

NEWSMAGAZINE
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Teacher

Inside:

3

A COURSE FOR LIFE

6

CONTRACT JUST
BEGINNING

8

FIVE STAFF VETERANS
RETIRE

10

CRITICAL THINKING
IN SCHOOL

12

THE CULT OF
ACCOUNTABILITY AS
MEASUREMENT

17

CHILDHOOD STRESS

24

PROJECT TEAMS

Catching up with the kids



Innovative technology programs, like the T.I.P.S. substance abuse interactive video program at Cariboo Hill Secondary School in Burnaby, may be threatened when resources shift from learning applications to computer monitoring systems.

Photo courtesy of Burnaby School District

THE ELECTRONICS REVOLUTION IS HERE

by Leslie Savage

It's over 15 years since *Speak and Spell* toys hit the market. The average Grade 10 student has known since infancy a shiny array of electronic toys: Star Wars robots, calculators, video games and video cameras, home computers, pocket tape recorders, and, of course, television. For street kids, life centers around video arcades. The electronic revolution, as a Science Council report on computer-aided learning pointed out back in 1981, is commonplace to today's child.

Not so to the adult world. The children are ahead of us, if not always in their access to computers, certainly in their

familiarity with the cybo-world. Children know that the electronics revolution isn't just some model of a possible future, but is already in full swing.

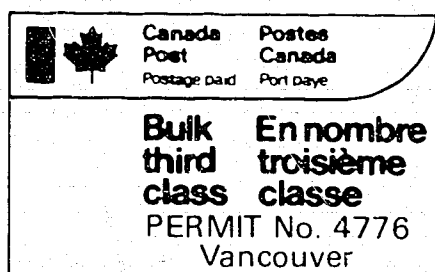
Unfortunately, it is still the adult world

Recent allocations of provincial technology funds seem determined to keep B.C. firmly anchored in the past.

that controls the particular forms of children's participation in the electronics revolution. This is especially true of the hardware-imperative world of computer technology. Parents who have the equipment and skills can pass both on to their kids. But most parents look to schools to foster computer literacy. Isn't the school's mandate to teach kids the cognitive skills they need to function in the world?

School policy-makers have two choices regarding children and computer literacy. They can teach children to be consumers of electronic and cybernetic information, amusements, and processes. Or they can give children access to the knowledge, skills, and equipment that allow control over and input into that world.

See "Electronics" page 4



Praise for S/W accomplishments

I'd like to say how much I am enjoying *Teacher*; I think the new tabloid format is just great. I am also finding the articles both interesting and informative. As a former Status of Women representative to the Queen Charlotte District Teachers' Association, I applaud Lisa Pedrini's article on the current Status of Women Committee (February/March 1989). It is clear that the committee has accomplished much but has much further to go. Now is not the time to disband.

Toni Huber
Nelson

Strike support appreciated

On behalf of the teachers of Central Okanagan (SD 23), I thank all those locals who sent messages of support during our eight-and-a-half day strike.

Also, I would like to acknowledge the generosity of the following associations which provided monetary support to assist with the many expenses of running a strike: Agassiz-Harrison, Armstrong, Cariboo-Chilcotin, Chilliwack, Coquitlam, Cowichan, Creston, Delta, Grand Forks, Greater Victoria, Hope, Kamloops, Kettle Valley, Kitimat, Mission, Nanaimo, Nicola Valley, Peace River North, Prince George, Princeton, Revelstoke, Summerland, Terrace, Vernon, and West Vancouver.

In particular, I thank our dear friends and colleagues in Vernon for their overwhelming generosity. The many letters, cards, and gifts of support from Vernon school staffs meant a great deal to all of us.

We are a union in every sense of the word.

David Gunderson
President, Central Okanagan District Teachers' Association

Ditto for BCTF staff

All locals in collective bargaining this year have appreciated the extra support and effort of the administrative staff and the support staff of the Bargaining Division. Recognition of that effort was made numerous times at the AGM. Thanks also to the Organization Support, Professional Development, and Member Services divisions, et al. It really has been a team effort. On behalf of the teachers of Nanaimo district...THANKS, EVERYONE!

Peter McCue
President, Nanaimo District Teachers' Association

Pro-D days that worked

After it was all over, everyone agreed that this year's Pro-D days had been among the best. They had also been among the most original.

Teachers had a choice of three main areas for concentration over three days: teaching strategies, learning styles, and co-operative learning. Also scheduled were quick workshops of one hour in the afternoons before coffee break; they included whole-language, drama, and classroom management. Each participant was expected to attend one major workshop and one minor workshop each day for three days. Thirty-minute coffee breaks broke up the morning and afternoon sessions. The breaks gave educators a chance to view commercial displays and exhibits of students' work from throughout the district.

Lorraine Farris, a consultant with the Edmonton Public Schools, led the co-operative-learning workshop. Teachers came away prepared to foster the inter-personal and group skills necessary to make co-operative learning in small groups work: co-op skills, communication, leadership, trust, decision-making, and conflict management.

Linda Diduck's learning-styles workshop began with the premise that not all learning styles are accommodated in traditional classrooms. Teachers examined four distinct learning styles, characteristics of those learners, and activities that best accommodate their learning. Also examined was a planning model that allows teachers to plan units that accommodate left- and right-brain activities for each of the four learning styles.

Many have said they are committed to what they learned over those three days. Follow-up sessions are in the works.

Those days were excellent for morale. They brought teachers together, and renewed our enthusiasm and dedication to the education of Fort Nelson students.

Pat Mackenzie
Fort Nelson

Pension reinstatement

I would like to get in touch with teachers who, for one reason or another, are unable to reinstate their pensions. At present, a teacher who withdrew his/her own contributions from the fund and did not reinstate within three years loses the portion the board contributed on his/her behalf. Workers in Edmonton have successfully contested such a ruling, and I believe teachers in B.C. might do the same.

Teachers so affected might contact me in Chilliwack.

Tony Stander
Chilliwack

NOTE: As part of a package of requests for pension-plan amendments, the BCTF Pensions Committee will be recommending to the Executive Committee that the BCTF request that the government amend the reinstatement provisions.

The proposal is two-fold: (a) that the reinstatement rules in effect at the time a person left teaching and took a refund remain in place for that person if he/she wishes to reinstate service upon again becoming a contributor; (b) that more than one refund may be reinstated.

Participation, commitment keys to democratic union

We heard a lot of discussion at this AGM about increased membership involvement, about being a union responsive to the needs of the classroom teacher. Such responsiveness has been reflected traditionally in the development of BCTF policies and practices. Yet a question lingers for me. How well are we doing at becoming a democratic union? Some signs indicate that our progress has been slow, even negligible. This concerns me.

Locally, we failed to fill our eight-member AGM delegation and therefore failed to be representative of the Sooke local. By not filling the slate of delegates, members voted for the list of people who had submitted their names, without hearing what they stood for and how they planned to vote on key issues at the AGM. Without elections, the democratic process is subject to the special interests of those with the time to attend the AGM. I am curious to know just how many locals found themselves in a similar situation.

At the AGM, the lack of debate on some very important resolutions was alarming. An example of this was Resolution 108 on returning to the 1987 format of the summer conference. Three or four speakers were heard, not one of whom identified themselves as having participated in the radically different format of the summer conference of 1988. Table talk was "get on with it, let's vote, put the question." Consequently, the resolution was defeated without hearing any debate around budget implications, without hearing from the delegates who had experienced both formats for the summer conference, without, in my opinion, a full and democratic discussion. Active listening, critical thinking, and responsible decision making were not part of this debate.

As teachers, we are educating our students to be active participants in a democratic society. We too want to participate in a democratic union.

Recent education events have increased the need for a strong *commitment* to our union. This commitment can be achieved by members who feel that they are vital players in the process. We thrive on positive experiences based on our own initiation.

We need to tell the executive committees, locally and provincially, what we need and want, and the executive committees must mobilize the staff, the resources, and/or the information that will carry out *our* wishes. This is how we will continue to have teachers support unionism and to support our union. Only then will *we* own it.

Kathleen L. MacKinnon
Sooke

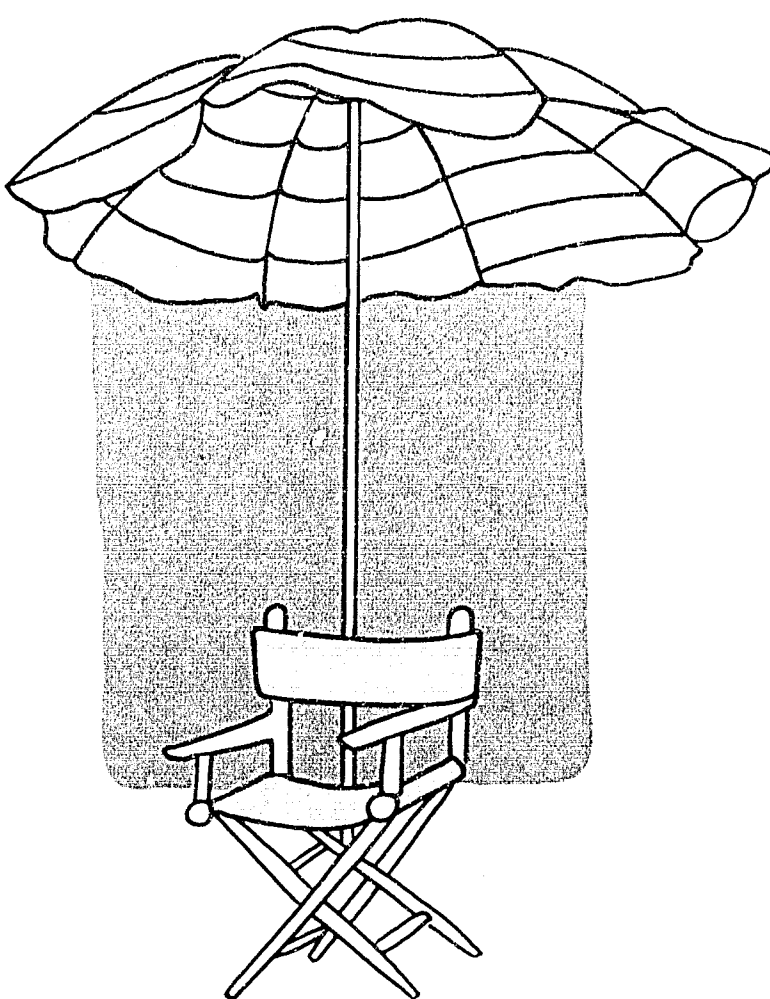
Looking for 22 Environmental Group?

They will pick up most recyclables including plastic, in many parts of the Lower Mainland.

Their number is 688-2228. It was listed incorrectly in the April issue.

'Til September

This is the last issue of *Teacher* for this school year. The editorial team wishes you a happy and safe summer vacation. We look forward to hearing from you next year.



Teacher Advisory Board Selected

Marian Dodds (VSTA)
Geoff Hargreaves (Cowichan)
Patti Ann McLaughlin (Howe Sound)
Joan Robb (Sunshine Coast)
Anne Smith (Prince George)
The first evaluation and planning meeting will be May 24.

Teacher

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Articles contained herein reflect the view of the authors and do not necessarily express official policy of the British Columbia Teachers' Federation.

Teacher has been published 7 times this year. Copy and advertising deadline for the first issue of 1989-90 year is: August 8. We welcome your contributions.

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A COURSE FOR LIFE

by Susan Gioia
and Leona Serediuk

It is a rare opportunity for learning life skills. In our Burnaby secondary schools, students earn credits for their peer counselling program. Each student takes part in five days of training with other peer helpers in the district, meets weekly with peers at the school, and has one block of his/her timetable to carry out helping duties.

Programs were already in place in several Burnaby secondary schools when we began, so we could rely on the experience and knowledge of other counsellors. We also gained valuable insight from the Peer Counselling Summer Institute at the University of Victoria.

Participating counsellors collaborate during training sessions away from school responsibilities. The counsellors also have the opportunity to use each other's expertise and to work together as professionals.

While the majority of Burnaby's peer helpers are in Grades 11 and 12, Moscrop Junior Secondary School's program utilizing Grade 10 students has also been successful. A variation of the peer helping program has proven effective at the elementary level in a number of districts.

What do peer helpers do?

All Grade 8 students, and students new to the school have an individual appointment with a peer helper. The meeting is both a welcome and an introduction to peer helping. Later in the year, the peer helper may see the students again to talk about how they are doing, or to follow up on issues raised by students.

At Burnaby North, each peer helper is encouraged to choose a specialty, such as personal support, working with handicapped students, or multicultural enrichment. At Moscrop, some of the special projects developed by the peer helpers include advertising peer helpers' work using the school newsletter and bulletin-board displays; requesting and collecting homework for absent stu-

dents; assisting students to find jobs, as well as placements for work-experience week.

At Burnaby North, peer counsellors keep a journal recording their own feelings about their participation. They fill out a weekly service report for the counselling supervisors, and keep a record of client contacts. These records, as well as audiotapes and videotapes of counselling interviews, written assignments, and projects are sources of marks for the course. Each peer helper meets once a month with a supervising counsellor to discuss his/her progress, strengths, weaknesses, and areas of frustration, to receive feedback, to make plans for activities, to improve skills in a particular area.

Issues of confidentiality and referral are addressed. The group develops a code of ethics to govern their work. In our experience, students have a pretty realistic awareness of their helping skill level, and they are relieved to know that assistance from the supervising counsellor is available as soon as they feel insecure.

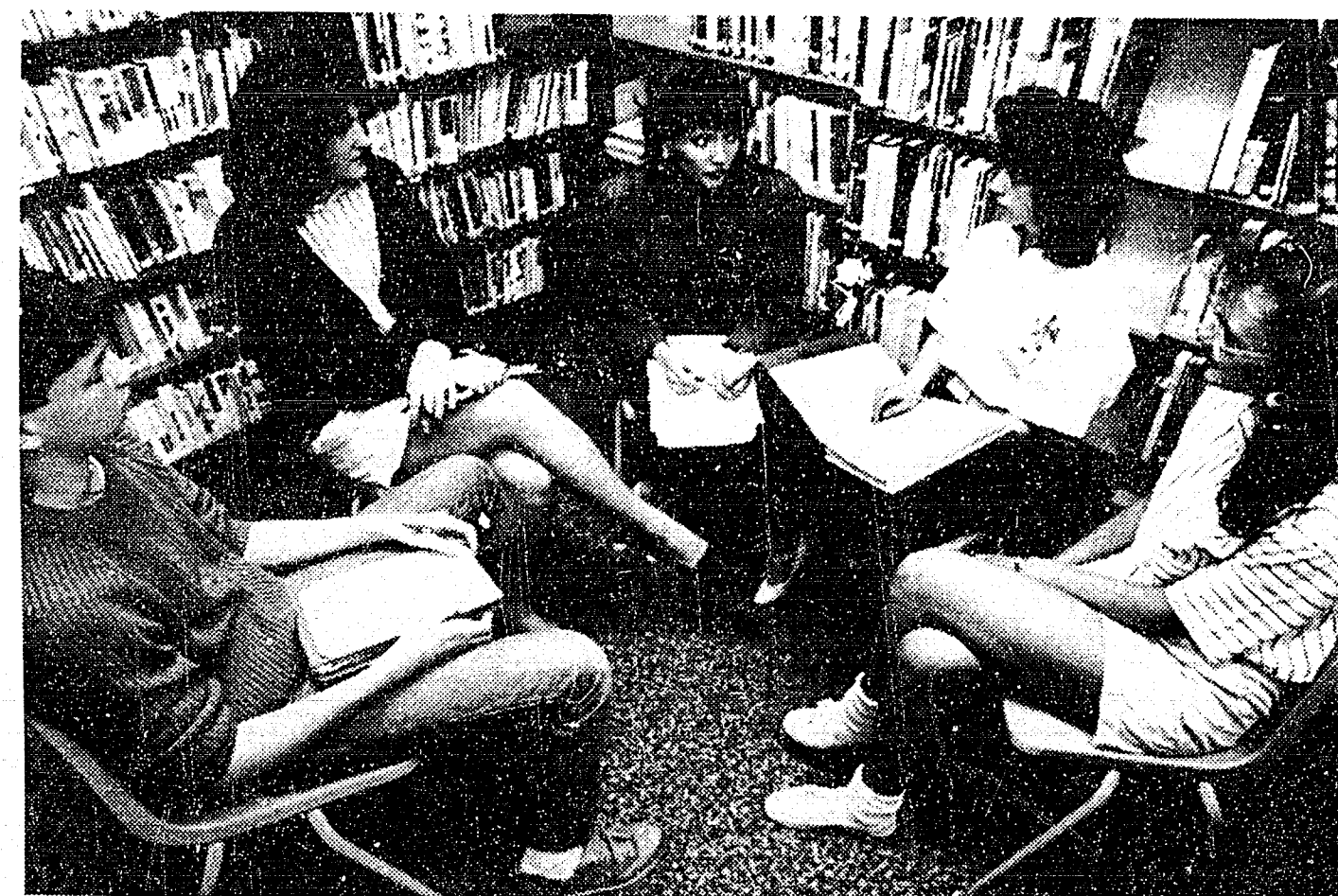
What's in it for the students?

