forget the look of total surprise on the majority of my children's faces when, during the teaching of the C.A.R.E. Kit, I told them that their bodies belong to them.

I am not naive. I come from a single-parent family. I acknowledge the reality in which these children are expected to survive.

I guess I did not expect the degree of neglect these children face every day. I assumed one or two of my students would have problems — I had 12 or 13. I was the only adult who talked to some of these children, and I was overwhelmed by the number of children who needed me to care about them because no one else did. I was the recipient of

their anger at the unfairness in the world; the classroom became the theatre of their frustration.

There I was, asking myself to make the classroom a safe place, where order reigned in a world of chaos. In a class of town kids, ranch kids, and native kids, I was expected to make the curriculum relevant and motivating to suit all needs and expectations.

I had parents new to the community who were anxious that their sons and daughters not fall behind when they moved back to town. I had administrators anxious to convince all the parents that the quality of education was good and that their child's needs would be met despite the inexperience of this set of teachers.

In real terms, I had five reading groups. I had a hearing-impaired boy who could not read. I had violently aggressive students, teacher aides who I had no time to train, and a learning assistance teacher who had no time for my class because there were worse cases. I had no one to talk to outside the situation who would be able to understand and offer encouragement.

I cried a lot. I found some inner strength. I felt anger on behalf of the children whose only crime was being neglected. I tried every way to motivate the learners in my classroom. I told them every day that they were responsible for their own actions. I presented the consequences for the wrong choice, and I praised the children as much as I could. I went home exhausted wondering how I would get through the next day.

I wish I could say, "I made those children into the model integrated classroom of the 21st century!" Of course I didn't. I did have a really good May. The children began to trust me and the routines and joys of the classroom.

They relaxed and were confident about the discoveries we made. They found they could rely both on themselves and on me. In June, the community was restless again, and in the confusion of the year-end events, I lost much of what was gained. For that month of May, however, I understood the lure of this profession. I understood what teaching could be.

I wish things were different. I wish this were a story of great advances in education, a story where the problems were addressed in educationally innovative ways. All the factors are here.

Instead I am angry for the loss of potential for these children. I rage at a system that neglects those who are least able to fight for themselves, at bureaucrats who follow the procedures but don't solve the problems, at opportunities missed for innovation. As well, I am angry at myself for my own inability to fight for the children.

I changed in ways I never wanted to nor expected to during my first two years. I am less patient with people and more suspicious of pat answers. I feel shell-shocked in spirit and have no time for people who possess a Wonder-Bread reality. Most of all I rage. I rage for the children.

Janene M. Cornwallis-Bate is a third-year teacher in Likely, B.C.



Three Salvadorean teachers

Christina Hayes photo

Sonita A TEACHER AND PEACE ACTIVIST IN EL SALVADOR

by Bill Bargeman

It's always a learning experience for a teacher to meet a teacher. We trade stories about students, about working conditions, we talk about our role in educational change, and we share our dreams for the future.

In December 1988, I attended the 22nd annual general assembly of ANDES 21 de Junio, the National Association of Salvadorean Educators. I was part of an international delegation of teachers, education workers, and teacher union officials. At the assembly I met Soñita, a teacher, unionist, and peace activist. Her story, the struggle for peace and social

change, could be told by teachers around the world.

Sonita catches a bus at 5:30 a.m. for the one-hour journey to the high school where she teaches outside San Salvador. She teaches a social studies class of 55 students, and an English class of 42. I was startled to learn she taught English because we always spoke through an interpreter as her English was as poor as my Spanish. Soñita has no formal training in English, but was required to teach it when it became a compulsory high school subject. Textbooks are unknown in Salvadorean classrooms, so Soñita spends much of her time at the board writing out the lessons. She uses books she has bought herself as the ministry does not provide books for teachers either. Classes are over for the day at noon and she returns to San Salvador to spend the afternoon at the

English as a Second Language teachers form a PSA

A new voice is sounding in BCTF professional development.

Teachers of English as a second language, meeting in Burnaby, February 27, voted unanimously to form a PSA. The 70 members at the founding meeting represented 13 school districts — Burnaby, Vancouver, Richmond, Coquitlam, Maple Ridge, Langley, North Vancouver, West Vancouver, Surrey, Delta, New Westminster, Victoria, and Prince George. The meeting heard from Nick Collins, past president of TEAL, who said awareness needs to be raised that ESL is here to stay.

Sean McKierahan, PSA Council president, provided information on PSAs and encouraged the teachers to form an ESL PSA. John Hardy, BCTF staff, explained BCTF policies and how to bring the PSA into existence.

The meeting was organized and chaired by Maureen Seesahai. She emphasized that the PSA would supplement TEAL, not supplant it.

Ten teachers from the meeting have since met to develop a constitution and program to be taken to the PSA Council and then to the BCTF Executive Committee in seeking recognition as a PSA.

"If all goes well," says Maureen Seesahai, "we will have the first AGM in May." Date and place: May 15, 16:00, Schou Education Centre, Burnaby. Phone 437-4511 for further information.

ANDES office, Casa del Maestro, above the co-op store.

She has been teaching for 16 years and working with ANDES for almost as long. Forced into exile in 1981 when the entire ANDES executive council was captured and tortured, she returned in 1986 and was elected to the executive that year.

Sonita shares a one-bedroom apartment with her older cousin. Like most Salvadorean teachers, her monthly income of \$235 Cdn. does not cover expenses, and it is only by combining incomes with her cousin that she can make ends meet. They buy most of their food in the open street markets of San Salvador and she is able to get some staples at the small co op store run by ANDES.

Like most Salvadorean teachers, Soñita's monthly income of \$235 Canadian does not cover living expenses.

Three evenings a week Soñita tutors three of her nieces because there is no school for them to go to. 1,300,000 of El Salvador's 2,500,000 children of school age have no schools. "There is no money," the minister of education told us. "The war eats up 47% of the national budget. Schools in the countryside are needed as barracks," he said.

In the days before the annual general assembly, ANDES' five rooms were filled with people and the continuous sound of talk, typewriters, and phones. The organization representing 30,000 teachers operates more with energy

than resources. Soñita's union work is mostly what they call *relations*, meeting with other organizations inside and outside El Salvador.

It has been a busy year. The 22nd general assembly of ANDES occurs during extraordinary times for El Salvador — intensification of the eight-year war but also intensification of the demand for a negotiated political settlement. On November 15, 1988, 100,000 people marched through the streets of San Salvador in a *Grand Peace March for a Political Solution to the Conflict*. The call for peace was repeated in speeches at the general assembly, at meetings with trade unionists and in conversations with members of communities we visited. ANDES has taken a leading role in this movement and Soñita's afternoons and evenings are filled with the organizational work of a peace activist.

Involvement in a peace movement in El Salvador is very dangerous. Three hundred and fifty teachers have been murdered in the past eight years, surveillance is constant, death threats are frequent. Soñita takes a different route home from the office each night. At the closing session of the general assembly, newly re-elected ANDES Secretary General Jorge Morales reminded delegates that this call was not made without sacrifices. He urged the teachers of El Salvador to, "stand shoulder to shoulder and side by side" in their demand for a political solution to the conflict. And then he asked for a moment of silence for "those of our colleagues who will not be here with us next year."

Our Salvadorean teacher colleagues made a request of us when we were leaving. They said, "When you return to your countries, tell the people about us. Tell them we want this war to end. Tell them that El Salvador is a beautiful country and that all we want is to have peace and the opportunity to rebuild."

Bill Bargeman is a secondary teacher in Vancouver.

Mayday THE CALL FOR AN EIGHT-HOUR DAY

At its convention in 1885, the Federation of Organized Trade and Labor (later the American Federation of Labor) declared a general strike for May 1, 1886 to support its demand for a reduction in the working day from 14 hours to eight. The strike was supported by 340,000 workers in 12,000 factories nationwide. It was strongest in Chicago, at the time, the center of activity for organized labour. Employers called in the Chicago police, who broke up the strike, killing six strikers from the McCormick Reaper Works.