There is benefit to individuals who receive direct help from peer counsellors. The school community gains from the positive, welcoming environment that the program helps to create. The peer counsellors learn useful skills for communicating, problem solving, planning, and structuring their time.

But the student counsellors from Burnaby North describe the benefit of participation in more general, human terms. Gloria Lee says, "I really like listening to, helping, and supporting people. I get a real sense of satisfaction when others talk to me and trust me." Snjezana Sarunic took the course to learn more about people and to have the experience of helping, or just "being a shoulder to cry on." Peter Brooke likes to see the link between training and experience, applying what he learned in peer counselling training to real-life situations. He finds it rewarding to see the results of his assistance.

When asked to identify the characteristics of potential candidates for selection of the next group of peer counsellors, Moscrop's peer helpers say they would look for open-mindedness to others' situ-

Two secondary school students find that the considerable time required to run a Peer Helping Program is returned in rich benefits for both students and counsellors.



Above: Peer helpers receive training in inter-personal communication skills, problem-solving, and planning; they can call on the supervising counsellor at any time for additional assistance.

Left: At Burnaby North and Moscrop schools, Grade 8 students are welcomed and introduced to a peer 'buddy' as a warm initiation to the world of secondary school.

Tim Peeling photos

ations, full commitment to the course and to helping, willingness to take a chance and to experiment (they admit they found the duties scary), self-motivation to carry out duties when structuring their block of helping, and willingness to put in extra time when required. Peer helpers should also demonstrate emotional stability and common sense when confronted by ever-changing situations, ability to co-operate with other peer helpers in a working group, and ability and desire to keep up with their own school work when missing class time for training.

And what's the reward for the counsellors?

We both admit to feeling more and more scattered by the competing demands of various counselling duties, and guilty for not addressing many of the less vocalized needs of the majority of students. Most of our work is at the problem-solving level with students who are not functioning well. In the peer counselling program, we work with students who have a certain competence

and are already often seen as leaders or support persons within the student body. Through our students, we have an opportunity to be a positive and proactive influence in the school.

As counsellors we find it professionally and personally rewarding to take what is already there, a caring and an interest in helping others, and develop it in a way that benefits the student directly, and the school community as a whole. When students learn to be empathetic, to listen, to solve problems, they use the skills not just in the program, but with their friends and families too. We are helping our students to put their learning into practice immediately, as opposed to saving it for the future. We are showing the students how to live now rather than preparing them for life to be lived later.

Susan Gioia and Leona Serediuk are counsellors in the Burnaby school district.

Electronics from page 1

The first is easy because it requires no action. Market forces are sophisticated generators of audiences and buyers. The second option is harder. It requires thought, planning, money, and political will.

B.C. Ministry of Education Technology Program

In 1986-87, the B.C. government put \$6.83 million from the Fund for Excellence into educational technology through special project funding for school districts. The 1988 Royal Commission recommended greater use of computer technology in schools. In 1987-88 a technology program was put into place, with a budget of \$15 million, which was distributed as in Table 1.

In February 1989, the Ministry of Education announced that \$16 million had been set aside to finance the program's second year. Ministry officials from the technology program say costs for 1988-89 are broken down differently than before, with planned allocations as shown in Table 2.

The new item on the agenda is the \$5.8 million for monitoring student progress. Almost six million dollars is being spent in a way that won't put any computers into the hands of kids, or do anything about integrating computers into the curriculum, or make any progress toward getting teachers to use and teach computers.

The purpose of the new monitoring program, according to ministry officials, is to enable school districts to implement the Royal Commission recommendations, particularly those for the ungraded primary classroom. Monitoring student progress will be even more important in the ungraded primary, officials explained, because of the different ability levels of children in the same classroom. The idea is also to replace paperwork: to cut down on the flow of paper from districts to the ministry.

The rationale for the \$5.8 million student-progress program is threefold: track each B.C. student's progress through the school system; provide student

Almost six million dollars is being spent this year in a way that won't put any computers into the hands of kids.

progress information as a way of planning for the cost of individualized programs; and help teachers with evaluation and assessment records.

It is not clear how much the monitoring project will cost on a year-to-year basis. However, it is probable that \$6 million is a bigger chunk of the technology program budget than was anticipated

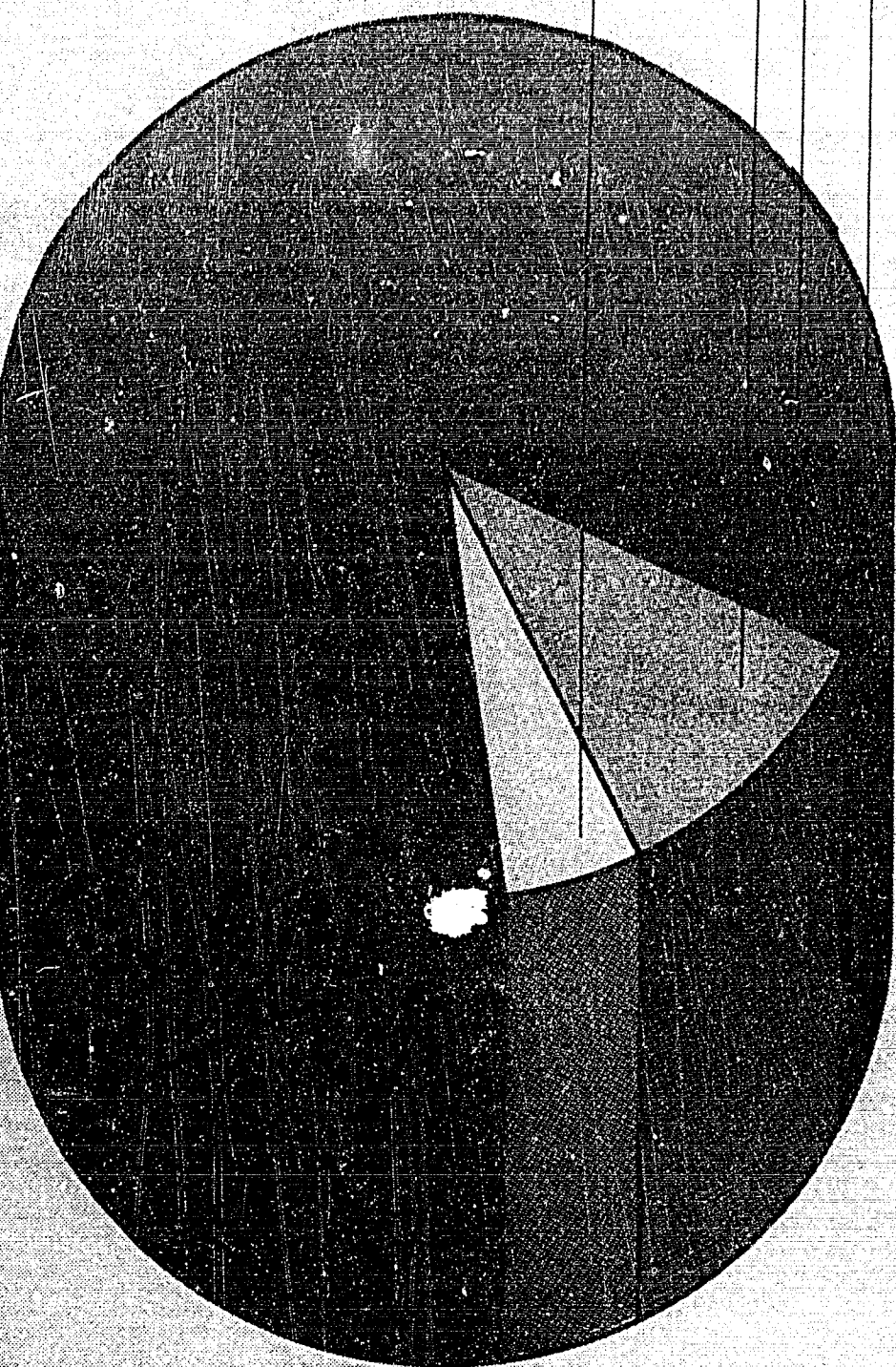
Table 1

School Districts:	\$11.6 million
Hardware	\$8.3 million
Software	\$1.9 million
Teacher in-service	\$1.4 million

Special Education Technology Centre 1.2 million

Technology Centre operation 1.5 million

Independent Schools .7 million



Source: "Technology Program, 1988-89, Summary of Year One," B.C. Ministry of Education, Program Development Branch, p. 1-2.

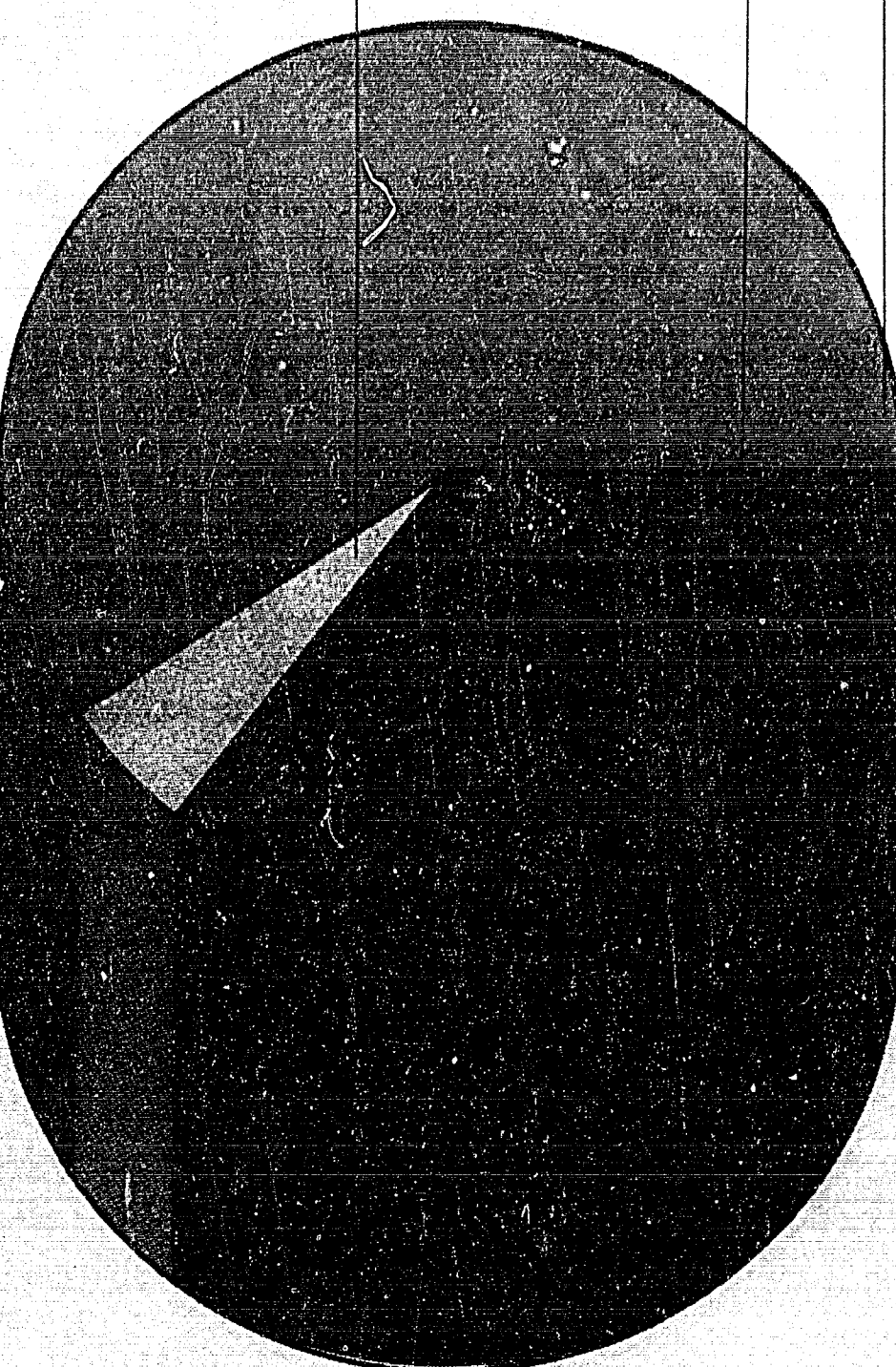
Table 2

Instructional costs	9.7 million
In-service	1.2 million
Instructional software	1.3 million
Instructional hardware	7.2 million

Student Progress Monitoring costs 5.8 million

Divided between:
Program Effectiveness Division
Data Systems Branch
Student Assessment Branch
Program Evaluation and Research Branch

Independent Schools .8 million



Source: "Technology Program, 1989-90, Year 2 Funding to School Districts," B.C. Ministry of Education, Program Development Division, pp. 1-3; B.C. Ministry of Education Information Circular, #335, 89/04/14.



Canadian sociologist Heather Menzies warns that we must not see technology exclusively as a tool for maximizing efficiency to which all other social claims must be sacrificed. Photo courtesy of Burnaby School District. Kharn Hill photo

as an administration item by the government's Provincial Advisory Committee on Computers (PACC) when they issued their report in June 1987. The PACC recommended expenditures of \$25 million a year for five years, with the goal of attaining a 1:16 ratio of computers to students in B.C. (as compared to objectives in Alberta of 1:8, and Ottawa of 1:7). The objective was to get computers into schools, through funding of teacher in-service, software and hardware, communications, curriculum integration and development, and research. (Report of the Provincial Advisory Committee on Computers, June 1987.) Instead of \$25 million, schools are getting \$9.6 million for instructional equipment, materials, and teacher training.

An antiquated system

What this does is perpetuate a system that is already behind. As early as 1986, the BCTF Task Force on Microtechnology in the Schools documented the magnitude of social and industrial change, and changes in the nature of knowledge, that computers have brought to society. The task force also reported the failure of the school system to either reflect or guide these changes. Drawing on reports from school districts all over the province, task force members concluded that, in B.C.,

"...the education system is antiquated and in need of a major overhaul; the system is underfunded; and teachers are either ill-prepared or cautiously sceptical of the promises of this new technology." (Report of the BCTF Task Force on Microtechnology in the Schools, 1986, p. 11.)

To begin to remedy this situation, the task force outlined ten areas of computer applications and study for schools: *Instructional*: writing and word-processing, computer languages and programming, computer-assisted learning, data information and processing, the study of technology and its role in society, the fine arts and computer applications, telecommunications, computers and the handicapped.

Administration and Accountability: information management, management of instruction — testing, diagnosis, record-keeping, and reporting.

It is the management of instruction, tracking student performance, which is receiving the largest emphasis in the ministry's current proposals. In order to achieve the goals of the BCTF task force, and the government's own advisory committee on computers, it is the *instructional* areas, not the administrative ones, that need funding.

Does this matter?

Yes. In 1981, the Canadian Science Council issued the federal report, *Policy Issues in Computer-Aided Learning* (1981). Its authors argue that student computer literacy will determine, for Canada and its provinces,

"...our ability as a people to meet the challenges of the twenty-first century as well as our competitive position in post-industrial society, and to, a very great extent, our survival as a viable, independent culture in a computer-aided world."

The Science Council stated clearly in its report, the main problem with putting computers into schools is not cost or availability. Computers are affordable and software is accessible. "The obstacle to computer-aided learning in schools is the absence of computer literacy among government officials, administrators, school trustees, and teachers."

In other words, educators simply don't have the competencies they need for

the job at hand. That's why teacher training has such a high profile both in the BCTF task force report, and in the PACC report.

What we need are new strategies to counter the built-in obsolescence factor of technological change. Computer literacy is a prerequisite for finding such strategies.

The administrative, rather than instructional priority

None of the problems of educational technology can begin to be solved by the province's allocation of technology program funds with an emphasis on administrative rather than instructional tasks. This priority is an odd choice, because of the need to provide teachers and children with access to computer technology and training.

The plan to track all B.C. students by a

Computer literacy remains a high priority if we want to foster in children the ability to control their lives and environment.

central computer system undercuts the potential empowerment of teachers that the Royal Commission advocates in the implementation of ungraded primary classes. Teachers in ungraded classrooms must act independently. Ungraded primary classrooms have been the norm in England for decades, and teachers have managed without a central data bank on student achievement. (See for example, J.P. Slight, "Froebel and the English Primary School of Today," in *Friedrich Froebel and English Education*, ed. E. Lawrence (1942), and Harold Entwistle, *Child-Centred Education* (1970), particularly chapters 6, 9, and 10.) Centralized electronic tracking exerts control by forcing teachers to spend time on formal assessments and evaluations rather than teaching, and denigrates professionalism by denying autonomy within the classroom.

What action do we need now?

Does all this mean we can't expect the schools to begin seriously fostering computer literacy?