On May 4, 300,000 people joined in a peaceful demonstration in Chicago's Haymarket Square to protest the violence of the police and to support labour's call for a reduction in the working day. Toward the end of the rally, with rain beginning to fall and the assembly already dispersing, a bomb was hurled into the crowd. In the ensuing melee, seven police officers and four workers were killed.

The police used the Haymarket Riot as an excuse to arrest eight of the leaders of the "Eight-Hour League." Although there was no evidence to link them with the bomb throwing, all eight were

convicted of conspiracy against the police. Four were hanged, one committed suicide, and three were sentenced to prison.

In 1888, the AFL again called for the eight-hour day, planning a general strike for May 1, 1890.

In 1889, the First (Paris) Congress of the Second Socialist International voted to support the American labour movement's demand for an eight-hour day, selecting May 1 as the date for demonstrations in support of this objective. Congress decided "to organize a great international demonstration so that in all countries, and in all cities, on one appointed day, the toiling masses shall demand of the state authorities the legal reduction of the work day to eight hours. . . ."

In 1893, Illinois Governor John P. Altgeld pardoned the three surviving "Eight-Hour League" leaders, declaring that there had been insufficient evidence to support the charges arising from the Haymarket Riot.

Around the world, and especially in socialist countries, May 1 is a holiday in honor of the dreams and accomplishments of working people.



Maternity leave: financial liability turned benefit

What is a SUB Plan?

- The federal government's plan to buy nuclear submarines.
 - A plan to increase substitute teachers' pay.
 - A registered paid maternity-leave plan.
 - Any plan that is substandard.
- If you answered "c," you're correct. The letters SUB stand for supplemental unemployment benefits, and a SUB plan is a benefit, registered with the Canada Employment and Immigration Commission, that allows an employer to top up an employee's unemployment-insurance payments during periods of temporary unemployment. In this article, *SUB* plan refers to paid maternity leave.

Several local associations successfully negotiated paid maternity-leave plans into their contracts this year. Two districts, Victoria and Abbotsford, now provide fully paid maternity leave; that is they provide 95% of pay for the full 17 weeks of leave. Teachers on maternity leave receive 95% of their pay from the school board for the first two weeks of leave (the two-week waiting period while on a UIC claim) and will have their UI benefits topped up by the board for the remaining 15 weeks of leave. Because the plan is registered, there is no penalty to the UI claim for receiving this benefit.

Since only about 3% of women of child-bearing age become pregnant each year, this is a fairly low-cost benefit. Canada Post, which provides a fully paid maternity-leave plan for its employees, estimates that the plan costs less than one quarter of 1% of the annual payroll per year. School boards often realize a savings when a teacher takes maternity leave because of the difference

between the classroom teacher's salary and the salary paid to the substitute teacher who replaces her. (Generally the teacher taking leave has more teaching experience and therefore earns closer to maximum salary than does the substitute teacher.)

About 70% of women of child-bearing age now work outside the home. As increasing numbers of women enter the workforce, the kind of benefits sought by employees are changing in response to the needs of working women and of families in which both parents work outside the home. Over the next 10 years, such benefits as paid maternity leave, paid emergency leave for family illness, parenting leave, and on-site child care or child-care benefits will become common workplace benefits. Our impending teacher shortage is forcing school boards to recognize the importance of attracting and keeping teacher employees by offering competitive contract provisions.

Not that long ago, young women saw for themselves only three career options: nursing, doing clerical work, or teaching. Options for bright young women have greatly expanded; contracts must provide incentives to attract women into teaching by being responsive to the particular needs of women who will work throughout their child-bearing years. Paid maternity leave is one such incentive, one that will soon be a standard benefit in teacher contracts.

Questions and Answers

- Q. I am going on maternity leave. What happens to my group benefits and pensions?

The Employment Standards Act requires your board to continue to pay its share of benefit premiums for 18 (or possibly 24) weeks of maternity leave if you arrange with the board to pay your share. During the leave or on return to work, and before December 31 of the next calendar year, you may purchase pensionable service for the 18 (or possibly 24) weeks of maternity leave. Apply to the Superannuation Commission, 548 Michigan Street, Victoria, BC V8V 4R5. The cost will be the normal monthly pension contribution that you would have made during the period of leave.

- Q. My maternity leave will be covered by a Supplemental Unemployment Benefit Plan (SUB). How will my benefits and pension be covered?
- A. Check the provisions of the SUB plan with regard to benefit-plan protection. The answer to your question may be the same as that above. Payments from the SUB plan are not considered employment earnings; therefore pension contributions will not be deducted. To gain pensionable service, you will need to follow the procedure outlined above.
- Q. If I purchase pensionable service for maternity leave, is the payment tax deductible?
- A. Yes. The Superannuation Commission will issue a tax receipt. Payments made this calendar year, for leave during this calendar year, will be treated as current contribution and are fully deductible. Payments made this year for leave taken last calendar year are past-service contributions and are claimed separately. You may deduct up to \$3,500 of past service contributions in addition to your required current pension contributions. The amount you can contribute

to your RRSP will be affected. Check with your local tax office or the BCTF office.

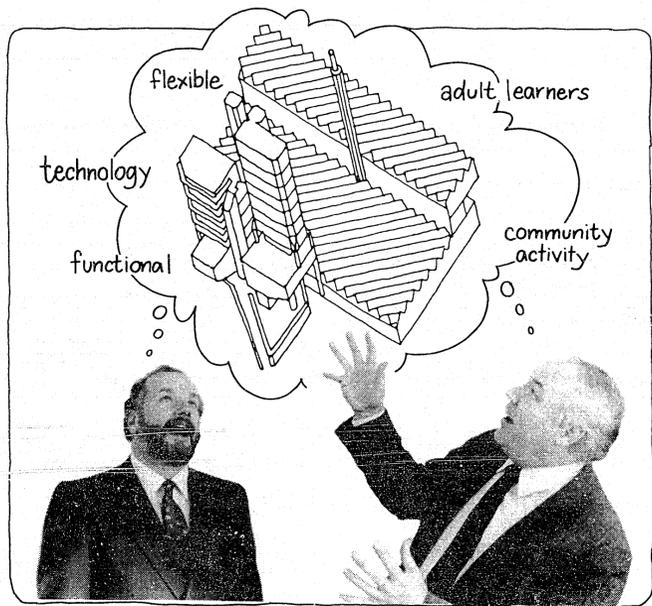
- Q. I am going to continue my leave after the 18 (possibly 24) weeks provided by the Employment Standards Act. How are my benefits and pension protected?
- A. Most likely, you will be required to pay your school board the full amount of benefit premiums in order to maintain your benefit plans. Pensionable service in the pension plan, for approved leaves of absence, may be purchased. You may purchase up to 20 months of service in your teaching career by paying double your normal contribution. The 20-month purchase limit is in addition to any pensionable service purchased at a single contribution rate under the conditions outlined in the first answer above. Note, however, that you must do so by December 31 of the calendar year following the calendar year in which you return to teaching. To purchase services, apply to the Superannuation Commission.

Note: Tax rules for 1989 and on, regarding purchase of past service, may soon be changed. Watch *Teacher* for new information.

Former Manitoba teachers

Manitoba recently deleted the requirement that a former-Manitoba teacher must have a year of service subsequent to June 30, 1969 to come within the interprovincial pension agreement.

If you think you are affected by this change, write: Teachers' Retirement Allowances Fund Board, #115 - 1200 Portage Avenue, Winnipeg, MB R3G 0T5.



- Q. What are these men doing?
- A. Imagining the future school.

Shown (left) Monty Bryant, Greater Victoria School District Assistant Superintendent and (right) Keith Hawkins, Chairperson, Facility Planners Conference to be held in Victoria in July.

B.C. school children are invited to design their school of the future by entering a contest answering the following questions:

- What do you like best about your school building?
- What do you want to see included in your future school?

Watch for complete contest rules and regulations to be sent to superintendents shortly; or contact Monty Bryant, Victoria School District, for further information.

REDUCE, REUSE, RECYCLE

Reduce:

- Don't buy overpackaged products or those in unrecyclable containers.
- Return excess packaging to either the manufacturer or the retailer, explaining why you don't like it.
- If you can afford it, choose products that will last.
- Avoid disposable items like paper plates, napkins, etc. Bring your own cup to the cafeteria.
- Use a diaper service rather than disposable diapers.

Reuse:

- Take old clothes, furniture, appliances, etc., to a second-hand store or charity-run thrift store.
- Buy products in reusable containers; milk and beer in bottles, for example.
- Take your own bags to the supermarket, or take used bags to your local food co-op or thrift store.
- Reuse in your own home. Buy in bulk, and store in reused tubs or jars.

Recycle:

- Choose products made or packaged with recycled materials.
- In the lower mainland separate your garbage, and take it to one of the region's two recycling depots. Call the GVRD/Recycle Hotline, 736-8636, for more information.
- Liz Weis, 253-4380, does paper pick-up - newspaper, ledger, and computer paper - in regular routes around Commercial Drive.
- 22 Environmental Group (Ed Moore), 668-2228, picks up most recyclables including plastic, in many parts of the Lower Mainland.

Separating your garbage:

- Paper (must be free of grease, wax, food, plastic, glues): newspaper, computer paper, ledger paper, corrugated cardboard, press board, (cereal boxes, etc.), magazines and glossy inserts, mixed waste paper (any other clean paper).
- Glass (container glass only, no plate glass or china): Remove lids, and rinse away food residue and dirt. Sort according to color (clear, brown, green).
- Tin cans (tin cans have seams): Clean and remove labels. Flattening is unnecessary, but it will save you space.
- Aluminum (beverage cans without seam, press molded): No special treatment.
- Plastic (not many depots accept plastic, but 22 Environmental Group does): Sort out known degradables and styrofoam. Rinse away food particles.
- Compost: Free information on how to compost is available from the Recycle Hotline, 736-8636. Compost all vegetable matter. Leave out meat and cheese, which break down slowly and attract animals. If you can't set up a compost pile yourself, save your scraps for a friend who has a garden or for a community garden in the city.

If you are interested in the movement toward responsible waste management, contact Citizen's Action Network, Bonnie Soon, 432-9393, or the Lower Mainland Waste Management Coalition, Hilda Bechler, 521-8052. For more information on recycling, call GVRD/Recycle Hotline, 736-8636; the Society Promoting Environmental Conservation, 736-7732; or the Recycling Council of B.C., 731-7222.

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MAY

May 4-6

Blast off with Business Education: BCBEA spring conference. Renaissance Hotel, Vancouver. Contact Fred Brown, Kitsilano Secondary School, 2550 West 10th Avenue, Vancouver, BC V6K 2J6. H: 688-1942, S: 736-0344.

May 4-6

CASLT, Canadian Association of Second Language Teachers Inc., annual conference, "Second Language Teachers - Growing Professionally." Westin Bayshore Hotel, Vancouver. Keynotes are Stephen Lewis and Pierre Calve. Contact J. Daoust, SD 42, 22225 Brown Avenue, Maple Ridge, BC V2X 8N6.

May 5

Learning Assistance Teachers' Association annual general meeting and conference, "School-Wide Study Skills. A Day with Gayle and Don Smith," Schou Centre, Burnaby. Contact Dave Lipscombe, 211-0948.

May 5-7

B.C. Secondary School Model United Nations Conference, University of Victoria, an opportunity for Grade 11 or 12 students to develop a better understanding and awareness of the UN. Contact Mary Ransberry, University Extension, UVIC, Box 1700, Victoria, BC V8W 2Y2, 721-8465.

May 5-7

Third Youth for Global Awareness Conference, "Options for the 21st Century." University of British Columbia. \$125 fee includes accommodation, meals, program, and materials. Contact Helene Minishka, Peace Education Centre, c/o 19 West 65rd Avenue, Vancouver, BC V5X 2H7, 321-1551.

May 11-13

Impact '89, the computer conference for all teachers and administrators, co-sponsored by Computer-Using Educators of B.C. and University of Victoria Faculty of Education. Contact Conference Services, UVIC, Box 1700, Victoria, BC V8W 2Y2, Fiona Hyslop, 721-8475.

May 11-14 BANFF

Women and Mental Health, Social, Economic, and Political Perspectives. Banff Springs Hotel, Banff, Alberta. Contact Marilyn Hart, Canadian Mental Health Association, Alberta North Central Region, 9th floor, 10050-112th Street, Edmonton, AB T5K 2J1, (403) 482-6091.

May 12-13

University of Victoria 23rd annual neuropsychology workshop, "Learning and Adjustment in Learning-Disabled and Brain-Injured Children. Contact Morag MacNeil, Psych., UVIC.

May 12-14 LAKE LOUISE

English Language Arts Council conference, "Clearing the Way." Chateau Lake Louise, Lake Louise, Alberta. Contact Ann Calverley, c/o One Kingsway, Edmonton, AB T5H 4G9.

May 13-14

B.C. Primary Teachers' Association chapter presidents' conference and annual general meeting, Sheraton Plaza 500, Vancouver. Speaker: Peter Smilanch.

May 14-17

Focus '89, "One Destination - Many Roads To Take," the B.C. conference for those living and working with children and adults with severe to moderate disabilities. Victoria Conference Centre, Victoria. Contact Barbara Smith, Victor School, 2260 Victor Street, Victoria, BC V8R 4C5, 595-7511.

May 15-19

Glasser's Control-Theory Training, Vernon, Contact Judy Specht, 545-1348.

May 19-22

International Symposium on Arts for Young Audiences, Vanier Park, site of Vancouver Children's Festival. The 1989 symposium features keynote Stephen Lewis and 25 presenters from 11 countries leading seminars, workshops, and forums on a wide variety of topics. \$225. Contact The Canadian Institute of the Arts for Young Audiences, 302-601 Cambie Street, Vancouver, BC V6B 2P1, 687-7697.

May 17-20

International Perspectives: Partnership in Special Education, an international conference in special education, University of British Columbia. Contact Marg Csapo, Department of Educational Psychology and Special Education, University of British Columbia, 2121 Main Mall, Vancouver, BC V6T 1Z5.

May 18-21

Mosaic '89, 1989 national conference of the Canadian Council of Teachers of English (to include Northwest Regional Conference of the National Council of Teachers of English), Hotel Vancouver. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

May 25-27 EDMONTON

Canadian Guidance and Counselling Association annual conference '89, "Strategies for Wellness," Edmonton. Keynote: Jean Creighton; other speakers: Jack Canfield and Dr. Donald Meichenbaum. Contact Garnet Millar, (403) 422-6326, or Gerald Cossitt, (403) 422-6326.

May 26 to June 4 is Canada's Fitweek

For further information on a program put together by the Canadian Intramural Recreation Association (CIRA) and the Canadian Association for Health, Physical Education, and Recreation (CAHPER) for schools across Canada, contact Diane St-Denis, CAHPER, C-6,333 River Road, Vanier, ON K1L 8H9.

JUNE

June 22-25 EDMONTON

Canadian School Librarians' Association conference, "Choice Making - Risk Taking." Edmonton Convention Centre. \$250. Contact Betty Matwichuk, 9407 96A Street, Edmonton, AB, H: (403) 465-7279, O: (403) 487-5137.

June 26-28

Eight annual Simon Fraser University Mathematics Enrichment Conference. Contact Marie Leiren, 291-3332.

JULY

Okanagan Summer School of the Arts offers children's programs, dance, music, and theatre courses in week-long blocks, July 10-14, July 17-24, and July 24-28. Contact Okanagan Summer School of the Arts, PO Box 141, Penicton, BC V2N 6J9, 493-0390.