No. There will be problems, but at the proposed ratio of 1:56 computers per child in B.C., cybo-psychosis in kids is barely an issue. (Ratio from "Technology Program, 1988-89 Year 2 Funding to School Districts," B.C. Ministry of Education, Program Development Division. The BCTF Task Force on Microtechnology in the Schools recommended a ratio of 1:16 in 1986.)

Computer technology is a fact of life. We need to address the reality of a computer-aided future in schools more seriously.

Computer literacy remains a high priority, if we want to foster in children the ability to control their lives and environment. The priority for the B.C. Technology Program for computers in schools should be instructional areas, and its goals should be to give kids and teachers direct access to computer technology.

Leslie Savage is a freelance writer who lives in Vancouver.

by Averlyn Pedro Gill

Source: Porter, Andrew C., and Jere Brophy, "Synthesis of Research on Good Teaching: Insights from the Work of the Institute for Research on Teaching," *Educational Leadership*, Vol. 45 (May 1988): 74-85.

Porter and Brophy (1988) present a synthesis of research on good teaching based on studies from the Institute for Research on Teaching, Michigan State University and from others, over the last 10 years. They note that good teaching is essential to effective schooling.

Recent research studies indicate that *effective teachers are autonomous professionals who exhibit the following characteristics*:

1. They are clear about their instructional goals.

2. They purposefully work toward a set of goals that are simultaneously differentiated and integrated. For example, teachers who combine the goals of academic achievement and socialization are more effective in attaining goals than are those who attempt to separate and establish priorities between the goals.

3. They are thoughtful practitioners who take time to reflect on the feedback they get regarding the effects of their instruction.

4. They provide creative-writing opportunities in language arts, problem-formulation activities in mathematics, and independent projects in science, social studies, and literature, in which their students are expected not just to learn facts and solve problems but to organize information in new ways and formulate problems for themselves.

5. They continuously monitor their students' understanding of presentations and responses to assignments, offering regular and appropriate feedback.

6. They integrate their instruction across subjects. For example, they may encourage students to practice reading or writing skills on non-fiction books on topics studied in social studies or science classes.

7. They accept responsibility for their student outcomes rather than view their students as solely responsible for what they learn and how they behave (Lee and Gallagher, 1986).

8. They are selective in the range of responsibilities they are willing to accept for themselves. They are likely willing to take on increasing responsibilities if they are also given effective strategies for discharging those responsibilities (p. 78).

9. They promote learning by communicating to their students what is expected and why, thereby encouraging personal and social responsibility (A. Anderson *et al.*, 1985; L. Anderson and Prawat, 1983) and academic achievement in students (L. Anderson *et al.*, 1985; Duffy *et al.*, 1986).

10. They promote learning by giving their students metacognitive strategies to use in regulating their own learning efforts and by giving opportunities for independent learning activities (Duffy *et al.*, 1986; Palinscar and Brown, 1984; Raphael and Kirschner, 1985).

11. They are knowledgeable not only about the subject matter they intend their students to learn but also about the students' misconceptions that will interfere with their learning that subject matter (Anderson and Smith, 1987; Flower and Hayes, 1980; Hollon and Anderson, 1986).

12. Effective teachers make expert use of existing instructional materials in order to devote more time and energy to practices that clarify and enrich the content, such as interpretation and expansion.

Future research is expected to expand the knowledge base for improved teacher preparation. Porter and Brody note, however, that expectations for lasting changes in practice will be realized only if the benefits of proposed interventions are perceived to outweigh the costs of implementation and the barriers to teachers' achieving stable permanent changes in teaching practices are addressed.

Averlyn Pedro Gill is a researcher in the BCTF professional development division.

Have you seen some outstanding classroom teaching lately? Next door? Down the hall? In your own classroom?

Teacher is interested in hearing from you about good teaching practice going on in our schools.

Write to us. Tell us what you have seen. We want to open the doors to our classrooms, to showcase our best practice.

Contract just beginning

THE PEACE RIVER SOUTH TEACHERS' ASSOCIATION



Scenes such as this have been repeated all over the province, as teachers get to know their local contracts intimately. Here, (left to right) Gillian Evans, Jacqueline Molnar, and Dana Hansen pour over the details of the Peace River South contract. Doug Gagnon photo

by Douglas Gagnon

How will the PRSTA members come to terms with the requirements under which they must now live? That question was uppermost in the mind of president Alice Marquardt and BCTF bargaining support person Drusilla Wilson as they gathered together 33 staff representatives from Dawson Creek, Chetwynd, and Tumbler Ridge, to deal with the ramifications of their first union contract.

A major focus of the day was on grievance and evaluation. As Bargaining Chairperson David Craig emphasized, "We need to ensure that the contract's hard-won clauses are not eroded by trade-offs or, worse, unnecessary compromises based on misunderstanding of the nature of the agreement."

Carl Cameron, president of the Chetwynd sublocal, reaffirmed this view: "We do not wish individuals to enter into private contracts with AOs, period!" His sentiment was echoed by Doug Lacey, of Tumbler Ridge: "We still think in the old terms. As a staff, you can manipulate the contract — that you shouldn't do."

"Teachers must see the contract as more than intent or spirit, but rather as a flesh-and-blood document that holds the key to our future."

While it was soon apparent that many representatives were uneasy about the magnitude of the tasks ahead, they began to see the contract as something that would stand teachers in good stead as they moved into a new era of teacher-board relations.

For the Bargaining Team of David Craig, Don Noweselsky, Janis Johnstone, Linda Burkholder, and Wendy Murray, winning the first contract was well worth the time and effort expended. They were particularly enthusiastic

about the BCTF's on-site support, provided by Drusilla Wilson, about the patience, understanding, and encouragement of their members, and about the members' emerging sense of owning the contract.

When asked to comment on the features of the contract they particularly like, they noted that they see things a little differently than the membership does. Chairperson Craig pointed out that "they (the members) would see supervision, duty-free lunch hours, etc., as issues — which they are — but we take pride in clauses like union security and release time for union business that don't get the attention they deserve."

He noted that they are also pleased with the cleanness of the contractual language they achieved. In the next round, he emphasized, they are not going to have to spend valuable time cleaning up bad language.

Asked to reflect about which clause was the most difficult to achieve, participants agreed quickly that the notion of professional autonomy was hard won and could have taken them out onto the streets. They viewed it as the pivotal clause in the contract. As Marquardt pointed out several times throughout the day, "there are people out there who will be testing everything."

Perhaps Craig summed up the new educational environment best when he asserted that administrators "no longer have the same goals and objectives as we do. They are no longer looking out for us. Teachers have come of age."

But what does this coming of age mean for teachers? For the participants at the workshop, three realities loom large.

1. There needs to be an ongoing education on the contents of the contract.
2. Contract processes, item awareness, and interrelatedness will be crucial during the first year of implementation.
3. There are still grey areas that need to be addressed, and the teachers look forward to the next round of negotiations.

The general message that could be heard throughout the room is that while the contract is reasonable, vigilance and assertiveness are now necessary to ensure that any gains are not eroded.

For Wendy Murray the job has just begun: "Even though the contract's signed and dated, there are some things

we didn't get. This team feels that it's a job that isn't finished. Having maintained the status quo, we'd like to build on that."

Part of that building process will include class-size and class-composition clauses. They want to see AOs, counselors, and special education teachers removed from the pupil/teacher ratio. Also, they see that the mainstreaming of handicapped children into the classroom will require contractual commitments from the board.

All agreed, however, that the most important thrust will be in professional development. The committee sees this as a prime concern, requiring even more funding and commitment. Craig, unfortunately, fears that the autonomy of teachers professional days is in question, and he is committed to the days' remaining in the control of teachers.

As the day drew to its conclusion, the participants were asked to reflect on the value of the workshop and what they would carry back to their peers. Summing up the new reality of teacher contracts is this anonymous philosophical gem:

"...teachers must see the contract as more than intent or spirit, but rather as a flesh-and-blood document that holds the key to our future."

Douglas Gagnon is an English and drama teacher at Brackendale Secondary School, Squamish. He wrote this article as a reporter/writer on behalf of the newsmagazine.

B.C. EDUCATION FACTS

Test your knowledge

1. What is the average elementary class size in B.C.?
2. What is the average secondary class size in B.C.?
3. Of the 10 Canadian provinces, how does B.C. rank in terms of pupil-teacher ratio?
4. Of the 10 Canadian provinces, how does B.C. rank in terms of the amount spent per pupil to operate the public schools?
5. Of the 10 Canadian provinces, how does B.C. rank in terms of average weekly earnings of all workers for 1988?
6. What did the average homeowner pay in school taxes in B.C. in 1988?
7. What is the average age of B.C. teachers?
8. What are the only two secondary courses taught by more female teachers than male teachers?
9. In September 1987, 18,626 males and 18,180 females enrolled in Grade 12. What percentage of each group graduated the following June 1988?
10. What is the average salary of a teacher in B.C.?

See Answers, Education Facts page 20

My feelings are affected by my exchange year, 1987-88, in England. I liked the English school year of six weeks in class, one off; six weeks in class, two off. I felt fresh at the end of school in July and still had a five-week summer vacation. Different boards had different school terms, no problems.

As a special education teacher, I've always stayed in contact with parents and feel five reports aren't too much depending on the format. The delivery is the all important factor.
Frank Thompson
Clinton

It is now just after 22:00, and I have just finished my marking. Before putting my books away, I read the proposed changes in the duties of a teacher.

Reading about the changes to the length of a school day from five to five-and-a-half hours concerns me. Teaching is stressful enough because of problems some children suffer from the breakdown of families, and discipline is more of a chore to maintain. The attention span of many children is shorter when they are poorly nourished and have conflict in their lives.

Demanding more classroom instructional time from teachers will reduce the time they have for preparation and effective marking. I cannot give any more time, because I am already at the limit. I may work longer in the classroom under these proposals, but I don't believe the students will benefit more.

Robert Rowe
Chilliwack

I am appalled at the suggestion of five or more report cards a year. I am even more appalled at having an extra half hour of instruction time added to our day.

I teach a Grade 6/7 split of 32 students and I can honestly say I have never had such a heavy load in my 30 years' teaching, in three countries. The report cards are the ministry's green card along with an anecdotal sheet, and another checklist sheet on specific details about each subject. The reports take me about one hour per student, for a total of 32 hours, to prepare. If I am required to write five of these a year, I cannot put such a comprehensive document together. In fact, I will want Grade 7s to have the same sort of computer-prepared report as they get in secondary school. Elementary teachers, I feel, are overloaded, and intermediate teachers probably the most in the system today. We are constantly being told to become experts in all subjects, yet in other provinces and countries, Grade 7s are in some type of secondary school where teachers can specialize in subjects and receive more prep time. With ministry exams in each subject each year, Grade 7 is considered a critical year, but we don't get the same support as our secondary colleagues.

This leads me to express my views on the second change contemplated by government. I hope you will vehemently oppose an addition of 30 minutes per day to instruction time. We don't have enough hours in the day now, and many of us are working until 17:30 or later, to get work marked and prepared, especially with split classes. Even then, we take work home. If hours are added, then I do not want to coach any sports teams, do fundraising and field trips, or look after computer banks or monitors or anything administrative that is not teaching. I am currently doing this to give the kids I teach as wide an educational experience as possible.

I expect the BCTF to fight tooth and nail to stop the government from bringing in this sort of regulation.

Lindsay McDonnell
Burnaby

Note: For further information on the draft School Act proposals, see BCTF Issue Alert #3, April 21, 1989 in your schools.

In brief

You're probably better off buying paperbacks instead of hardcovers for elementary pupils, according to a report carried by *Education Daily* (2/21/89). They are less expensive and more popular.

Researchers showed 773 pupils in Grades 2-5 a display of 40 books, then asked them which they would like to read and why. Each book was included in both paperback and hardcover. Almost 65% of the students chose paperback books, often on appearance. The older the child, the more likely the paperback choice.

Source: *Education Daily* picked up the report from *Reading Improvement* (Vol. 25, No. 3), PO 8508, Spring Hill Station, Mobile, AL 36608.

• *Teachers for Speech-Language Pathologists and Audiologists*

The B.C. Association of Speech/Language Pathologists and Audiologists is offering two professional-development bursaries for 1989.

To be eligible, an applicant must be:

(a) a B.C. resident (actually having resided in B.C. for at least six months prior to application, and

(b) (i) a speech/language pathologist having full membership in the BCASLPA who wishes to obtain a teaching certificate. (ii) a teacher holding a valid teaching certificate in and for the Province of B.C. who wishes to obtain a degree in speech/language.

The bursary offered in each of the two categories mentioned above is \$975.

For application criteria and further information, contact: The Treasurer, BCASLPA, 222 - 4585 Canada Way, Burnaby, BC V5G 4L6.

Deadline for applications is June 15, 1989.

• B.C. teachers' profile: How do you compare?

- 56.3% of all teachers (part-time and full-time) are female.
- 91% of all part-time teachers are female.
- Average age of male teachers is 42 years.
- Average age of female teachers is 40 years.
- 21% of all female teachers have no degree (1 out of 5).
- 5% of all male teachers have no degree (1 out of 20).
- 67% of male teachers and 68% of female teachers have a bachelors degree.
- 9% of female teachers and 26% of male teachers have masters degrees (that's 1 out of 10 for female and 1 out of 4 for male teachers).
- About half of professional certificates are held by women, but 86% of standard certificates are held by women.
- In 1987, 5% of the province's teachers were first-year teachers.

Teachers using co-operative-learning strategies in their classrooms are now able to talk with one another through the "Co-operative classroom," an electronic conference on Simon Fraser University's "Xchange" network. The participants in the electronic conference are also able to download "Classroom Connections," the co-operative-learning resource bulletin published by **Tom Morton** (Vancouver teacher) and **John Maschak** (Delta teacher). Interested teachers should write to "Classroom Connections," c/o Burnsville Junior Secondary, 7658 - 112th Street, Delta, BC V4C 4V8.

• *The Paper Crane*, a national youth newsletter on disarmament

The newsletter's first aim is to bring together the Canadian youth peace movement in a few pages four times a year, so that young people concerned about the threat of nuclear war can share ideas on what can be done about it. Through *The Paper Crane*, information, plans, and activities are shared with young people all across Canada.

Compiled in Toronto, the material comes in from across Canada. Groups and individuals subscribing to *The Paper Crane* also contribute articles to the newsletter. This process assures that issues of concern to subscribers are featured in the newsletter. Subscribe now by sending your cheque of \$10 for a one-year subscription to *The Paper Crane*, 5 - 555 Bloor Street West, Toronto, ON, M5A 1Y6.

• Teacher retirements nearly double in 10 years

These figures, derived from information from the Ministry of Education, are based on September 1988 data. These are retirement statistics, that is, numbers of persons who started to receive a teacher pension in each calendar year. They do not include death, disability, or deferred allowances.

1979	— 298	1984	— 590
1980	— 323	1985	— 503
1981	— 342	1986	— 414
1982	— 430	1987	— 599
1983	— 408	1988	— 543
(preliminary)			

• National Geographic Kids Network

Why would children in a small northern town have significantly fewer pets than children in Kelowna have? How does the environment of Vancouver affect the kinds of pets children keep? And what does all of this have to do with science and geography?

Beginning this month, pupils in more than 500 schools in the U.S., Canada, and Japan are raising and answering such questions. Using the National Geographic Kids Network, a telecommunications-based science curriculum for Grades 4-6, pupils are posing scientific questions, sharing data with other schools by computer, and looking for patterns in their findings with the help of a research scientist.

Dr. Barbara Winston, professor of geography and environmental studies at Northeastern Illinois University, in Chicago, is the unit scientist for Hello! She analyzes the information pupils send to a central computer and transmits the results back in the form of maps and graphs. Pupils write to others in their research team to share and compare information.

The information-sharing network is the result of a four-year collaborative project of the National Geographic Society and the Technical Education Research Centers (TERC) of Cambridge, Massachusetts.

B.C. schools participating in Hello! are Pearson Road Elementary School and Central Elementary School, Kelowna; Glenwood Elementary School, Langley; Harwood Elementary School, Vernon; and Royal Oak Middle School, Victoria.

Mark Twain said, Those who can ...

"Those who can, do. Those who can't, teach."

Lovely Billups, American Federation of Teachers' staff person, gave the following effective counter during her keynote address at the Coquitlam PD day: "Those who train, try, understand, know children, see, care, plan, create, enjoy, improve, counsel, inspire. Those who can do all these things: teach!"

Are you teaching only half your class?

"... the experience of female students in the schools is unique. What other group starts out ahead in reading, in writing, and even in math, and 12 years later finds itself behind?"

Sadker study

by Lisa Pedrini

Few teachers would quarrel with the ideal to educate "all students." Similarly, helping students "reach their full potential" is so entrenched in our educational jargon that it goes unexamined when spoken.

Yet a closer look at our classrooms reveals lingering inequalities in the educational experience of boys and girls. Sexism still exists in our schools.

Most teachers are aware of language as a starting point for reflecting equality in the classroom. The use of *he* as a generic form reflects linguistic bias, but more subtle forms of bias exist. Certain remarks or word choices imply that one group is superior or inferior to others, or they can suggest a limiting of choices and options for a particular group. For example, job titles should refer to the job done or the task performed, rather than to the gender of the person performing the task. The language we use in our classrooms gives a cumulative message to our students. Let's ensure that the message is equality.

The Royal Commission on Education and, in response, the Ministry of Education, both recognize that textbooks and resource materials used in B.C. classrooms need to be re-evaluated for biased content and their inclusion of women's experiences and contributions.

Texts and resources can be biased in a variety of ways. A group can be excluded or nearly invisible, or portrayed in a stereotypical and limiting way. A 1987 Ontario study of children's readers, aptly titled *The More Things Change... The More They Stay the Same*, found that these books portray a "male-dominated world in which women's place is limited and specific." The researchers noted the pronounced underrepresentation of adult women in the books and stated that "if we took the readers seriously as a mirror of the world... it would be easy to conclude that some girls will grow up to be men, and that others will disappear."

The message of biased materials is cumulative; it reduces or limits an individual's perception of his/her options and of his/her role in the world. Although the materials available to us may be biased, we can point out the biases to our students and supplement the resources we use or provide alternative images.

The most subtle form of bias in the classroom, but perhaps the most powerful, lies within teacher-student interactions. The BCTF's commitment to achieving class-size limits to create a favorable learning situation for students recognizes that the most important resource in the classroom may well be the teacher's time and attention. However, study after study has demonstrated that this resource is not distributed equally to our male and female students.

After six years of research on classroom interactions in elementary and secondary schools and in post-secondary institutions, Myra Sadker and David Sadker's 1986 study concluded that male students receive more attention from teachers and are given more time to talk, but that teachers are generally unaware of their bias. Boys demanded greater attention from the teacher; when boys called out, teachers usually accepted their answers, but when girls called out, they were advised to raise their hands. They also found that boys received more precise feedback from the teacher.

Jacqueline Irvine, who examined variables of both student race and gender, also found that teachers treat the girls and boys in their classrooms differently (1985). Irvine studied verbal and non-verbal communication from teacher to student and confirmed that females received significantly less communication and less praise. Irvine points out that "male students have been socialized to be more active, assertive, independent, and demanding of the teacher's time and attention... the teacher responds reactively by giving a disproportionate amount of quantitative and qualitative feedback to males. The message received is that males are more important and dominant than females."

Many teachers do find female students more likely to be on-task and to be manageable, and thus have a more favorable perception of girls than boys in the classroom.

Fortunately, the Sadkers also found in their work with teachers that even brief and focussed training helped. After four days of training, teachers were able to incorporate changes in the way they interacted with students and achieve equity in interactions with students.

The Sadkers' final challenge is their statement that "the experience of female students in schools is unique. What other group starts out ahead in reading, in writing, and even in math, and 12 years later finds itself behind? We have compensatory education for those who enter school at a disadvantage; it is time that we recognize the problems of those who lose ground as a result of their years of schooling."

For a bibliography and/or more information on these issues, get in touch with your local Status of Women contact person, or call the BCTF's Status of Women office.

Lisa Pedrini is the co-ordinator of the BCTF's Status of Women Program.

Five staff veterans retire

100 YEARS OF BCTF EXPERIENCE DEPARTS

When five veterans retire from the BCTF this year, they will take with them almost 100 years of staff experience. Bob Buzza, executive director, will be leaving after 16 years with the federation. Des Grady, BCTF counsel, retires after nearly 26 years. Bruce Watson, pensions program administrator has compiled 23 years of service. John Hardy of the PD Division has been at the BCTF for 19 years. Tom Hutchison was director of the Government Division when he retired in December 1988, after 9 years with the federation. What an impact these five have had, and what an impact their departure will have on the BCTF!

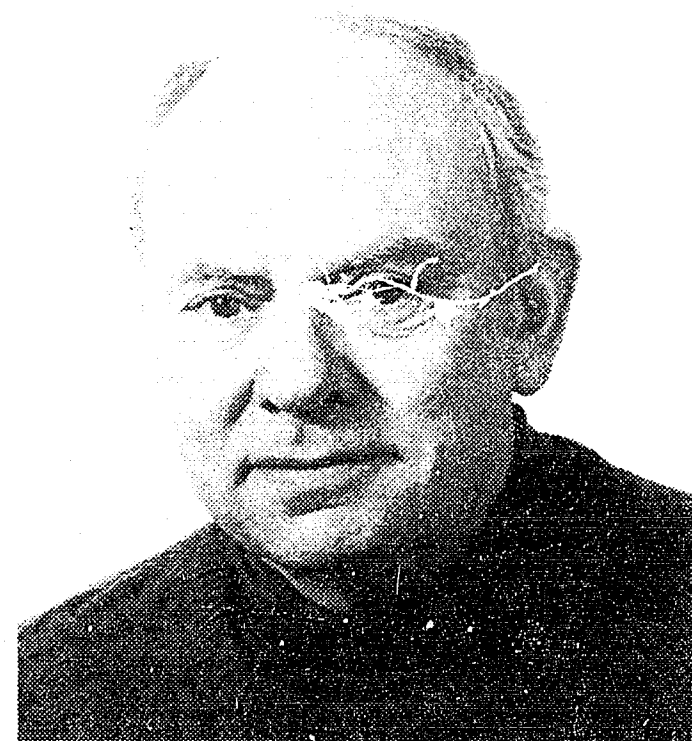


BCTF file photos

Bruce Watson describes the significant events in his history with the federation in terms of "battles." "The pensions strike of March 1971, the fight against Bill 3 in 1972 when the government removed what few bargaining rights we had, and Bill 20 in 1987 and the subsequent certification of all local associations as unions, stand out for me," says Watson.

He is grateful for the intellectual stimulation of working in a variety of different areas, and he values the opportunity to work with specialists in the business community, with school board officers, government officials, and, of course, teachers. "We must never forget that the BCTF is an organization of individual members. Service to the individual member should always be paramount," Watson advises.

Grady leaves with a sense of confidence in the future for organized teachers in B.C. "Whenever teachers are faced with threats or adversity, a renewal takes place. This revitalization is rooted not in the leadership, or in the bureaucracy, but in the nature of teachers. Whatever the job, they can rise to it," says Grady.



John Hardy says a statue of Bill Vander Zalm should be erected in the BCTF parking lot, because he "raised the level of commitment by making us a voluntary organization, and gave us the means to merge bargaining and PD through our new collective agreements." But Hardy comments that all through his tenure, the BCTF seemed to be "under threat of banishment, moving from one crisis to another." Happily, he sees us now as "facing the years ahead nicely positioned to get on with teaching and thinking about children and schools."



Des Grady says a turning point in the federation's history came at the 1968 AGM in Penticton when delegates increased the fee beyond that recommended by the Finance Committee. Three dollars per member was allocated toward seeking changes in the policy of the provincial government. The government took this move as "unwarranted intrusion into the political arena." Des says the decision was seen to mark the "politicization" of the federation.

When Grady joined the BCTF it was to work with Charlie Ovans, Stan Evans, and Alan Spragg. He says, "They were great teachers and I count my opportunity to work with them as a lifelong benefit."

Grady leaves with a sense of confidence in the future for organized teachers in B.C. "Whenever teachers are faced with threats or adversity, a renewal takes place. This revitalization is rooted not in the leadership, or in the bureaucracy, but in the nature of teachers. Whatever the job, they can rise to it," says Grady.



When Tom Hutchison left the BCTF six months ago, with him went the energy and zeal of a truly dedicated teacher. He was rarely without story, poem, or quotation to illustrate the problem of the day. Hutchison's arguments were passionately delivered with clear and thoughtful reason, whether on teacher salaries, an appropriate teacher education program, or the latest government change. When he felt strongly on an issue, he felt with the power of ten.

Hutchison held so many different elected and appointed offices within the BCTF, that it is difficult to count them, never mind recount them. Within each role, he never lost sight of the classroom and the teachers he served. An avid defender of the sanctity of the teacher-student relationship, Hutchison's education wisdom will linger long into the next decades of BCTF life.



Bob Buzza rivals Hutchison for most local and BCTF committee positions held prior to joining the federation staff. As executive director, Buzza spirited the cause of teachers at international conferences, national meetings, and at every kind of provincial gathering.

Buzza's name will continue to be associated with the phrases "proud to be a teacher," "educational advocate," and "powerful defender of due process and justice."

In his final address to the annual meeting, Buzza told teachers that facing the next decade will require a collective teacher offence. The fallout of Bills 19 and 20 has left an educational landscape where administrative officers in schools are clearly the system managers, government staff the policy implementers, and classroom teachers the conveyors of pre-determined changes. "How we handle ourselves in the next 10 years will determine our future and the future of our craft. We must set aside out petty differences, and set a course to define teaching again from the practitioners' perspective," said Buzza. He leaves us with this maxim, "Lead roles for those who teach. Supporting roles for all others."

Get high on nature

NELSON TO HOST ENVIRONMENTAL CONFERENCE

by Bob Harrington

The Bruntland Commission's 1988 report, *Our Common Future*, challenged, "Environmental education should be included in and should run throughout the other disciplines of formal education curriculum at all levels — to foster a sense of responsibility for the state of the environment and to teach students how to monitor, protect, and improve it."

Picking up the challenge, Nelson School District will hold a unique, province-wide environmental conference on October 19-21, 1989 at L.V. Rogers Secondary School. Titled *Get High on Nature*, the conference is for secondary students, teachers, trustees, and interested parents. Bringing together such a wide group of individuals follows nature's rule that we are all part of the interwoven system of life, and all have a vital role to play in solving today's environmental problems.

The conference will focus on explaining the intricate relationships of our fragile earth, the atmosphere that surrounds it, the water we drink, the soil that grows our food, the forests and oceans that stabilize our climate and provide vital resources, and the interrelationships of all life on earth.

Norman G. Bakehouse, Prince George
Margaret J. Bennet, Prince George
William R. Bird, Shuswap
Dennis G. Blake, Comox
Grace B. Brown, Central Okanagan
Teresa M.S. Brown, Comox
J. Elizabeth D. Bush, Coquitlam
Valentin U.A. Cerna, Kamloops
Leila G. Charlton
Raymond H. Cooper, Kamloops
Peter R.M. Cox, Cowichan
John F. Crossley, Greater Victoria
Jean Dale, Mission
V. Boyd Dowden, Nicola Valley
Richard J.J. Durante, Vancouver
Doris M. Exton, Greater Victoria
Dorothy M. Fast, Peace River South
Robert W. Faulkner, Castlegar
Valeria A. Ferguson, Vancouver
Shirley L. Fletcher, Vancouver
Roger F. Fox, Prince George
Ralph E. Gardner, Coquitlam
Jerome W. Gibson, Maple Ridge

Mary J. Glennie, Greater Victoria
Valayadum M. Govender, Castlegar
Hugh M. Grant, Burnaby
Arthur W. Griffiths
Elaine H. Gyurcssek, Prince George
Daphne E. Hayden, Cranbrook
Laurence A. Holbrook, Gulf Islands
Thomas Hutchison, BCTF staff
Arthur L. Jones, Nanaimo
Wm. Nicholas G. Kennedy, Fernie
Arthur D. Lafferty, Mt. Arrowsmith
Joan M. Lovett, Cowichan
Lynne J. Mann, Bulkley Valley
Elvin P. McMann, Alberni
Mary M. Mitchell, Greater Victoria
Donald L. Montgomery, Sunshine Coast
William B. Naylor, Comox
William W. Nelson, Southern Okanagan
Laurie M. Neville, Golden
Vern M. Nichols, Comox
Helen C. O'Connor, Greater Victoria
Nina W. M. Olson, Sooke
Doreen M. Pachal, Burnaby

Colin M. Ramsay, Burnaby
John B. Rodgers, New Westminster
Wanda G. Ronaghan, Richmond
Peter J. Sheridan, Chilliwack
Fumiko Singel, Surrey
David L.M. Smith, North Vancouver
Ivy M. Smith, Surrey
Roland A. Smith, Richmond
Joanne M. Stewart, Greater Victoria
Leroy G. Stibbs, Langley
Maureen E. Taylor, Cowichan
Barbara J. Thorsell, Powell River
Jevington Tothill, Cowichan
Thomas I.J. Tucker
George H. Turpin, Vancouver
Jan C. Van Der Have, Cowichan
Mary I. Varga, Vancouver
Marvin A. Watson, Comox
Theodore W. Westlin, Agassiz-Harrison
Barbara H. Weston, Surrey
Michael G. Wiggins, Van. Island North
Lucia A. Wolfe, Richmond

Agriculture, Fisheries, and Forestry during its extensive studies on soil degradation in Canada, has rearranged his busy speaking schedule to give the opening address on soil conservation. He believes it important and timely that young people and teachers become aware of soil problems in Canada. His committee's report, *Soil at Risk*, recommended "that provincial governments commit themselves to the introduction of soil degradation and conservation studies at the primary and secondary school levels through the addition of environmental courses."

Although Monte Hummel, president of World Wildlife Fund Canada, has been cutting down on the number of addresses he gives, he has accepted our invitation, also volunteering to work for us on workshops, on panels, or on whatever other activities are part of the program.

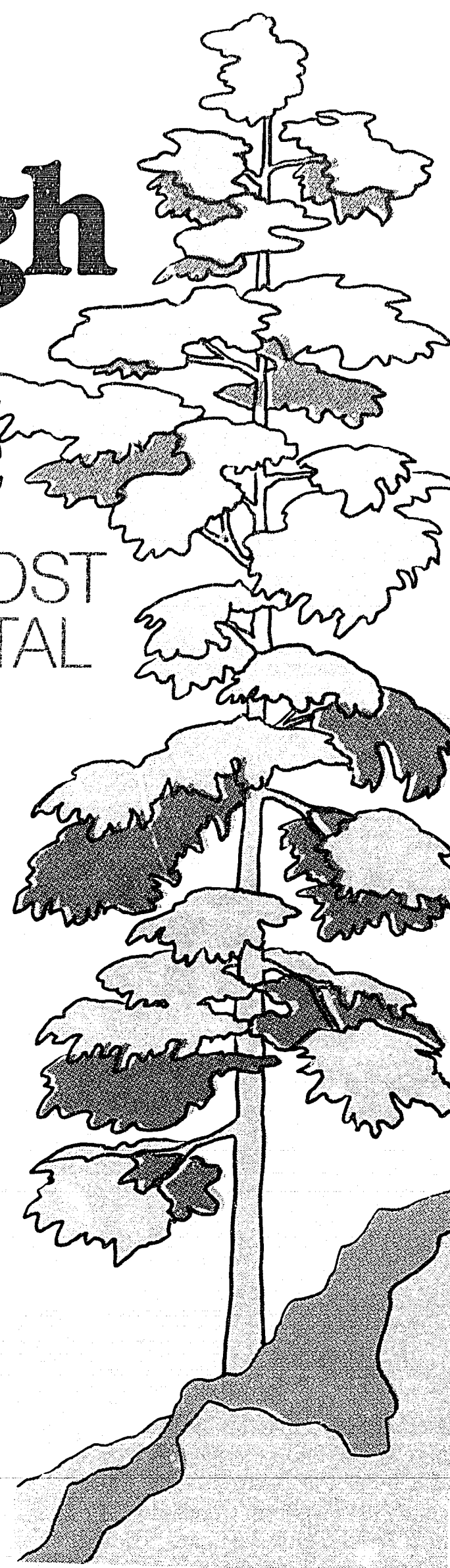
Other major speakers and workshop leaders displayed similar enthusiasm for the conference, calling it a "great idea — something that should have started happening a long while ago." ... "a truly worth-while event that recognizes the importance of environmental thinking in today's world."

Speakers will give broad overviews on such topics as soil conservation, oceans, atmosphere, forests, recycling, and sustainability. Workshops will explore farm problems in Canada, environmental law, alternative energy, interrelationships in nature, specific aspects of soils, the future of nuclear energy, pesticides in the environment, environmental ethics, food and health, teaching techniques in environmental education, acid rain, deforestation in the old world, the ozone layer, and a number of other subjects.

William Maslechko, superintendent of schools in the Nelson School District, said that when he attended the all-candidates presentations at L.V. Rogers Secondary School, before the last federal election, he was really impressed with the concern demonstrated by students about the environment. This is our chance to help find solutions to our environmental crises.

Early registration fees, before June 15, for the conference will be \$65 for students, and \$90 for adults, after June 15 the fees will be \$75 for students, and \$100 for adults.

Contact Bob Harrington at 1-369-2281 or Ernie Cordonier, President, BCTF Environmental PSA at 1-376-6224 for further registration information.