July 3-14 MONTREAL

McGill University Summer Institute in Integrated Education, McGill campus, Montreal, Quebec. How to bring people with special needs into full participation in school and community life. Contact Evelyn Luthstaus or Silvana Pellechia, McGill, 3700 McTavish Street, Montreal, PQ H3A 1Y2, (514) 398-4240.

July 13-15

"Preparing for the Year 2000," national conference of the Canadian Down Syndrome Society. School of Child Care, University of Victoria. Contact 2000, Conference Services, University of Victoria, PO Box 1700, Victoria, BC, V8W 2Y2.

July 14-27

Refresher Course in Life, Canadian Outward Bound Wilderness School, for educators and human-service professionals. \$1295 tax-deductible tuition includes all equipment, food, and instruction. Call toll-free 1-800-268-7329.

July 15

Montessori at the Secondary Level Workshop, Montessori Elementary Foundation, 1461 East 19th Avenue, Vancouver. Contact Fran Tanner, S: 874-4622, H: 261-4848.

July 23-28

Whole-Language Institute, University of Victoria, ED B 489 Q51 (1.5 units). \$350. Registration deadline May 23.

AUGUST

August 5-18

Refresher Course in Life, Canadian Outward Bound Wilderness School, for educators and human-service professionals. \$1295 tax-deductible tuition includes all equipment, food, and instruction. August 5-26, \$1495. Call toll-free 1-800-268-7329.

August 6-9 ROHNERT PARK, CALIFORNIA

Conference on Critical Thinking and Educational Reform, "Beyond the Superficial: Long-Term Strategies for Infusing Critical Thinking Across the Curriculum." Sonoma State University, Contact Center for Critical Thinking & Moral Critique, Sonoma State University, Rohnert Park, CA 94928, (707) 664-2940 or (707) 664-3140.

August 8-10

Montessori Elementary Education Workshop, Montessori Elementary Foundation, 1461 East 19th Avenue, Vancouver. Contact Fran Tanner, S: 874-4622, H: 261-4848.

August 14-18

Glasser's Control-Theory Training, Gabriola Island, Haven by the Sea, 247-9211.

August 15-18 REGINA

Canadian Association of Business Education Teachers conference, "Elevating Images." University of Regina Convention Centre, Regina, Saskatchewan. Write CABET '89, Box 1341, Regina, SK S4P 3B8.

August 27-31

Glasser's Control-Theory Training, Terrace. Contact Tammy Lucyshyn, 638-3379.

August 29-30

B.C. Association of Mathematics Teachers Summer Conference, Point Grey Secondary School. \$50 fee includes BCAMT membership for those eligible. Contact Dave Ellis, 2086 Newport Avenue, Vancouver, BC V5P 2H8, H: 327-7734.

SEPTEMBER

September 27-October 1

Glasser's Control-Theory Training, Vernon. Contact Judy Specht, 545-1348.

OCTOBER

October 20, 1989, is a province-wide PD day.

October 4-6 BANGOR, MAINE

Northeast International Symposium on Exceptional Children and Youth, linking Northern New England and Atlantic Canada, Civic Centre, Bangor, Maine. Contact Dave Ellis, Department of Education, PO Box 6000, Fredericton, NB E3B 5H1, (506) 453-2816.

October 11-15

Glasser's Control-Theory Training, Victoria. Contact Marjorie Urquhart, 749-6636.

October 12-14 SASKATOON

Saskatchewan Arts Education Conference, "Celebrate the Arts into the '90s," sponsored by Dance Saskatchewan Inc., Saskatchewan Drama Association, Saskatchewan Music Educators Association, and Saskatchewan Society for Education through Art, Saskatoon. Contact (306) 373-9829.

October 14 (postponed from May 13)

Shared Visions, a mini-conference (08:30-12:30), sponsored by the Association of World Citizens for a Universal Curriculum, Vancouver. \$20. To contribute to the ideas market, contact Melanie Zola, 5-1019 Gilford Street, Vancouver, BC V6G 2P1, S: 224-1392, H: 669-6701. Registrar is Janna Atkinson, c/o Hazel Trembath Elementary School, 1252 Paula Place, Port Coquitlam, BC V3C 2W2. October 19-20 Learning Assistance Teachers' Association conference (partial session October 19), "Classrooms for Every Learner: A Shared Responsibility." Nanaimo.

October 19-21

Provincial Intermediate Teachers' Association fall conference, "Challenge '89, Langley Senior Secondary School, Langley, B.C. Keynote: Stephen Lewis. Contact George Gray, Langley Meadows Elementary School, 530-4101, or Ron McLean, 530-2711.

October 19-21

B.C. Primary Teachers' Association fall conference, "Sage Connections." Kamloops. Contact Grace Sinema, 35227 Marshall Road, Abbotsford, BC V2S 5W4, H: 859-5854, S: 853-7730.

October 19-21

B.C. Technology Education Association conference, Richmond. Contact Ken Caig, c/o C.E. London Junior Secondary School, 10331 Gilbert Road, Richmond, BC V7E 2H2, H: 590-6835, O: 277-3161.

October 19-21

National Association for the Gifted conference, Hyatt Regency, Vancouver. Preliminary information.

October 20

Lower Mainland B.C. School Counsellors' Association conference. Contact Alvie Christie, c/o Cariboo Hill Secondary School, 8580 16th Avenue, Burnaby, BC V3N 1S6, H: 224-5472, S: 525-4311.

October 20

Annual North Island Learning Assistance Teachers' Association conference.

October 20

Third Northern Learning Assistance Teachers' Association conference.

October 20

First Central Learning Assistance Teachers' Association conference. Contact Larry Dixon, c/o Brocklehurst Junior Secondary School, 985 Windbreak Road, Kamloops, BC V2B 5P5, H: 372-9786, S: 376-1232.

October 20

1989 Provincial Social Studies Conference, Vancouver. Contact Perry Seidelman, c/o Lord Byng Secondary School, 3939 West 16th Avenue, Vancouver, BC V6R 3C9, 224-4321.

October 20-21

B.C. Business Education Association conference, "The New Curriculum."

October 21

Update '89, a one-day conference for teacher-librarians sponsored by University of British Columbia and B.C. Teacher-Librarians' Association. Contact Ron Jobe, Faculty of Language Education, UBC.

October 25-28 TORONTO

National Middle School Association Conference, Sheraton Centre, Hilton, and downtown Holiday Inn, Toronto. Contact Derek Patrick, Donview Middle School, 20 Evermede Drive, North York, ON M3A 2S3, (416) 445-9960.

A Tribute to Elsie

An opportunity to say thank you Elsie McMurphy, for five years of strong, positive, and progressive leadership in education.

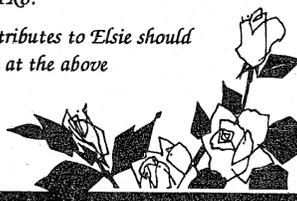
Saturday—May 27, 1989.

Delta River Inn—Richmond.

Starts 18:30 (includes dinner and dance). Tickets \$28/person, available from Mike Lombardi, 936-9971 (O) or 875-9087 (H) or write to 138 West 10th Avenue, Vancouver, BC V5Y 1R8.

Anyone wishing to submit written tributes to Elsie should forward them c/o Ken Novakowski at the above address.

This ad is paid for by the Tribute to Elsie Committee.