Critical thinking in school

OR "HEY, SOCRATES, HAVE I GOT SOME HEMLOCK FOR YOU!"

by Roger Albert

The gap between rhetoric and reality exists in every enterprise. Education is no different. A gap exists between stated goals and classroom practice. We say we want to shape "self-actualized individuals, independent thinkers, and decision-makers who will grow up to be responsible citizens," and persistently find the absence of adequate conditions in schools.

Critical thinking, if taught, could narrow this gap. What is critical thinking? Is it being "taught" now in our schools? If not, why not? If we want critical thinking, what can we do as educators to encourage it?

As I entered a private, Catholic elementary school in British Columbia in 1952, Hilda Neatby, a distinguished scholar and professor of history at the University of Saskatchewan was writing a "smashing indictment of modern education in Canada" (from the jacket), *So Little for the Mind*. One of her major criticisms of the new "progressive" experts in education was their unabashed advocacy of critical-thinking instruction along with their simplistic and ill-conceived plans for its realization. According to Neatby, they didn't practise what they preached.

According to more recent critics, not much has changed. In 1971, Ballou Skinner wrote in *The Myth of Teaching for Critical Thinking*: "My observations have shown that most teachers believe that the development of the student's ability to think critically is an important

classroom objective, but only a few make special efforts to either teach or evaluate for this development." More recently (1984), John Goodlad in *A Place Called School*, observed that, "On the one hand, many teachers verbalize the importance of students becoming increasingly independent learners; on the other, most view themselves as needing to be in control of the decision-making process. ... There is in the gap between our highly idealistic goals for schooling in our society and the differentiated opportunities condoned and supported in schools a monstrous hypocrisy."

"There is in the gap between our highly idealistic goals for schooling in our society and the differentiated opportunities condoned and supported in schools a monstrous hypocrisy."

John Goodlad (1984)

You don't have to go much farther than the statement of goals for your school and a cursory glance at what goes on in the classroom to confirm Goodlad's conclusion.

I expect that most teachers really do want their students to become more independent learners and to be "self-actualized." So why can't these ideals be translated into classroom practice throughout the school system right now? What is happening in our classrooms? Before I address these questions I want to explore briefly the nature of critical thinking. We should know what it is we aren't teaching.

Critical thinking defined

Ballou Skinner suggests that, "a review of the literature reveals that such concepts as scientific method, scientific thinking, reflexive thinking, and critical thinking have the same meaning." She goes on to quote Glaser and Watson (1964) who "... viewed critical thinking as a composite of attitudes, knowledge, and skills." Some of these are as follows:

1. Attitudes of inquiry that involve an ability to recognize the existence of problems and an acceptance of the general need for evidence in support of what is asserted to be true;
2. Knowledge of the nature of valid inferences, abstractions, and generalizations in which the weight or accuracy of different kinds of evidence are logically determined;
3. Skills in employing and applying the above attitude and knowledge.

Postman and Weingartner's 1969 definition of critical thinking as "crap-detecting" may be more to the liking of some. They are strong advocates of the "inquiry method," and they list the qualities of "good" learners: they are confident, tend to enjoy solving problems, "... know what is important for their survival," rely on their own judgments,

aren't fearful of being wrong, aren't prone to answer prematurely, preferring to gather as much evidence as possible, are flexible, can analyze arguments, don't expect irrevocable answers, and can ask questions."

Johnson and Blair, in *Logical Self-Defense*, (1983), propose that developing critical thinking is really learning logical self-defense or how to become a good consumer of ideas and arguments.

As closely as I can, or care to, define it, critical thinking is the ability to dissect arguments, propositions, and statements into their component parts using the inquiry method, tracing their origins, evaluating the evidence presented to support them, and determining what is reasonable to believe (at least tentatively). If we aren't encouraging people to do this in our classrooms — and there is a great deal of evidence that we aren't — then why not, and what *are* we doing?

The classroom learning norm

Some critics suggest that it is virtually impossible in the classroom under ordinary circumstances to learn critical thinking. Postman and Weingartner write:

"Let us remind you, for a moment, of the process that characterizes school

"... developing critical thinking is really learning logical self-defence or how to become a good consumer of ideas and arguments."

Johnson and Blair (1983)

environments: what students are restricted to... is the process of memorizing (partly and temporarily) somebody else's answers to somebody else's questions. It is staggering to consider the implications of this fact. The most important intellectual ability [humans have] yet developed — the art and science of asking questions — is not taught in school! Moreover, it is not taught in the most devastating way possible: by arranging the environment so that significant question asking is not valued. It is doubtful if you can think of many schools that include question asking, or methods of inquiry, as part of their curriculum. But if you knew a hundred that did, there would be little cause for celebration unless the classrooms were arranged so that students could *do* it. Asking questions is behavior. If you don't do it, you don't learn it. It really is as simple as that."

What passes for education in school is largely the memorizing of facts, procedures, and ideas that are usually presented in textbooks as truth. Furthermore, as Goodlad remarks:

"The emphasis on facts and the recall of facts in quizzes demonstrates not just the difficulty of teaching and testing for more fundamental understanding but the probability, supported by our data, that most teachers simply do not know how to teach for higher levels of thinking — e.g., applying and evaluating scientific principles."

Goodlad reports that in American schools, 75% of class time is spent on full-frontal instruction, and 70% of that is with "talk" — usually by the teacher to the students. It's difficult to develop critical-thinking skills when you can't get a word in edgewise.

In summary, then, three of the main reasons that critical thinking is not learned in our classrooms are: that they aren't organized for it, teachers aren't trained in how to facilitate critical thinking, and teachers feel that they must control the learning environment to get the facts across. These reasons relate largely to classroom dynamics. There is a range of other reasons not directly related to the classroom, but probably more determinative of what happens in the classroom.

Critical thinking, not popular in the marketplace

I suggest that there is precious little in the way of critical thinking going on anywhere in the world today... so why should we expect it in our classrooms? Goodlad writes, "There is at present no strong pressure to change the ways schools conduct the business of schooling." There is pressure, but not for the wholesale change that would be required for learning critical thinking in the classroom.

The issue is essentially political, that is, an issue of the distribution of power in society. Critical thinking, by definition, questions authority and concentrations of power. Most people don't like it when authority comes under scrutiny whether that authority is embodied in teachers, textbooks, traditions, the Bible, the market, government, the head of the family, etc. We come to adore our particular authorities (right or wrong) and don't appreciate it when people attack them.

According to Pat Marchak, in *Ideological Perspectives on Canada* (1981), "... the predominant ideology (the authoritative one that we consult to make judgments on just about everything from capital punishment to policy governing recess behavior) in our society conceives of government, business, education, etc., as being relatively independent of each other. They aren't. The market (dominated by large corporations, protected and promoted by government) and its accompanying business ethos pervade and determine the general nature of all other institutions in our society, including schools. Schools serve the market directly and indirectly (yet never perfectly — but we'll get to that later).

As Alexander Liazos concludes in *Sociology: A Liberating Perspective* (1985), "... the market inevitably creates a class society and with a class society,

inequality. This inequality is expressed in an occupational hierarchy in our society that schools perpetuate. As Neatby writes: "Experts talk constantly of training for leadership, but their whole system is one of conditioning for servitude." Not surprising. Very few jobs require the attributes of leadership. Most require subservience, passivity, obedience and acceptance of the status quo. Liazos observes that a few exclusive schools prepare for leadership; the others train for (what I call) "fellowship."

In a real sense, it would be contrary to the needs of the current labor market for schools to be training all of our children for leadership roles and for critical thinking. Where would they exercise leadership and critical thinking, in a fast-food-restaurant kitchen? Postman and Weingartner sum up this argument neatly with this comment: "If your goals are to make people more alike, to prepare them to be docile functionaries in some bureaucracy, and to prevent them from being vigorous, self-directed learners, then the standards of most schools are neither high nor low. They are simply apt."

Goodlad provides a clear link between what occurs in our schools and the needs of the job market with this telling comment: "Students seemed to become more compliant and accepting of the teacher's role as they moved upward. They were being socialized into classroom expectations, especially that of accepting the authority of the teacher. The picture that emerges from the data is one of students increasingly conforming, not assuming a more independent decision-making role in their own education."

There is strong evidence that the market ethos will continue to press upon our educational systems. However, the labor market itself is not static, nor is society as a whole. Power is never evenly spread, and there are constant challenges to its concentration. We must recognize, as educators, that critical thinking challenges concentrations of power (authority) in their various manifestations (including those in our classrooms) by questioning the arguments that are provided in support of those concentrations of power.

"The most important intellectual ability [humans have] yet developed — the art and science of asking questions — is not taught in school!"

Postman and Weingartner (1969)

Where to now?

Is there a place for critical thinking in our classrooms? At the very least, there is an opportunity for teachers now to begin to make real changes in edu-

cation, but the place to start will be within teachers themselves. Postman and Weingartner emphasize that, "There can be no significant innovation in education that does not have at its center the attitudes of teachers, and it is an illusion to think otherwise." Many teachers in British Columbia have already begun redefining their own attitudes toward teaching and their classroom activities and demeanor. However, many teachers will be reluctant to adopt a questioning attitude themselves. They will be reluctant to let students learn and will insist on continuing to "teach," no matter what the reactions and needs of their students, because, after all, they "know best."

If you decide to encourage critical thinking in your classroom, you will want to keep in mind this commentary by Postman and Weingartner:

"Socrates had no story line to communicate and therefore, no syllabus. His teaching was essentially about process, his method, his message. It is indiscreet but necessary to allude to how he ended up. His accusers cannot be faulted. They understood perfectly well the political implications of such a learning environment. *All authorities get nervous when learning is conducted without a syllabus.*"

You might want to read about Barbara Shiel's experience with transforming her classroom into an environment for critical thinking in Carl Rogers's *Freedom To Learn*, 1969, or have a close look at *Logical Self-Defense*, 1983, by Johnson and Blair, which details how to become a good consumer of ideas, beliefs, and values. You might also consider looking into a newly formed organization in B.C., one I've just become familiar with myself, called the B.C. Association for Critical Thinking Instruction and Research. You can get more information about this organization by getting in touch with Paul Herman, at Fraser Valley College. According to its October 1988 newsletter, it has members in schools, colleges, and universities.

Whatever you do, the process of transforming your classroom and your school into a learning rather than a teaching environment will take time and infinite patience. Young people are unaccustomed to being responsible themselves for what they learn. Parents will be cautious and wary of schools that don't tell Johnny and Jane what to do, but instead encourage them to follow their innate curiosity. Just considering young people as co-learners is a start, as is encouraging a questioning attitude.

Finally, I would appreciate any comments on this article and reports on initiatives in your schools and districts regarding critical thinking. You can reach me at North Island College (1-800-663-0190), or write me at 289 Rodello Street, Comox, BC V9N 4Z9.

A full bibliography is available on request.

Roger Albert is an instructor at North Island College, Courtenay, B.C.

We must recognize as educators, that critical thinking challenges concentrations of power (authority) in their various manifestations (including those in our classrooms).

Teaching for thinking

A BCTF WORKSHOP

"If there is a basic skill that today's children will require if they are to cope effectively and thoughtfully in their adult lives, it is surely the skill of using the minds to engage in the higher cognitive processes — the skill of thinking." — Selma Wasserman, Professor of Education, SFU.

The BCTF Continuing Education Program offers a one-day introductory workshop in Teaching for Thinking. Dial 731-8121 or 1-800-663-9163 (toll free) and ask for the PD Division.

The workshop will:

- Provide you with a background in the theory and practice of teaching for thinking.
- Give you an opportunity to examine materials and practise delivering the components.
- Help you *begin* implementing teaching for thinking strategies in your own setting.

The cult of accountability as measurement

FROM THE AUDITOR GENERAL TO THE CLASSROOM

by Jim Bowman

The odds are fairly good that most of you aren't aware of the direct connection between the auditor general and your classroom. "The auditor general?" I hear you say. "Isn't that the fellow who's supposed to ...?" Precisely. ... find out how many times we paid for the Coquihalla highway with the rainy-day funds.

He has also got his tentacles wrapped around the Ministry of Education. "Good," did I hear you say? "Those bureaucrats in Victoria are probably exceeding their quota of red tape or counting beads or something. Off to Devil's Island with them." Well, it's a little more complicated than that and a lot more worrisome than flushing the odd troglodyte out of the Douglas Street catacombs.

Accountability as value for money spent on education

A few years ago, the auditor general complained that the annual report of the Ministry of Education was lacking in meaningful information. Here was the government's second biggest spending department, and in accountability terms, there was little if any expressed accountability for almost \$2 billion dollars of the public's money invested in education. Unlike other ministries, which seem to regard the auditor general's admonitions as nine-day wonders, the Ministry of Education got into a rare old flap. I can testify to that, because, at the time, I occasionally penetrated the petrified forest while engaged in expeditions on your behalf. And ministry watchers will have noticed not only a significant shift in the content and presentation of the annual report but also in approaches to management structures related to accountability.

Now when the auditor general speaks of accountability, he's not just talking about checking the computers in Chilliwack or counting toilet rolls in Terrace to see that school boards purchased what they say they did. He's talking about value for money spent on education programs. He's talking about assessing how effective those programs are in your classroom. The auditor general's department even developed its own dog-and-pony show to explain to rogues like me how the arcane tools of economics and accountancy can be applied, not just to the financing of education but to everything that happens in schools. A pair of young fellows from that department did the rounds with computers

and video screens and remote-control zappers. For a few minutes, their slick tricks with the equipment, always mind-boggling to luddites like me who are still wrestling with the ethics of the lever and pulley, look good.

But a growing sense of disquiet at the message they are promoting culminates in screaming outrage. These luddites with their "inputs" and their "outputs" and their "measures of efficiency" and "cost effectiveness" wish to reduce the complex, somewhat disorderly, human dance that occurs in classrooms to the precise disciplined ballet of an automated sausage factory. Indeed, in their drive for efficiency, they say this about provid-

"measures of efficiency" and "cost effectiveness" reduce the complex, somewhat disorderly, human dance that occurs in classrooms to the precise disciplined ballet of an automated sausage factory."

ing information about the comparative merits of various programs: "in the best of all possible worlds a program's effects could be summarized in a single number and comparing programs would be easy; at present such single indicators do not exist." (The annual report of the Auditor General of British Columbia, the Legislative Assembly, March 1988, p.97.) Note that ominous "at present."

Whether the authors of the document knew they were quoting Voltaire I cannot say (they didn't acknowledge him with a footnote or quotation marks), but the great rationalizer would not have been impressed with arguments put forward by these characters. He would have spotted, and faster than the rest of us, the language and trappings of a religion, a cult that worships at the shrines of statistics, efficiency, and readily measurable effectiveness. Here's what they say, in part, about assessing student achievement: "Knowing if students have achieved the intended outcomes of the curriculum is only part of the answer; curriculum can produce unintended outcomes. An example is the student

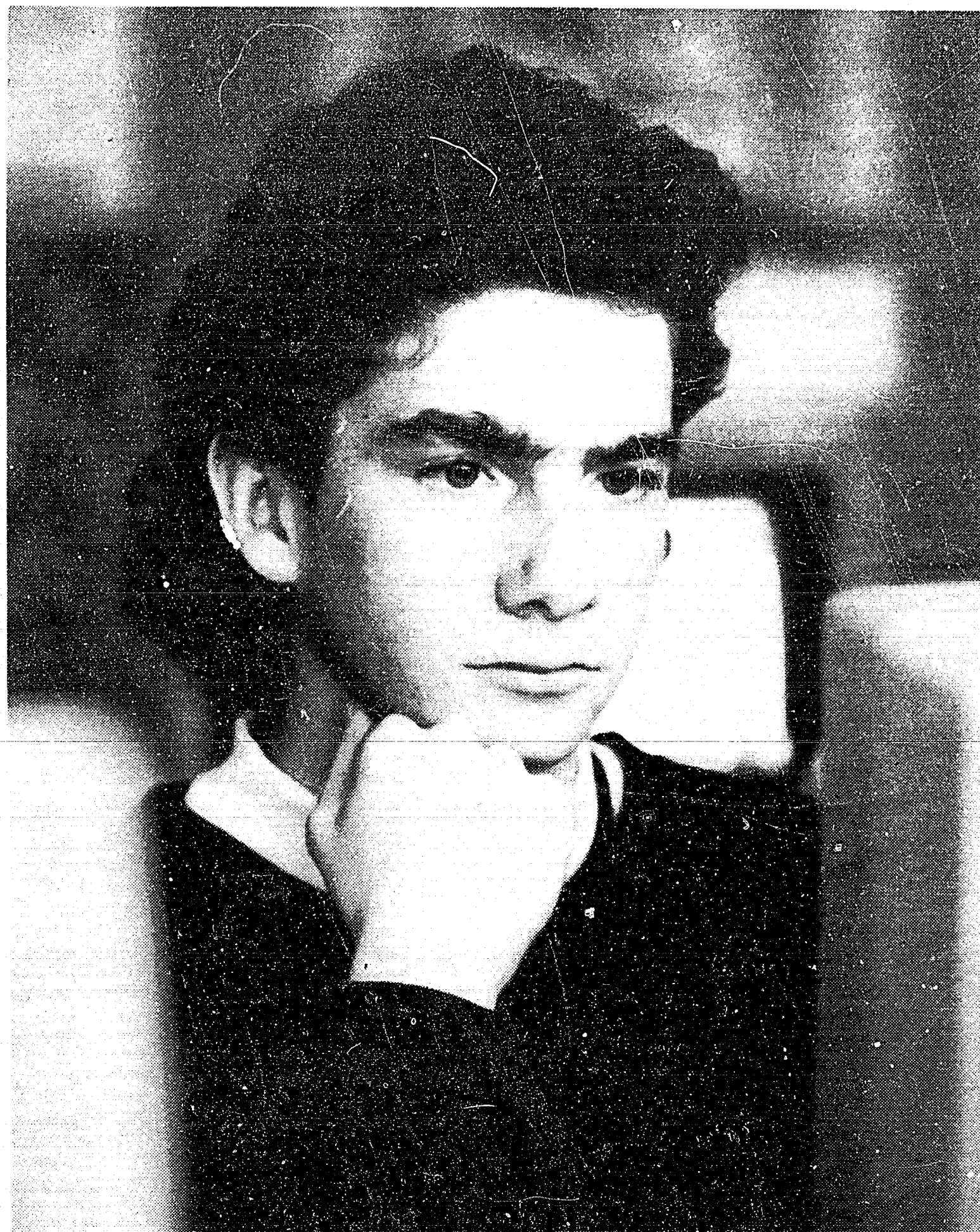


Photo courtesy of Burnaby School District Kharn Hill photo

who can quote Shakespeare extensively in an examination but has developed a dislike of English literature. The ministry does not look for these kinds of side effects." (p. 114) Now I think they have got things bassackwards; disliking English literature is not a side effect. Even if all Grade 12 students in B.C. can quote Hamlet verbatim, if they've been turned off Shakespeare or, even worse, the whole of English literature while doing so, then the program is a dismal failure. Surely the whole point of teaching people to read is so that they will enjoy reading, and read, and read, and read, until they are summoned to the great library in the sky. The "intended outcome" should always be to nurture the joyous life-long relationship that children can have with their language and their literature.