Classified

FOR RENT

Sunny 1 bdrm. basement suite, near UBC gates, \$600/mo. N/S. Phone 224-8080.
July & Aug. 1989, Vancouver. 2 bdrm. house, completely furnished, close to SFU and Kootenay bus loop, great view, parks close by. \$700/mo. Phone 291-8184.
For lease, large family home in Pitt Meadows. Avail. for 1 yr. beginning July/89, 5 bdrms. furnished, pool, hot tub, \$1200/mo. Unfurnished negotiable. References required. Phone 465-6831 (evenings).
1 bdrm. suite, West End Van. highrise, view, parking, pool, fully equipped and furnished. Avail. April 1/89, negotiable 6 mo. to a yr. \$600/mo. Phone 683-3953.
Near UVIC, main floor of spacious home. 1 bdrm. plus den, fully furnished, lovely secluded yard and deck. July-Aug. Adults, no pets, references required. \$200/wk. Phone 592-9144.
Furnished A-frame on Denman Island. Water view, sleeps 6, use of 9' sailing dinghy incl. Avail. June 1-Aug. 31. \$125/wk. Write: J. Leary, Box 1578, Parksville, BC V0R 2S0.
Prime Victoria home. 200 yds. from ocean, next to nature park, newly-renovated older home on 1/3 acre. Over 3000 sq.ft., 4 bdrms., den, fam. rm, 3 bthrms. plus. Short term furn. \$350/wk or unfurn. \$1500/mo. May 1 on. Phone 598-1358.
Sublet Kitsilano 1 bdrm. apt. Nice, clean, bright, cozy. July 1-Aug. 15, \$500/mo., Louise 737-7592.

3 bdrm.+ den home in Dunbar area of Vancouver. Fully furnished, updated, well maintained, close to UBC. Available July 1-Aug. 26, \$2000. Ref. required. Phone 228-9233.
Sublet 1 bdrm apartment. Beautiful view, close to Stanley Park. 4-8 weeks during July/Aug. Bus available to UBC or SFU. \$160/wk. Damage deposit required. Phone 688-5217.
For rent in England. 3 bdrm. attached in Bracknell, Berks. Just 1 hr. from London, the coast and the West Country. Apr.-Aug., 2 wks. min., \$500/wk. Phone 430-8306.
3 bdrm. furnished house, Kitsilano, Van. Near beach, tennis, bus, UBC. Non-smokers, no pets. \$1350/mo. including hydro. Available July/Aug. Ref. required. Phone 734-3438.
2 bdrm. condo, Burnaby Central Park. Adult complex, 2 blks. to skytrain, metrotown mall, equi-distant UBC/SFU. Available July-Aug. \$800/mo. Phone 432-9090.
3 bdrm. house close to UBC. Fully furnished, July 1-Aug. 14, \$1200. Phone 228-5287.
1 bdrm. apt. West Vancouver. 1 mile from Lions Gate Bridge, waterview, close to beach, parks, shops, movies. Available July & Aug. \$600/mo. Phone 922-2604 (even.)
3 bdrm. furnished house, White Rock. Fenced yard, walk to beach, July/Aug. \$675/mo. Phone 536-8647 (even.)
Summer on Okanagan Lake. Private sandy beach and dock, modern house, 2 bdrms.+ den. \$800/wk. \$2800/mo. Phone 764-2077.
Sublet 1 bdrm. apt. Large apt. in quiet bldg., 10 min. to UBC, July 1-Aug. 31. \$450/mo. Phone 733-9064 (after 5 p.m.)
Comfortable home 10 min. to SFU. July-Aug. Couple or single, no children, N.S. Ref. req. Phone 939-4269.
2 bdrm. furnished view home. Westlake area, Nanaimo, avail. June, \$650. Phone 754-3753.
Townhome, new, luxury 3 level in North Van. 1500 sq.ft., 2 bdrm., 2 bthrm., fam. rm. with underground remote-controlled security parking, fully furnished, 15 min. to city beaches or mountains, walk to shops and restaurants, view, avail. for July & Aug. \$1200-\$1400/mo. Ref. req. Contact: G. Brandolini, 922-5483, 1012 Sinclair St., W. Vancouver.
2 bdrm. townhouse apt. in Victoria. Near city centre, July 1-Sept. 1, prefer 1-2 non-smoking women. No pets., \$450/mo. Phone Inger 386-9549 (between 7 and 8 a.m.).
Home, 112 ft. on O.K. lake. May-Oct., Phone C. Jordan, 937-3095.
3 bdrm. home in North Van. 10 min. to downtown Vancouver and beaches. Non-smokers. No pets. Avail. for 3/4 wks in July. Ref. req. \$800-\$1000. Contact G. Close, 2800 Philip Ave., North Van, V7R 1B8.
Comox beach home. Cosy 2 bdrm. avail. July 1-Aug. 31, non-smoker, no pets, references, \$600/mo. Phone 339-7397.
Lease for 89/90 school year. Spacious Westcoast style 4 bdrm. home on wooded acreage, 25 mi. from Victoria. \$950/mo. furnished. References. Phone 642-6270.
Lux. 4 bdrm. chalet, Whistler. April-October, f/p, hot tub, reasonable rates. Phone 937-3113.
Sunny view, 1 bdrm. N.Van. hi-rise. Nr. river, L.G. bridge, June 1-Oct. 1 or part, all equipped. Partly furn. or unfurn., for longer term if desired. \$650/mo. neg. Non-smokers, adults only. Phone 922-8294 (even.)
Exceptional 3 bdrm. home, 10 acres nr. Parksville. 10 min. to 3 prov. parks and beaches, fully furn., hot tub, gr. piano, July 12-Aug. 12, ref. required. \$850. Phone 248-5381.
Montreal, large 1 bdrm. furn. apt. Skylights on chic Rue St.Denis, 20 mins. to McGill, June/July/Aug. \$475/mo. Phone 732-5640.

Committee vacancies

For information on any of the following committee vacancies, or for curriculum vitae forms, please call Berniece Stuart at the BCTF office (731-8121 or toll free 1-800-663-9163). Your local association office or president should also have forms. Most appointments will be made at the June 2-3 Executive Committee meeting. In general the terms are for three years, effective July 1.

Application deadline May 8:
 Teacher Newsmagazine Advisory Board (5)

Application deadline May 12:
 Bargaining Co-ordinators - North Coast, North Okanagan, Metro (2)

Application deadline May 19:
 Advisory Committee on Substitute Teacher issues (7) - 2 presidents, 5 substitute teachers
 Committee on the Rights of Children (1)
 Federation Appeals Board (11) - elected at the spring RA
 Finance Committee (2)
 G.A. Ferguson Memorial Award Trustees (2)
 Income Security Committee (1)
 Judicial Committee (2)
 Labour Affairs Advisory Committee (2)
 Pensions Committee (1)
 Policies and Procedures Committee (2)
 plus one corresponding member
 Professional Relations Advisors Committee (2)
 Status of Women (3)
 Teacher Education Committee (2)
 Teacher Personnel Committee (3)
 Working and Learning Conditions Committee (3)

WANTED TO RENT/EXCHANGE

Wanted to rent or exchange homes/summer cottage. Sunshine Coast, Point Roberts, Keats. 3 bdrms. by young Canadian family living Singapore. July 1 or 10 through Aug 19. Call collect 6-8 p.m. 738-1705 (Van.)
In Greater Victoria, prefer beach or park location. Family (ages 36, 34, 9, 8, 4) wishes affordable accom. July 2-15, house sitting/maintenance arrangement. Phone Neil/Cheryl 423-6785 after 6 p.m.
Active retired teacher (female) needs unfurn. 1 bdrm. apt. in Victoria. Write Box 261, Burns Lake, V0J 1E0 or call collect at 228-9233.
Comfortable family accom. in Van. area for 2 wks. in July/Aug. Will rent or exchange for same in Warfield, near Trail. Phone 368-5093 after 5 p.m.
Holiday in the Cariboo this summer. Secondary teachers wish to exchange 3 bdrm. house at Milburn Lake, near Quesnel (close to Barkerville and Bowron Lakes) with 2 bdrm house in Victoria for July-Aug. so we can attend UVic. Phone or write: Peter/Helen Feltham, Box 51, Milburn Lake, RR 3, Quesnel, BC V2J 3H7. Phone 249-5331.
Shuswap Lake, 2 acres, beautiful trees, spectacular view. 3 beaches, horseback riding, boating, fishing, hiking just 10 min. away. Our home is young children oriented and we seek one week exchange with home near UBC. Contact Phil/Lois at 679-8347.

TEACHER EXCHANGE

Australian elementary teacher. Seeks Canadian exchange partner for 1990. Exchange to Queensland's south coast by the beach. Write to: Sue Laws, 7 Arthur St., Mermaid Beach 4218, Queensland, Australia. Ph. (075) 552708.
Intermediate teacher from Kamloops. Wishes to exchange for 89/90 school year with teacher from Victoria, Sooke, or Saanich school district. Phone collect 579-9098 after 5 p.m.

TRAVEL

Mauki-Kihei Condo - oceanview, 1 bdrm, deluxe amenities, microwave, DW, TV/VCR, jacuzzi, pool, tennis. Special rates from \$350/wk. US. Air Car Condo pkg from \$565 US pp dbl occ. Phone (415) 585-6903.
High Country Cycle Tours offers all inclusive six-day tours from Banff to Jasper. Our leisurely pace leaves lots of time for sightseeing. Reduced rates for groups of 15. For a brochure, write to Box 20144, 205 - 5th Ave. SW, Calgary, AB T2P 4H3.
African Safari - Kenya. Departure July 24/89. 22 Exciting days, \$4,875/person (sharing), includes airfare, transfers, 1st class accom., meals, and much more. Escorted by David Skillan, a Kenya specialist. For more info, on the Safari you've always dreamed about, contact your Tour Host: Teacher, Merle Bennett, 433-4738 or Travel agent, Donalfe Darwel, 736-6711 (O) or 733-7664 (H).
Puerto Vallarta - Mexico. 3 bdrm., 2 bath condo, beautiful tropical garden, 2 pools, health spa, tennis, golf, 1-1/2 blocks to beach. Tastefully furnished. Teacher owned. Phone 743-5256 (Mill Bay) or 386-3495 (Victoria). Summer or winter. Book early.
Eagle's View Bed & Breakfast. Modern home, 5 min. from golf and O'Keefe Ranch. Rates: \$25(S), \$40(D), RR 7(6-22), Vernon V1T 7Z3.

REUNIONS/RETIREMENTS

Michael Mooney, principal, Glen Elem. School will be retiring after many years of dedicated service to the Coquitlam School District. A retirement reception will be held for him on May 26/89. Any colleagues wishing to attend, please call Ann Hartley, 464-6008 or Noreen Sherling 936-8903 (after 4 p.m.).
50-year Reunion, Saskatoon Normal School. Class of 1939/40, Aug. 28/29/30, 1989 at Travelodge Hotel, Saskatoon. Contact Lila Baldry, 1101 7th St., Saskatoon, SK S7H 0Y9, Phone 343-9713.
20-year Birthday Reunion, Boundary Central Sec. School. June 30 July 2, 1989. All teachers interested in attending contact: Joanne Relkov 449-2608, Box 85 Midway, BC V0H 1M0 by May 1, 1989.
Sir Charles Tupper Class of '64 is holding a reunion for former students and teachers

in the Crystal Rm. of the Delta Place Hotel, 645 Howe St., Van. from 7 p.m. to 12 midnight on Saturday, May 27, 1989. \$25 for grads (\$10 to scholarship fund) and \$15 for other guests. Cheques may be sent in advance to "Tupper Reunion," P.O. Box 1212, Station A, Vancouver, BC V6C 2T1. For further information, contact John Ellis at 585-8348 (H) or 666-6607 (W) or Rick Beardsley 275-2195 (H) or 731-8121, local 207 (W).
100-year Reunion, Richard McBride Elementary in New West. May 12/89 at the school. All present and former teachers, active and retired, are invited to attend. Include dates you worked at McBride, along with your cheque (payable to Richard McBride Home & School Association) for \$5 per person. Also include any highlights or funny happenings during your teaching days at McBride.
Bridge River School Reunion, Shalalth, BC. Saturday, May 20/89, all former teachers and students are welcome. RSVP by May 1 to Brenda Courtney, Shalalth, BC V0N 3C0.
20-year anniversary, George Peakes Jr. Sec. School. Victoria Day weekend, May 18-19, 1990. Former staff and students interested in assisting and/or attending contact Peter Rodgers at 942-0261 by June 1, 1989.
Shady Valley School Reunion (1956-89), Prince George. Shady Valley Elem. is planning a school reunion on Aug. 4/5/6, 1989. If you know the whereabouts of the following teachers who taught there, please notify Shady Valley School Reunion, 218 Wilson Cres., Pr. George, BC V2L 4P7. Beatrice Shockey (56-59), Miss P. Helme (62-63), Jane Knott (66-67), Mrs. P. Richter (59-60), Shirley Carriere (64-65), Elizabeth Janzen (66-67), Marion Dyer (67-68), Don Clippingdale (64-65), Bill Miller (62-64), Ken Pelling (65-66), Mike Hogan (74-75), Gillian (Lancaster) Fox (68-69), Mrs. Froese (65-66), and Lorna Jones (Rempel) (69-72).

FOR SALE

Reasonably priced Apple II educational software for elementary and jr. and sr. high school applications. Less than \$1/program. Schools, computer clubs, home CAI, computer labs. Public domain - not copy-protected. Make your own copies. Catalog: \$1 (refundable on first order), stamped envelope, 10% educators' discount. IBM-compatible educational software also available. Contact: Educational Software, Box 777, Breton, Alta T0C 0P0.
Business for sale. Primary Math manipulative mail order. Well-established with good growth history. Excellent cash flow. Phone 465-6831 after 6 p.m.
Parachutes - We have a limited supply of 24' parachutes at \$149.95. 28' parachutes at \$210, and 35' parachutes at \$239. In PE classes they are an interesting way to encourage co-operative play and develop physical fitness, particularly hands, arms and shoulders. We have a pamphlet on parachute activities available for a \$2 handling charge (free with parachute). We also have **BIG BOOK EASELS** for the primary Big Books. They are \$69.95 with a green, magnetic chalkboard. Brown chalkboard available for \$10 extra. They have a removable ledge to allow charts to be hung, with a tackboard on back. Send for information. Also available: magnifying glasses \$.99 or 12 for \$10. VHS video tape \$3.50, audio cassette tape 3-60 min. for \$1. Contact Alder Distributing, 2599 - 160 St., Surrey, BC V4B 4Z5. Phone 536-7773.

MISCELLANEOUS

Montessori Elementary Teacher Training. For information contact: Montessori Elem. Foundation, 1461 East 19th Ave., Vancouver, BC V5N 2H9, Phone 874-4622.
Vancouver Art Therapy Institute, is accepting applications for both the full-time and part-time 2-year graduate level training programs. Contact: VATI, 335 - 1425 Marine Dr., West Vancouver, BC V7T 1B9, Phone 926-9381.
Fishing Guide Needed, for fly-in salmon resort. Knight Inlet area, from July 15 - Sept. 1. Exp. preferred. Write: John Reid, Box 1, Minstrel Island, BC V0P 1L0.
Summer at the Lake! Enjoy your summer on a waterfront lot at Home Lake near Qualicum Beach, Vancouver Island. Five-year renewable agreement. Sites suitable for cabin, trailer or tent. For more information contact: Texada Logging Ltd., 2 - 804 Broughton St., Victoria, BC V8W 1E4. Phone 382-7522.



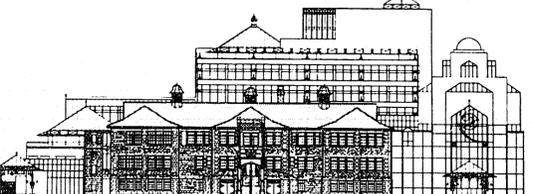
Dorset Community College

250 Willingdon Avenue, Burnaby, British Columbia, Canada V5C 5E9
 Telephone: (604) 291-8686 Facsimile: (604) 291-8689 Telex: 04-54247

The Vancouver Provincial Normal School will re-open as a private educational institution for the fall semester, 1989. Dorset Community College, a fully accredited independent school offering both secondary and post-secondary courses will occupy the fully restored Normal School facilities and (via an enclosed bridge) one floor of the new City Square complex.