Now it's about here, just as the efficiency of the economists makes my hackles rise, that my lofty goals and pur-

ple prose cause their eyes to cloud over. Talk about two solitudes. We start moving away from one another's empathetic areas at warp speed.

The essential paradox in assessment and accountability

The researchers who worked on the financial chapters of the Royal Commission report picked up where the auditor general left off. But, where the auditor general had been concerned about the ministry's gathering of news and data, the Royal Commission researchers wanted to extend that to districts and schools. The commission recommended, among other things, "that outcome measures be related to established educational objectives" and that "methods be established for relating outcome data to financial data and the use of resources." But it also stated at the outset of that section of the Royal Commission report: "education's unique nature,



Teachers are well aware of the adage that "what's counted counts" and will be under great pressure to emphasize that which shows up best on tests at the expense of the more "long-term intangible-diffuse", but infinitely superior benefits.

its long-term-intangible-diffuse benefits, and its highly visible costs has made it extremely difficult for the schools to compete for resources in recent years." (p.151, A Legacy for Learners) Although the commission's intention was to help education compete successfully for more resources it also, very succinctly, in that sentence established the essential paradox in this business of assessment and accountability. That paradox is, of course, that it is impossible to have short term effective measures of "long-term-intangible-diffuse" benefits.

I have a great deal of respect for the particular economists and accountants who were wrestling with this issue for the Royal Commission. But, just as my training and experience results in my biases' showing, so do theirs. They did not elaborate on the paradox presumably because they do not see it as a clearly defined issue as I and others do.

It's like the old story of the tree: The

wayfarer sees the tree as shade and shelter, the birds see it as a place to rest and nest, children see it as a thing to climb, the lumberjack sees how it would best fall, the builder assesses it in the board feet it could provide, and the artist and the poet immortalize its grace and beauty. So it is with assessment and accountability; everybody starts from a different premise, and that makes it extremely difficult to hold a reasonable discussion on the subject let alone come to some agreement.

That is particularly so in this province, where people would just as soon fight as eat breakfast.

Seeking a solution to the accountability standoff

What can we all agree on? Well, nobody in teaching wants to be unaccountable. Indeed teachers resent suggestions that they are unaccountable, particularly after a heavy round of report card filling and parent-teacher interviews. In turn, most reasonable people agree that accountability can't have the same precise definition and meaning for everyone.

Making public policy effective is a matter of marrying the public will and professional judgment. . .

Nor do I think that teachers will get upset at occasional samplings of their students' abilities by external tests; although machine-score multiple-choice tests place inordinate emphasis on the lower orders of thinking. Nor are teachers going to get too excited if that data is buried anonymously in some gross provincial statistics that tell everybody that our kids are a few light years ahead of their counterparts in Dade County, Florida, or wherever. It's what happens next with the data, particularly if comparisons are made at the local level, that has always been a matter of concern. Hedge the use of statistics with caveats and warnings as you will, there is always some yahoo who will take them out of context and malign someone or some school or some district for his or her own ends. But even the yahoos are not really the problem. They will manufacture criticism whatever system's in place.

The real problem posed by this view of accountability is the potential that does exist for some blinking educators to superimpose very effectively their limited vision on schools. Teachers are well aware of the adage that "what's counted counts" and will be under great pressure to emphasize that which shows up best on tests at the expense of the more "long-term-intangible-diffuse," but infinitely superior benefits. Worse, even the best intentioned of educators who insist that these testing procedures and information exchanges are only a part of a much larger process could unwittingly and ironically set in motion a scheme that defeats the aims of that larger process. The reality of classroom life is that the statistics in certain limited areas of knowledge and skills are going out of the classroom context, where they have real meaning, not assessments of how well we are achieving the goals of an educated person. The rhetoric may imply one thing, but the actual process tells a different story. We do not examine the total patient but look at the tongue, bang on the kneecap, and announce that he or she is somewhere

between being in great shape and next door to dying, depending on these minor observations.

Somehow a strong message has to go out to all educators from the minister and his advisors that they mean what they say about the educated person, that the tail of assessment and accountability is being wagged by a dog that was bred for that purpose — not a dog that changes its appearance and nature because of the tail that's wagging it.

In order to send out that message, the ministry cannot start with what the assessment branch is now doing and merely add to it. What is now done was determined and designed at a different time, in a different climate, for different purposes. We must start afresh and redesign the assessment program, and thus the accountability process, in the light of the mission statement, the goals, and the description of the educated citizen adopted by the province.

First, the Education Policy Advisory Committee should outline the task and the principles under which that task should be undertaken. *The task is to develop a system of assessment and evaluation that will try to tell everyone how well we are achieving goals outlined for the educated person. It must do that without developing a system that will undermine the very pursuit, never mind the achievement, of those goals.* Make no mistake about this, for it is the heart of the problem. Among the principles surrounding that task, certainly the most important should be that any proposed action must be able to demonstrate its direct value to children and the very strong relationship to the description of the educated person.

Another principle should be to not accept some procedures because they are easy to design and implement and then let matters get out of proportion again. The system designed must be wholistic.

That task, with whatever principles are developed, should be given to the Provincial Curriculum Committee that the Royal Commission recommended be established. The work entailed is far too detailed and technical to occupy the time of the advisory committee and it is essential that the profession be heavily involved.

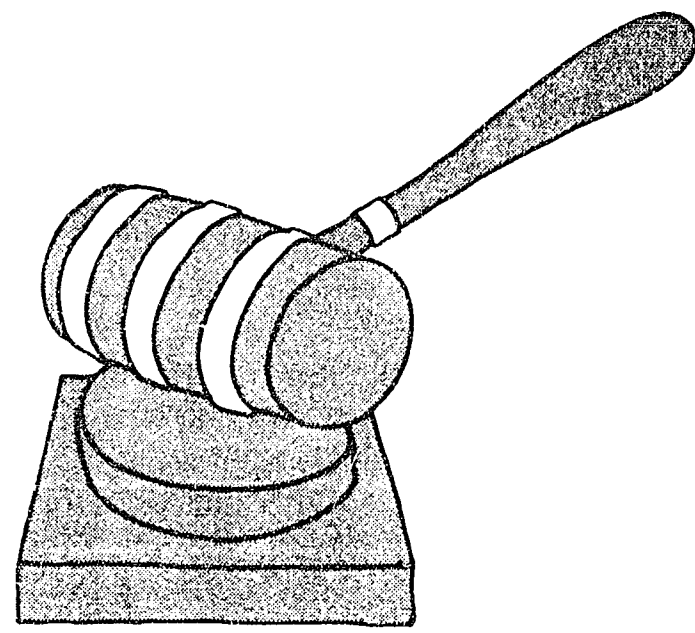
The job is too important to be left to the ministry alone, for like the rest of us, it has its own view of the tree, and making public policy effective is a matter of marrying the public will and professional judgment, not engaging in the standoffs we have had for so many years in this province.

Developing such a system will not be easy, and there will have to be give and take from all parties. No one can afford a totally entrenched position. The alternatives for children and teachers of lifeless mechanistic accountability systems that would apparently keep the auditor general happy are unthinkable for those of us who still see in the public schools the best pathway to a more tolerant, caring, and truly educated society.

Jim Bowman is a retired educator who worked as a consultant for the Royal Commission and formerly served as a BCTF staff person.

What counts can't be counted.

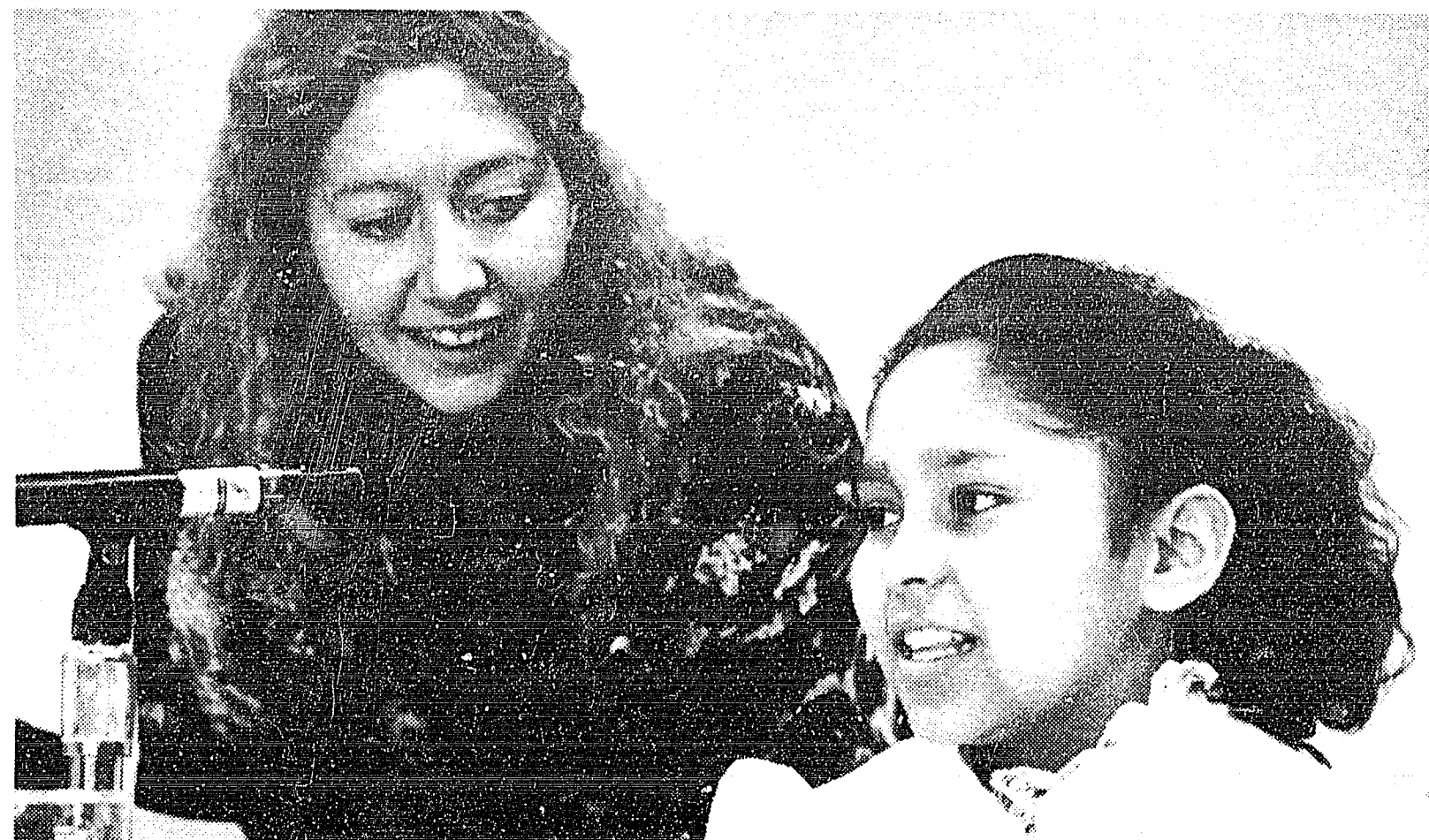
Lillian Irwin Thompson



Executive committee highlights

The EC met May 11-13. Major decisions included:

- authorizing, pending review by the Spring RA and the 1990 AGM, "That when the balance of the Reserve Fund is less than deemed desirable, the EC shall establish standby credits or lines of credit to ensure that adequate funds are available."
- recommending to the RA the establishment of a Technology Program, including terms of reference and process for review of electronic communications;
- adopting guidelines for local grievance-processing structures which will be sent to locals for discussion and feedback;
- establishing a strike-pay policy;
- increasing the strike pay for striking members of the Nisga'a Teachers' Association;
- recommending to the Spring RA that the BCTF seek legislative changes that would limit the functions of the College of Teachers to certification matters, and related teacher education and disciplinary matters;
- suggesting to the College that it provide lengthy timeframes for new initiatives to maximize teacher discussion;
- requesting the College to delay approval of regulations regarding member evaluation to permit the BCTF to participate in further refinement of the College policy on evaluation;
- approving a series of programs and budgets for submission to the Spring RA. This budget plan includes the dismissal of several committees, the restructuring of others, the addition of new ones;
- deciding on staffing complements for the next budget year;
- making the following appointments: Executive Director — **Elsie McMurphy**; Staff (4-year term) — **Kit Krieger** (West Vancouver); Teacher Newsmagazine Advisory Board (see page 2). And from the April meeting, Global Education Management Committee **Melodie Brandon** (Surrey), **Julia Goulden** (Burnaby), **Muriel Gustavson** (Nanaimo), **Carmen Kuczma** (Richmond), **Jim Robson** (New Westminster); Bargaining Co-ordinator, Central Mainland — **Rick McVean**; CTF AGM Delegates — **Alice McQuade**, **Ken Novakowski**, **Gary Robertson**, **Bob Taverner**.



Christine Hayes introduces Karla Carias-acosta, a refugee from El Salvador, one of the Vancouver students who told their deeply-felt stories about life in their homelands and the necessary adjustments to life in Canada.



Local representatives, such as (left to right) Janice Walling, Tony Goodman, and Carol Yakura, participated in workshops on affirmative action, prejudice and discrimination, government policy, strategies for teaching native students, ESL education, and how to run an anti-racist program in a district. Alistair Eagle photos

The Program Against Racism local contacts' conference

GRAPPLING WITH ISSUES OF IMMIGRATION, MULTICULTURALISM, AND RACISM

"I have a heart, a mind, and a body too — we are all the same." With these words, Karla Carias-acosta, a refugee from El Salvador, summarized not only her feelings about her life, but the essence of the PAR conference, held on April 20-22, 1989.

Karla, 16, was one of three young people on a student panel "Issues Faced by Refugee Students." Sylvia Escalante, 12, also from El Salvador, and Vanpisith Oung, from Cambodia, and Vanpisith Oung, spoke directly from their hearts as they described life in their homelands and the necessary adjustments to life in Canada. Sylvia, a member of an ESL class at Queen Alexandra Elementary School, in Vancouver, described the kidnappings of teenagers from poor families. "When there was war in my country," she said, "we would go under the beds because that was the only safe place." Battles lasted 72 hours at a time, and the children were very scared, she said. "If my sister saw a soldier dressed in green, she would shake with fear."

Vanpisith, 13, who had been living with his grandmother, escaped from Cambodia in 1984 to go to Thailand, and then to Canada where his parents and sister had already settled. Commenting on his school in Cambodia, he talked about a day of classes, from 07:30 until 21:00, with one recess, and two breaks

for lunch and dinner. Discipline was harsh. "Men teachers hit us; women teachers hit our fingertips." When asked what advice he had for teachers and students in Canada, Vanpisith said that teachers should give more homework, and that students "should listen to the teacher and respect his advice."

Karla spoke in great detail of her life in El Salvador, of her move to Mexico, her brief return to El Salvador, and her eventual home in Canada. Karla, who hopes to become a teacher and return to her homeland, was eloquent in revealing her concern that Canadians should learn the truth about conditions there. "Newspapers don't really tell the truth," she commented. "Teachers have to know about El Salvador...[and] talk with students to tell them there's a little tiny country that needs your help."

The PAR conference featured a plenary session on "Anti-racist Work in B.C.: Past, Present, and Future," with Eric Wong, a race-relations trainer with the City of Vancouver; Gary Onstad, a UBC faculty associate, long associated with PAR and the BCTF; June Beynon, multicultural co-ordinator with the Vancouver School Board; and Lorna Williams, native-education co-ordinator for the Vancouver School Board.

Particularly moving were Williams's reflections on racism in education, at a time when the federal government is proceeding with restrictions on post-secondary access to college and university education. "Education has been used

as a powerful tool in destroying native peoples," she said, citing a federal report in 1947 titled *Liquidating Canada's Indians in Twenty-Five Years*, a report on assimilating native peoples into white society. Commenting on the Royal Commission Williams referred to items such as the closing of all-day kindergartens for Indian children, the underlying notion being that native children start with a deficit and that getting them away from their parents is a step toward lessening that deficit. "We must plan programs to ensure that children's cultures are clearly evident," she stated.

Workshops throughout the session focussed on prejudice and discrimination, affirmative action, government policy, strategies for teaching native students, ESL education, and how to run an anti-racist program in a district. The two issue panels were "Southern Africa" and "Working with the Community."

Zone sessions explored concerns at the local level and highlighted district successes. One such success was described by Lori Garson, the PAR contact from Bella Coala. The 70 children at Bella Coala Elementary School (K-7) are the centre of a one-month program when 10 native people from the community will serve as instructors.

Contacts left the conference with renewed commitment, ideas, and plans to continue the work of the program — to pursue justice, dignity, and equality for all students in our schools.

Nearly 400 teachers, in addition to 400 students, are expected to travel to Asia this year under the auspices of the ministry's Pacific Rim Initiatives program. Numbers are expected to increase next year, since the study/travel budget will increase from \$1,600,000 to \$2,000,000 divided equally between students and teachers. The program provides opportunities for teachers and students to increase their understanding of Asian cultures and to strengthen goodwill, awareness, and long-term economic and social relationships.

Teachers and students from across the province are taking advantage of the study/travel program. School districts are notified each fall of the funding available. While the ministry suggests guidelines, each school district is responsible for the selection of teachers and the administration of funds. Generally up to 70% of travel costs will be covered by ministry funds.

The ministry recommends that classroom teachers receive high priority in the selection. Upon their return, teachers are expected to share their knowledge and experience with colleagues, students, trustees, parents, and the wider community.

Other Pacific Rim opportunities for teachers are in language training. For the second year, the ministry will provide bursaries for teachers to attend Mandarin and Japanese summer language programs at UBC and SFU. And for the first time, the ministry is providing support for teachers to study at the Kobe YMCA College in Japan this summer. Teachers are expected to have substantial Japanese-language skills, because this part of the program is to help teachers reach the level of language ability necessary to teach Japanese 12.

The ministry is also helping to arrange one- or two-year teaching assignments in Singapore, Thailand, Hong Kong, and Brunei.

Information about these and other Pacific Rim programs is sent to every superintendent and school principal in the province. In spite of this wide distribution, there are complaints that this information is not getting into the hands of teachers. For further information, contact the ministry directly:

Ms. Jean Peachman, Co-ordinator
National and International Education
Ministry of Education
Parliament Buildings
Victoria, BC
V8V 2M4
Telephone: 356-2454

Mastery — a lifetime pursuit

What is mastery? What is the difference between the pursuits of a master and the competitive drive of an athlete? Japanese tea masters and Canadian prima ballerina, Karen Kain know. "Mastery is not about winning."

Income Security



Mike Grenby

Tax planning

by Mike Grenby

Money saved is worth more than money earned — thanks to income tax. If you have taxable income between \$27,804 and \$55,605 this year, you must earn \$1.67 to have \$1 left to spend.

Put another way, you must work about half of each year for the various levels of government before you can start to work for yourself — thanks largely to income tax.

While you pay sales, property, excise, and a host of other taxes, income tax makes up the single largest chunk of the total tax bill. And fortunately, income tax is the one you can do the most to reduce.

Most teachers must work about half of each year for the various levels of government before they can start to work for themselves.

With its introduction of the General Anti-Avoidance Regulations (GAAR), Ottawa has made it tougher to save tax. But you can still use several approaches to make your financial life less taxing. And remember: the taxpayer who pays attention to tax-planning now pays less tax later. So don't wait; do it now. By the time you file your tax return next March or April for this year, it will be too late.

RRSPs

For example, if you are able to make any contributions to a registered retirement savings plan (RRSP), the ordinary person's tax shelter, do so now. Not only will you be able to deduct your RRSP contribution from income and typically save 40% in tax but the money in your RRSP grows tax-free.

Put \$1,200 into your RRSP in January for the upcoming year, and save about \$48 — the tax you would have paid on the \$120 interest the money would have earned sitting outside your RRSP until you made your contribution the following January for the previous year, the way most people contribute. Or have your financial institution automatically transfer \$100 a month into an RRSP during the year.

If your spouse is likely to be in a tax bracket lower than yours when the

RRSP money is eventually withdrawn, contribute to a spousal RRSP. You still get the deduction, but your spouse will pay less tax than you would have when the money comes out.

If you are retired and have some non-RRSP money you don't need for now, consider using the special pension rollover rules, entitling you to make extra RRSP contributions above the normal limits. You pensioners should be able to reduce your tax considerably this year — and eliminate it all together if you have little or no income other than your pensions. You will pay tax when you withdraw the funds, but in the meantime you can benefit from the tax-free growth.

Child investments

In my column in the March issue of *Teacher*, I discussed shifting the tax on invested funds to a child through a family-allowance account and a registered education savings plan (RESP). I also mentioned giving money to a child who is at least 15.

For example, give a 15-year-old \$25,000 to invest in a three-year compound interest deposit. Interest need not be declared until the third year, when the child is 18. (Until the child is 18, the person who gives the money — not the child — must declare any interest or dividends.) The money is then invested in a four-year annuity that pays itself out to fund post-secondary education. The student will pay little or no tax on this income. Depending on the donor's tax bracket, the preceding approach should save \$5,000 to \$7,000 tax.

Spousal relationships

The simplest way to save tax is to have the high-income spouse pay all the bills (including the other spouse's income taxes) while the low-income spouse does all the investing. If one spouse does no work outside the home now but did earn income in the past, as long as there is a reasonable paper trail this spouse should be able to declare at least some of the family's investment income. Revenue Canada doesn't care whose name is on the investment but simply asks, where did the money come from to buy the investment?

A low-income spouse could sell an asset like inherited property to the high-income spouse. When a low-income spouse receives an inheritance, consider using as much of that money as possible for investing. Ideally, have cash gifts (for an anniversary, for example) go to the low-no-income spouse.

Perhaps the wife worked in the early years of the marriage to put the husband through school. Then she quit to raise the family. He could put investment money into her hands by repaying the "schooling loan."

If the high-income spouse has any self-employed income, including rental income, a reasonable salary could be paid to the low-income spouse and children to work in that business. You don't have to incorporate a company to do this; simply ask the local tax office for the guide and necessary forms and tables.

Under tax reform, we now have a combination of tax deductions and credits. The spouse in the higher tax bracket should claim all the possible deductions (the higher your tax bracket, the more tax a deduction will save) while the lower-income spouse claims all the possible credits to provide as much after-tax income as possible for investing.

When you make investments, consider using cash for personal expenses and borrowed funds for your investing so the

interest will be tax deductible. For example, if you have \$10,000 saved toward a car and you also need \$10,000 for an investment program, pay cash for the car and borrow the \$10,000 for your investment — not the other way around.

Charity

Consider giving \$500 to charity in one year rather than \$250 in each of two years, or if you do the latter, claim \$500 in the second year rather than \$250 each year. That will save you \$47.50 in tax. A \$500 claim results in a \$177.50 tax credit; two \$250 claims produce a total of only \$130 in credits.

Although no major tax breaks are available to most teachers — to most employees in all fields, for that matter — regular use of basic approaches can produce significant savings over the years. If you are tempted by tax shelters, check that the underlying investment is sound, for if you lose the money you invest, you would have been better off to pay the tax — or donate to charity where the results were guaranteed.

Mike Grenby writes a nationally syndicated money column and is an independent personal financial adviser associated with The James E. Rogers Group, Vancouver.

If you have a question about your personal finances — debt, saving, investing, banking, insurance, retirement, etc. — please write to Mike Grenby, c/o *Teacher*, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9. Mike cannot reply individually, but will answer as many questions as possible in this column.

Salary Indemnity Fund fee increases

The 1989 AGM approved a fee increase for the Salary Indemnity Fund, raising it from 0.55% to 0.70% of salary. The maximum salary protected by the plan remains at \$50,000.

For a teacher earning \$40,000, the monthly premium will increase this September from \$22 to \$28. The extra income will be directed entirely to the long-term section of the Salary Indemnity Plan to overcome the accumulated unfunded liability. The long-term plan liabilities are based on actuarial estimates of paying out benefits to the 186 members who were in receipt of benefits in December 1988. Those liabilities are currently \$23.6 million and will continue to increase as the plan started in 1984, matures.

On copyright

"Electrocopying, the reproduction of printed material in electronic form, may become a greater challenge to copyright than photocopying."

Timothy B. King, John Wiley & Sons, paraphrased in *The Chronicle of Higher Education*, March 1, 1989.

Highlights of the 1989 College AGM

May 27 - 12:00 - 14:30
Delta Airport Inn

In 1988, the College of Teachers processed 2,336 teaching certificates. The register of active members of the College of Teachers currently numbers 38,000.

From September 1, 1988 to March 31, 1989, the college granted 232 extensions to certificates, 106 reinstatements of certificates, 73 letters of permission, and 8 teaching licenses.

The Professional Development Committee has held meetings with representatives of the Association of B.C. School Superintendents, the B.C. Principals and Vice-principals' Association, and the BCTF to develop a policy paper on evaluation of members.

The council has adopted a process for members to convert interim certificates to permanent certificates following two years of teaching in a recognized school. The process now includes a recommendation from a school principal for permanent certification.

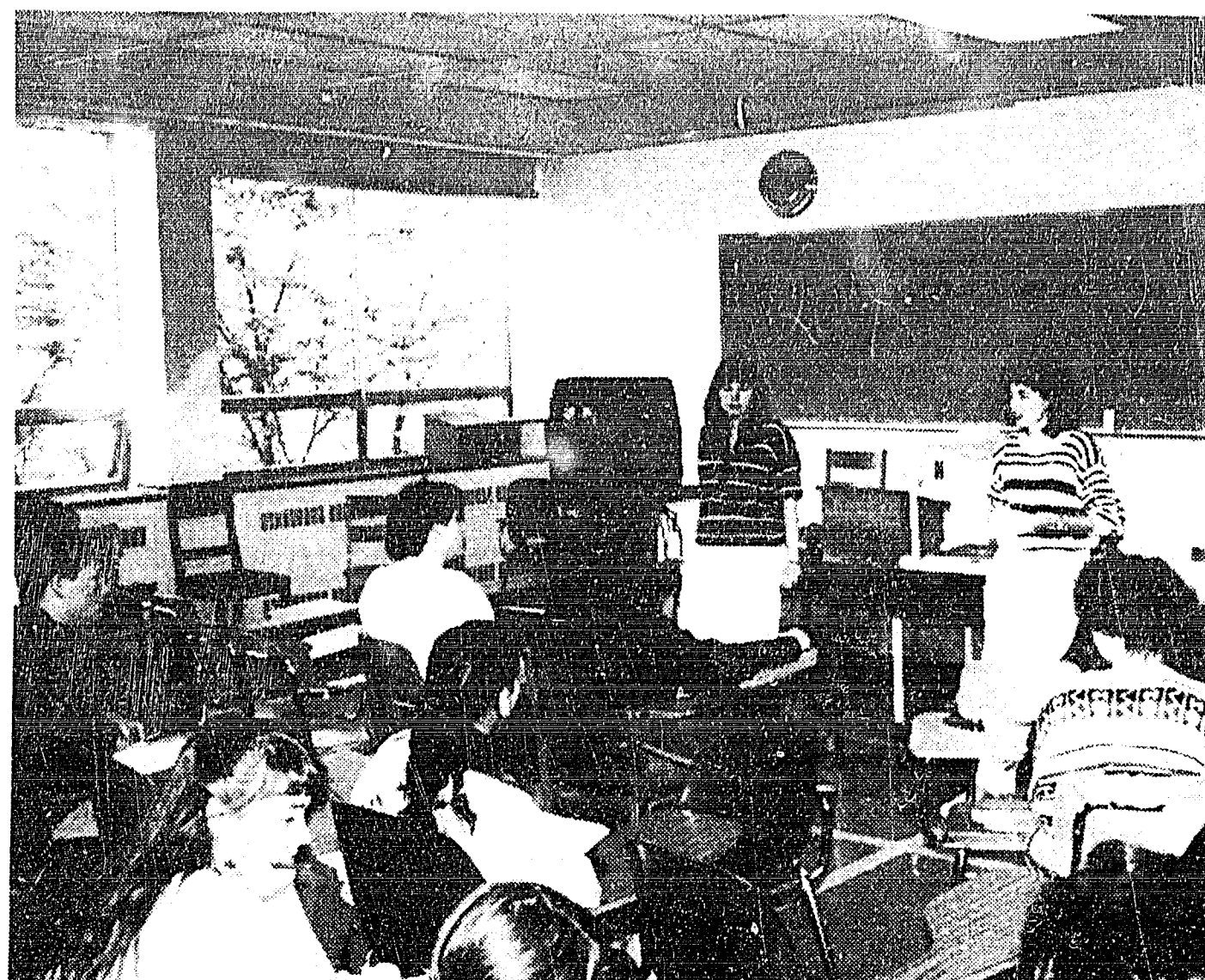
Having discussed criminal records searches, the council has agreed on the specific information request on membership applications. Applicants are now asked if they have ever been convicted, or been given a conditional or absolute discharge on a criminal offence.

From September 1, 1988 to March 31, 1989, the Preliminary Investigation Subcommittee reviewed 41 discipline matters, and case decisions included informal disposition (7), dismissed (2), no further action required (8), citations for hearings issued (9), hearings held (6), and certificates and memberships terminated (6).

The college has continued to waive the \$200 reinstatement fee for those people who had not paid their membership by the January 15 deadline. The membership fee is being waived in this first year only, as people are now becoming aware of college membership. 1,000 new memberships have been received since January 15.

The college has completed its review of fees for service; however, the membership fee for 1989-90 has not yet been determined. Two significant adjustments to the fee for service schedule are as follows:

- The statements-of-standing fee will be \$35 for a non-member; there will be no fee for a current member of the College of Teachers.
- The reinstatement fee for memberships that have lapsed for non-payment* of fees will be \$150, rather than \$200. (The fee for reinstatement of an expired interim certificate remains at \$200.) The revised fees are effective September 1, 1989, and are not retroactive.



Close to 200 teenagers met at UBC in May to strengthen their understanding and plan actions around global issues. Denis Ottewill photo

Youth for Global Awareness

A CONFERENCE PLANNED AND LED BY STUDENTS FOR STUDENTS

by Judith Turner

May 5, 6, and 7 at UBC marked the third annual B.C. Secondary Students for Peace Conference. Sponsored by the Peace Education Centre, the conference is supported by BCTF grants and registration fees (\$100 each), which most students get by various fund-raising projects.

Who are these peace kids? Seen in a lecture hall, the 200 looked remarkably similar. Long hair for the girls, t-shirts — a universal, gender equal costume — "awareness" messages on some of them. Clean, shining, fresh faced 15- and 16-year-olds, earnest, concerned, polite. Tolerating a 20-minute delay with infinitely better grace than their elders would. Enthusiastic with their applause. Assisted by teachers, it is the young people who run the conference — do all the introductions, make the announcements, generate plans, and carry a significant responsibility for the success of the weekend.

I attended a panel, "Endangered Earth: Saving the Environment." As George Watts put it, the panel was "doctor, lawyer, Indian chief."

Fred Knelman, a prominent scientist/author/activist for peace and global awareness, spoke of ecology as the subversive science, because it clashes with our conservative, conventional values.

"Man has corrupted the sustainable cycles of the ecological pattern because he has created waste," he said. Using stories to illustrate his point, he urged students to speak out. "Each of you is a drop of water, 300,000 drops make a full bucket...thousands of voices can save the future."

Kim Rogers, an environmental lawyer, commented that although there is a fundamental difference between the values of the environmentalist groups he represents and those of the provincial government, the fact that public hearings force issues on the table results both in a higher profile to the concerns of environmentalists and often, changes government directions. "Even though the present government may not share our values, the comprehensive hearings and public pressure gets results." Rogers suggested avenues of enquiry and successful strategies for taking action on environmental concerns.