Dorset Community College would like to request that any alumni possessing archival materials (old photos, annuals, etc.), who would be willing to share them for display purposes, please contact the College, at 879-8686.

At a later date, the Directors will be extending an invitation to Normal School alumni to visit the new premises and renew old acquaintances with classmates. Please phone the above number for a printed invitation.




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J. NOLAN '89

Interested in Human Rights?

A research and development opportunity
 Ottawa, July 15-August 13, 1989

The Human Rights Institute of Canada and the BCTF are looking for an active member of the BCTF to undertake research relating to the 1987 Constitutional Accord (Meech Lake), and to develop options with respect to utilization of funds from the Hilda L. Cryderman Research Fund.

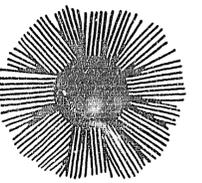
The fund was established to honor Cryderman, the first woman president of the BCTF and a recipient of the federation's Ferguson Award and the Order of Canada who died December 15, 1985.

The following criteria apply:

1. A demonstrated commitment to the achievement in Canada of the rights set out in the Universal Declaration of Human Rights and the Canadian Charter of Rights and Freedoms.
2. A keen interest in and considerable knowledge of Canadian history and politics.
3. The ability to organize complex material, and communicate effectively about it.
4. The ability to provide advice about rights-related programs and materials for students.

The fund will meet transportation and accommodation costs, and provide \$1,500 to defray other expenses.

Applications must be received by the BCTF Personnel Department by May 19 at 17:00.



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- Kodály
- Rhythmic Gymnastics
- Elementary Drama
- Special Education

For more information see the UVic Summer Studies Calendar Supplement or call Education Extension: 721-7874



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Newsweek	104	104.00	68.00	<input type="checkbox"/>	<input type="checkbox"/>	Economist	51	127.50	78.00	<input type="checkbox"/>	<input type="checkbox"/>
TIME	52	51.48	35.80	<input type="checkbox"/>	<input type="checkbox"/>	Field & Stream	12	27.30	16.88	<input type="checkbox"/>	<input type="checkbox"/>
People	104	92.56	71.60	<input type="checkbox"/>	<input type="checkbox"/>	Fiare	12	18.00	14.00	<input type="checkbox"/>	<input type="checkbox"/>
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Financial Post daily (Mil, Ott, Tor, Ed, Cal, Van.)	39	49.53	24.96	<input type="checkbox"/>	<input type="checkbox"/>	Golf Digest	12	33.72	23.37	<input type="checkbox"/>	<input type="checkbox"/>
→ → 260 104.00 52.00	52	91.00	45.50	<input type="checkbox"/>	<input type="checkbox"/>	Harrowsmith	6	17.98	17.98	<input type="checkbox"/>	<input type="checkbox"/>
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Financial Times	12	17.00	13.50	<input type="checkbox"/>	<input type="checkbox"/>	Instructor	9	32.94	22.10	<input type="checkbox"/>	<input type="checkbox"/>
Discover Magazine	→ → 260 104.00 52.00	12	17.00	13.50	<input type="checkbox"/>	L'Actualite	12	17.00	13.50	<input type="checkbox"/>	<input type="checkbox"/>
Equinox	52	39.95	19.95	<input type="checkbox"/>	<input type="checkbox"/>	Ladies' Home Jnl	12	36.40	25.96	<input type="checkbox"/>	<input type="checkbox"/>
Sports Illustrated	52	39.95	19.95	<input type="checkbox"/>	<input type="checkbox"/>	Learning '89	9	28.60	16.90	<input type="checkbox"/>	<input type="checkbox"/>
Sports Illustrated	52	35.00	18.00	<input type="checkbox"/>	<input type="checkbox"/>	Omni	12	44.20	33.75	<input type="checkbox"/>	<input type="checkbox"/>
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Baseball Digest	12	6.98	19.98	<input type="checkbox"/>	<input type="checkbox"/>	Parents	12	32.94	25.95	<input type="checkbox"/>	<input type="checkbox"/>
Byte Magazine	10	13.90	8.88	<input type="checkbox"/>	<input type="checkbox"/>	Prevention	12	19.97	19.97	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Business	54	75.06	75.06	<input type="checkbox"/>	<input type="checkbox"/>	Road And Track	12	31.12	22.09	<input type="checkbox"/>	<input type="checkbox"/>
Cdn Geographic	12	32.18	20.76	<input type="checkbox"/>	<input type="checkbox"/>	Rolling Stone	20	49.96	40.23	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Workshop	12	27.26	23.38	<input type="checkbox"/>	<input type="checkbox"/>	Runner's World	12	29.00	17.97	<input type="checkbox"/>	<input type="checkbox"/>
Canadian Yachting	14	42.30	35.25	<input type="checkbox"/>	<input type="checkbox"/>	Saturday Night	12	28.00	22.00	<input type="checkbox"/>	<input type="checkbox"/>
Car & Driver	12	28.00	18.00	<input type="checkbox"/>	<input type="checkbox"/>	Scientific American	12	42.90	37.68	<input type="checkbox"/>	<input type="checkbox"/>
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		12	39.00	26.52	<input type="checkbox"/>	Young Miss	12	23.40	13.35	<input type="checkbox"/>	<input type="checkbox"/>
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Introducing Elizabeth M. Harrison

Elizabeth Harrison is currently a consultant with the Edmonton Public School Board. She has served in this capacity since 1981. During this time Elizabeth has been involved in numerous leadership projects and activities in Western Canada.

General Information

Sessions will run from Monday to Friday.

Your registration fee (\$375) covers all sessions, materials, meals, and a golf shirt. Please indicate size of golf shirt on registration form.

Accommodation for out-of-town participants has been arranged in the Medicine Hat College residence. Single accommodation is \$100 for the week.

Other accommodation arrangements for families are the City of Medicine Hat Campground and numerous City motels and hotels. Specific information will be provided in the Registration Package.

Registrants will be sent a package of information about the conference, accommodations, and the City as soon as their registration is processed.

Registration is limited with a deadline of June 1, 1989. You are encouraged to register early.

For further information on Summer Academy '89, please call Mrs. Susan Getz at (403) 526-1323 or write to:

Summer Academy '89, Medicine Hat School District No. 76
601 First Avenue, S.W., Medicine Hat, Alberta, Canada. T1A 4Y7

The Dr. Joseph P. Katz Memorial Scholarship Fund

The Faculty of Education at the University of British Columbia is establishing a Memorial Scholarship in honor of the late Dr. Joseph P. Katz.

Dr. Katz, a well-known international educator and curriculum scholar, died in November 1988. The Scholarship will be awarded to a Graduate Student whose interest is in multicultural education.

Cheques should be made payable to the University of British Columbia, designated for Katz and forwarded to

Dr. Nancy M. Sheehan, Dean
Faculty of Education
University of British Columbia
2125 Main Mall
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Temporary Positions Available

The Department of Social and Educational Studies at the University of British Columbia has a number of temporary positions available to teach elementary and secondary courses. There is also the possibility of combining teaching with supervision of student teachers.

1. SSED 320 (Elementary Methods)—Summer School July 24—August 13.
2. Primary and intermediate social studies methods courses. January 15—April 30, 1990.
3. Secondary social studies methods courses in history and the social sciences.



Please send resumé to:

Dr. Jane Gaskell
Head, Dept. of Social and Educational Studies
Faculty of Education
The University of British Columbia
2125 Main Mall
Vancouver, B.C. Canada
V6T 1Z5

Deadline for applications: April 30, 1989

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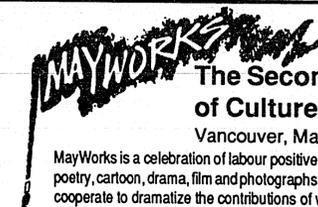
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The Second Annual Festival of Culture and Working Life

Vancouver, May 1 through May 7

MayWorks is a celebration of labour positive culture in British Columbia. Through art, music, poetry, cartoon, drama, film and photographs professional artists, worker-artists and amateurs cooperate to dramatize the contributions of working people, and to continue the struggle for trade union rights, economic democracy and social justice.

The activities in this year's festival include:

- *MayWorks Festival Opening*, Monday, May 1, noon. *Art in the Workplace* at the Canadian Fish Company Cannery, foot of Gore Street, featuring the renowned Japanese-Canadian drumming group Katari Taiko and poet Jim Wong-Chu.
- *MayWorks Cabaret*, Tuesday, May 2 through Friday, May 5, 10 p.m. At the IWA Hall, 2859 Commercial Drive, late night entertainment featuring Key Change and Toronto's Ariene Mantle.
- *Nora Randall's Mavis Tells the Story of Marlene and the Chicken Yard* Thursday, Friday, Saturday, May 4, 5, 6, 8 p.m. at the Anza Club, 3 West 8th Avenue. Randall relating the humorous conflict arising between two bus-driving sisters when one is promoted to management.
- *A Power Play* by Headlines Theatre, "Not Just 9 to 5: Surviving the Modern Office" performed in conjunction with the Clerical Workers' Health and Safety Project, Wednesday, May 3, 7:30 p.m., IWA Hall, 259 Commercial Drive.

And more. Call the MayWorks Hot Line, 324-8821 for more information, to volunteer your time, or to donate money.

Support the U.N. Convention on the Rights of the Child.



Save the Children - Canada

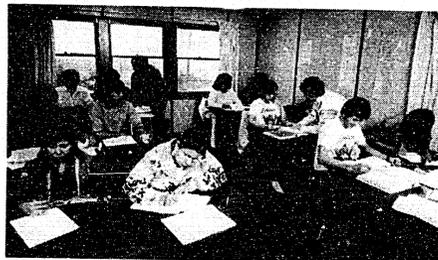
For more information on the proposed convention please contact:
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Aide à l'enfance - Canada
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Partners in education

TEACHER AIDES IN OUR SCHOOLS

by Ralph Sundby

For years, the use of teacher aides and other paid auxiliary personnel in schools has provided both benefits and challenges.

The BCTF has long held that trained but uncertified adults can be valuable partners to teachers in performing a wide array of tasks. However, the profession has steadfastly maintained that under no circumstance should aides be given actual teaching tasks that involve moment-to-moment decisions critical to the teaching/learning process.

A positive example of the use of aides is at Frank Hurt Secondary School, in Surrey. Teacher Kevin DeBoice works in partnership with teacher assistant Sylvia Jansen, who is also shop steward of CUPE Local 728 which represents the assistants. Both are enthusiastic about the school's use of assistants to integrate educable mentally handicapped (EMH), trainable mentally handicapped (TMH), and physically handicapped students, but they also stress the importance of clear role definition.

"These people are indispensable in the kind of program we are operating, where constant one-to-one care is required," says DeBoice. "The relationship works as long as the mutual respect teachers and assistants have for each other's roles continues."

Like DeBoice, principal Lyn Hagglund is enthusiastic about the positive results of integration on both regular students and handicapped.

As an assistant, Ms. Jansen is also pleased with the program but is acutely aware of the possibility that her members may be asked to assume responsibilities far beyond their training and pay rates.

"We have insisted that we won't fill in for a teacher who is absent for a day or two," says Jansen.

With proposed School Act changes bringing a move to greater individualization, and a teacher shortage predicted, some feel the line between the teacher's role and that of auxiliaries may be seriously threatened. We may witness



Teacher, Kevin DeBoice (left) and teacher aide, Sylvia Jansen work as a team to support Michael Swan, a student at Frank Hurt School, Surrey. Tim Pelling photo

increased pressure on teachers to move more to *designing, supervising, and assessing*, and to allow *persons other than teachers to assist them in the delivery of educational programs to students.*

The draft School Act

Four key elements are included in the draft School Act's definition of *teaching*: (a) diagnosing pupils' learning needs, (b) prescribing learning activities, (c) implementing these activities, and (d) evaluating the results.

The actual delivery of instruction implied in (c) above was peculiarly missing from the ministry's drafting instructions which preceded the new School Act.

"A teacher is responsible for designing, supervising and assessing educational programs for individual students and groups of students," state the instructions. ["and for providing instruction" has been added in the draft School Act.]

Immediately following this is a paragraph prohibiting inclusion in collective agreements of any provision "(c) limiting a board's power to employ persons other than teachers to assist teachers in the delivery of educational programs to students."

A related draft provision prescribes that such persons other than teachers will work "under the *general* supervision of a teacher or administrative officer" (emphasis added) in delivering educational programs to students. Accentuating concern is the breadth of the term *persons other than teachers* and the fact that the term *aide*, does not appear anywhere in the draft act. Also, changes in the fiscal framework allocate funding for 0.25 teaching assistant for every 22 FTE Kindergarten pupils.

The federation's preliminary response to the drafting instructions states that taken together, these proposals suggest non-teachers performing functions that ought to be reserved for certified teachers who have the necessary professional preparation and qualifications.

"This idea was not raised by the Royal Commission nor was it suggested by EPAC (Education Policy Advisory Committee), and we oppose it," states Elsie McMurphy, BCTF president.

BCTF policy clear on role of aides

"Over the years, an understanding of an appropriate role for qualified teacher aides has been developed, and it is reflected in BCTF policies and local practices that specify that that role does not extend to the direct delivery of educational programs. Education would be compromised if that standard were undermined by the package of proposals on this question in the ministry draft," McMurphy continues.

"In our view, the present provisions regarding the appointment of teachers, and of persons other than teachers, reflect a clear and important distinction that should be retained."

In the federation's view, *teacher aides, educational assistants, specialist educational personnel, auxiliary personnel*, and various other terms have been used to describe adults who work with teachers on record keeping, material preparation, one-to-one skill reinforcement activities, and so forth. There have been occasional problems of breach of ethics, of job encroachment, and of jeopardized pupil-record confidentiality but generally the help was valuable and the system worked well. Teachers obtain relief from routine tasks and are

better able to channel their professional skills to direct interaction with children.

BCTF Working and Learning Conditions Committee Chairperson Wanda Richards is positive on the concept of auxiliaries, but she has some concerns. She notes that language in some collective agreements (including her own) provide that *additional staff* will be assigned in response to oversized classes.

"This whole question requires some close attention," says Richards. "No one disputes the benefits of aides, but we don't want to see them replacing — even partially — certified professionals. There are also problems of ethics, sensitive information, and compatibility to be worked out."

Special education assistants are being used to advantage in the Vancouver system. Supervisor Eleanor Cramb lists a wide array of services performed by assistants that would be unavailable to mainstreamed special-needs students were it not for the program. She is very positive about the program and believes it conforms to federation requirements.

Ken Pawlak, of Langara College, coordinates a training program for special-education assistants. He is keenly aware of the potential problems that have been identified, but he believes they can be avoided or resolved to the end that assistants will have an increasing value in schools without reducing the role of professionally certified teachers.

Teachers hope he is right.

Ralph Sundby is assistant director in the BCTF Member Services Division.

reductive hours worked by women worldwide: 47%

World's wages earned by women: 10%

World's property owned by women: 1%

Change in price, since 1981, of wheat in a box of Wheaties: -33%

Change in price, since 1981, of a box of Wheaties: +84%

Annual budget required (according to the Worldwatch Institute) to reverse the

world's worst environmental crises: \$149 billion

The world's annual military budget: \$900 billion

Minimum hourly wage in New Brunswick, the lowest minimum wage in Canada: \$4

Minimum wage in Wyoming, the low-

est minimum wage in the United States: \$1.97

Number of U.S. states with no minimum wage: 9

Going rate for tapes of the banned anti-apartheid film *Cry Freedom* in South Africa: \$150

From *Labour News and Graphics* (CALM), January '89.