George Watts, President, Nuw-Chah-Nulth Tribal Council, Port Alberni, urged his youthful listeners to think about their philosophy of life, warning them that if they take on the values of parents and teachers, they will become part of the problem. "Rather than rhetoric, we should think about our philosophy," he warned, noting that politicians "hook our greed."

"What do you want from the earth?" he asked. "If you want more, you are destroying the earth."

The response from these young people? Frank, concerned questions. Knowledgeable questions on the Fletcher challenge, Delta rezoning, Brazilian rain-forest, overharvesting, offshore drilling, and salmon runs. The panel moderator, Adrienne Peacock of Douglas College, remarked on the enthusiasm of the audience. The panel responded with warmth to the students two or three deep at the floor mikes.

In short, conferences such as these, illustrate one of the best uses of our natural resources, indeed the key to the real sustainable environment — our students.

Judith Turner, a secondary English teacher in Cowichan, is currently on staff in the BCTF's Professional Development Division.

Global education project gets nod from CIDA

The BCTF has received approval from the Canadian International Development Agency (CIDA) for a public participation program in Global Education. The three-year project will mobilize, co-ordinate, and support global education initiatives in B.C. elementary and secondary schools within the authorized courses of study. These initiatives, in turn, will foster the development of globally-educated citizens.

A globally-educated person is one with: a commitment to ethical principles and values such as co-operation, cultural sensitivity, human rights, respect for humanity, and the environment, social justice, and peace; knowledge of global issues and trends and their interrelationships — trade, development, finance; the awareness and ability to examine global issues and trends with a critical analysis — to question beliefs, bias, assumptions, sources of information, power relationships; the will and ability to act responsibly — to decide, to negotiate, to influence, to resolve conflicts; a hopeful vision of self, community, and the world.

Four initiatives will be undertaken as part of the B.C. Global Education Project (BCGEP).

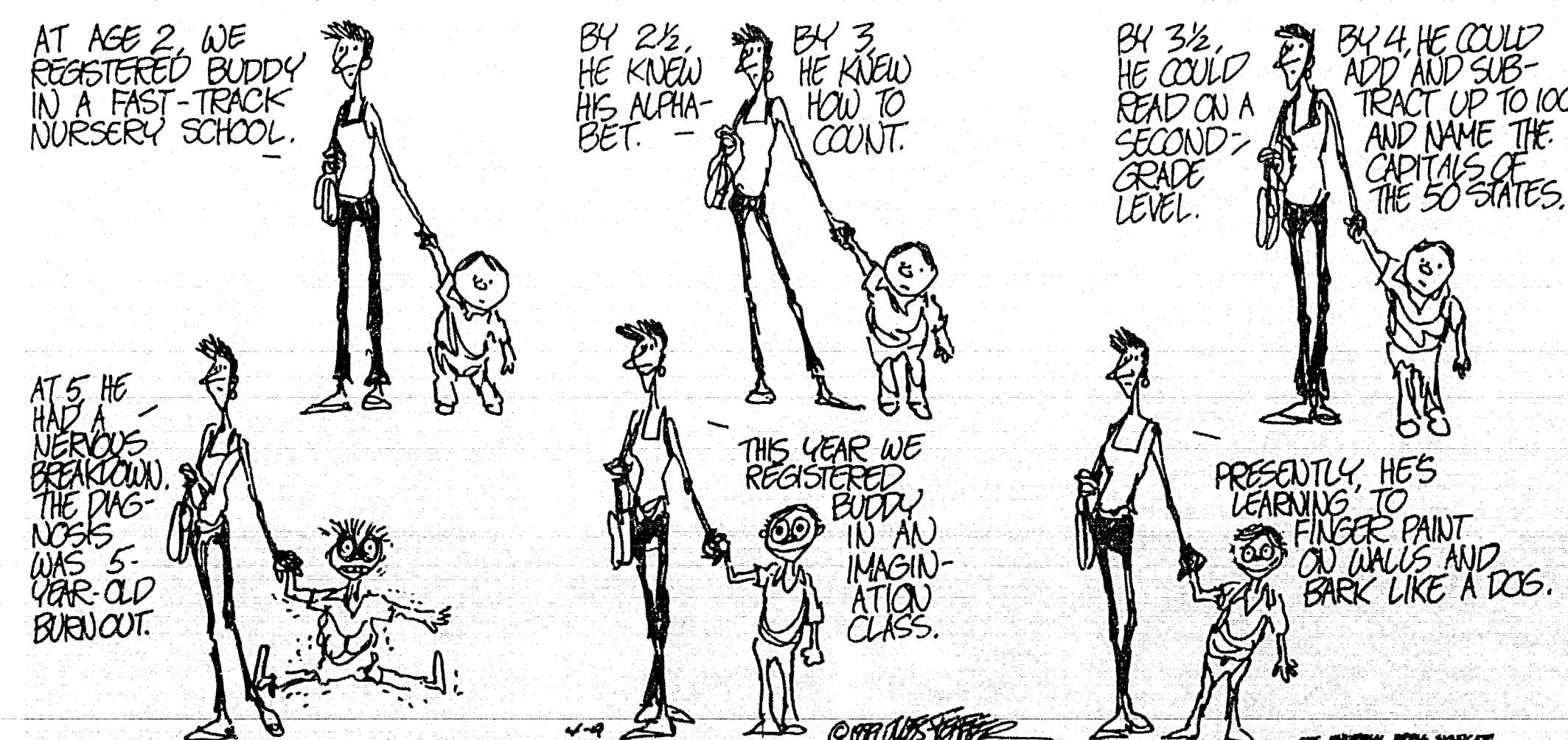
1. **Communications, information gathering and dissemination:**
 - baseline studies of student and teacher attitudes and knowledge;
 - electronic network links of participating schools and districts;
 - inventory of available teaching and learning resources;
 - global education information for teacher publications and networks;
 - a newsletter on teaching ideas and strategies.
2. **Resource acquisition and adaptation:**
 - purchase of teaching and learning resources;
 - compilation of teacher-prepared material.
3. **Professional development:**
 - school-based projects involving goal setting, needs assessment, planning, and ongoing support;
 - training programs for BCTF associates, PSAs, and PD leaders;
 - grants and other support for school, local, and provincial global education projects planned by teachers, students, and community groups;
 - district PD workshops;
 - regional and provincial conferences;
 - university credit courses;
 - summer institutes.
4. **Strategic activities:**
 - school and district-wide global initiatives in international trade, commerce, development, human rights, world peace, and ecology.

The first task of the Global Education Management Committee will be the recruitment and selection of a co-ordinator for this project.

Childhood stress

A CREEPING PHENOMENON

FEIFFER®



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by Shirley J. O'Brien

Chief executive officers have job stress. Coaches have game stress. Parents have family stress. Teachers have seasonal

The overall message for children who are stressed out is: Don't give up. Stress is a fact of life. There is no way to avoid it. But there are ways to manage it.

stress. Even secondary school students have career stress.

More than one teacher has noticed the creeping phenomenon of stress in the lives of elementary students. Should childhood stress be taken seriously? If so, what can be done to alleviate it?

Children are experiencing greater stress because their parents are also feeling greater stress. There is a lot more stress in everyone's life, no matter what the age. Our world is changing at a faster rate, more demands are being made on the job and at home, and greater

amounts of information must be processed in shorter periods of time. The pace of life in the late 1980s is fast.

Keeping ahead of the pace, keeping up with the pace, or even coping with the pace, produces stress. No matter how hard parents try to shield a child from such stress, it filters down.

Pressure to succeed also produces increased stress in children's lives. More than ever before, children fear they may be unable to achieve high enough and fast enough to compete with their classmates or to please their parents. Competition is emphasized in all activities, both on and off the school grounds.

Competition occurs on the playing field, in the school band, during gymnastics tryouts, at 4-H demonstrations, and especially in the classroom.

There's nothing wrong with competition. Real-life experiences certainly involve competition and require a competitive attitude. Adults, however, have the skills, abilities, and experience to cope with competition; children do not.

Children have increased stress in their lives for still another reason: fear and uncertainty. Never before have children expressed so much personal concern about their near environment. On the top of the list of children's worst fears is world-wide nuclear destruction. A close second is the fear that their parents will get a divorce. Children of the late '80s tend to have a weak orientation to the

future. If they think about the future at all, they have a dismal view of what it will be like. They doubt their own ability to influence events in ways that build toward a rewarding life. Rational or irrational, the fears are real.

Any mental-health professional will confirm that fears of any type or of any magnitude should be taken seriously. Children as well as adults need to know that someone acknowledges their fears and cares about helping them cope with them. Children, especially, need to know their fears and uncertainty are important information for the adults in their lives.

Helpful stress reduction

What can parents, teachers, and others do about relieving childhood stress? First recognize common signs of stress: headaches, stuttering, eating problems, out-of-control crying, sleeping problems, neck pain, general tiredness, stomach upset, dry throat or mouth, nervous behavior, shortness of breath, dizziness/weakness, grinding teeth, irritability, restlessness/excess energy, and depression.

After identification, ask children to keep a log of the stressors they encounter in their day.

Use statements like these to help children handle their stress:

- Talk to me about your stress.
- Tell me what worries you.
- Don't be afraid to ask for help.
- Try to figure out how much stress you can handle.
- When your brain feels as if it's on overload, take a break.
- Take some deep breaths. Shake your shoulders.
- Get some exercise. Go for a walk, or ride your bike.
- Take one day at a time — one hour at a time.
- What is the worst thing that could happen if...
- Make a funny face or noise. Do a funny dance.

The overall message for children who are stressed out is: Don't give up. Stress is a fact of life. There is no way to avoid it. But there are ways to manage it.

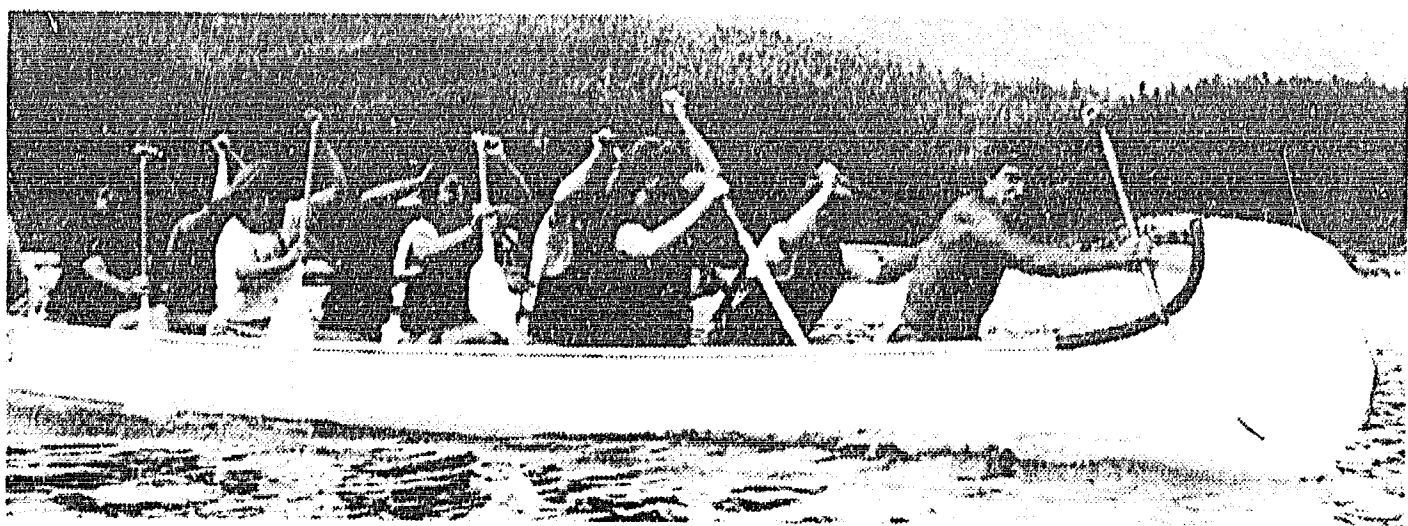
Remember, children need repetition and more repetition to get over the hurdles in their lives. You may need to tell them over and over to breathe deeply, talk about their stress, and ask for help, before they internalize these steps and begin to recognize their stress and take action to handle it.

As adults, we know that stress creeps up on us. One minute we feel as though we are in control; the next minute, our world is upside-down. Children are no different, but we can help them learn some of our secrets for handling stress.

Right now I'm going to close my door, take ten deep breaths, shake my shoulders, make a funny face, and do a funny dance. I have an important meeting in five minutes.

Shirley J. O'Brien is Assistant Dean, Youth, Family, and Community Resources, Co-operative Extension, University of Arizona, Tucson.

Reprinted, with permission, from *Childhood Education*, Winter 1988.



Participants in the U.B.C. Summer Language Institute at Whistler enjoy their voyageur experience 'tout en français'. Les voyageurs de l'institut d'été de U.B.C. à Whistler commencent le voyage le long de la Rivière des Rêves d'or.

Marian Lowery photo

Choosing the right immersion course

by Marian Lowery

With teachers fresh from summer language immersion experiences, one thing is critical to their degree of satisfaction: *How good was the match between their goals and the program's goals?* The correlation implicit in "teacher wants to learn language — institution offers to teach language" is simply inadequate given the complexity of human objectives and the range of possibilities open to program organizers.

To increase the chance of your enjoying a language program, take some time to analyze your motivation in tying up half a well-earned vacation in such an endeavor. Your goal may be professional development, language and/or cultural, recreational or social, or it may be a combination of several of these.

● *If your goal is professional development*, that is, new teaching ideas, professional contacts, organizational approaches, you are probably best to choose a course offered by a university within North America. The likelihood of their teaching methods (loosely based on the communicative approach) matching your own are great, and, inasmuch as this goal implies a serious approach, your satisfaction with the amount of language learning will likely be high.

● *If your goal is to have some fun in trying new language-learning activities* such as skits, songs, games, etc., again, a North American setting probably offers the best possibility. You may want to choose a more closed setting such as a resort or a college venue, where a spirit of group identity, so essential for the success of these sometimes risky activities, is more easily promoted.

● *If your goal is cultural* — experiencing the foods, arts, sights, and sounds associated with a language, you are best to find a course in the heart of the target culture's milieu. Chinese New Year and Bastille Day are most appreciated in their own environs. Language will be acquired in the most natural way, through daily transactions in stores, restaurants, museums, etc. If your primary goal is to practise the language, it is essential that you go to a milieu where it is spoken by the majority.

● Given the often stressful nature of our

jobs, the main goal for many is a vacation, and to this end, consider an immersion course at a resort or an exotic environment that offers lots of the leisure-time activities you enjoy. Decide whether you are happiest near a beach, in an urban setting, in the mountains, or on the golf course — wherever offers you the best opportunity to unwind. Although your rate of language progress may be slower, you will have accomplished another important summertime objective: to relax.

● Since teaching is a people-oriented profession, it is not surprising that many teachers seek a summer experience to *meet new friends* and make it a truly sociable fun-filled time. If you make friends easily, practically any course will work for you; however, if you are normally quieter and take longer to form friendships, seek out a course where most of your time is structured. One with a smaller enrolment may help to encourage bonding within the group. A course where most of the activities follow the communicative approach encourages risk taking among its participants, often the leap needed to forge a friendship.

Armed with this personal knowledge, take time to read between the lines of the glossy brochure. You will be subject to certain limitations of cost and time, as well as the power of the institution to grant credit. Such factors may assist or impede your objectives — but look further. What individual choices are there within the academic component and in your accommodation/meals/weekend options? How do they accommodate various fluency levels — beginners, intermediate, advanced classes? The co-operative model? A combination? What learning styles are recognized? What is the balance between listening, speaking, reading, and writing?

Summer language immersion courses are a stimulating experience and multi-dimensional. Do take time to fix upon your underlying objectives, match them with what the course truly has to offer, and then Amusez-vous bien! Qué pases bien! Gambatte kudasai. Woxl wäng ni quo yin qü shäng kè.

Marian Lowery is a helping teacher for French as a Second Language in Surrey, and she has attended summer immersion courses in B.C., Quebec, and France.

This venture was financed with a grant from Employment and Immigration Canada, and co-ordinated by June Super of Campbell River and Claude Gervais of Montreal. Potential French teachers from across Canada were brought to Campbell River to be interviewed by a variety of local school districts (at CEI expense).

A STUDENT CONFERENCE ON HUMAN RIGHTS

by Jane Tennant

Eliminate human rights abuses in all manifestations, including gross and systematic violations of human rights; denial of the rights to adequate education, health care, employment; forbidding a culture's development." 1980 Nobel Peace Prize winner Adolfo Perez Esquivel, presented this challenge to students from 12 B.C. school districts at a conference on "Latin America and the 'Disappeared'." on April 27, 1989.

The conference was organized by CoDevelopment Canada and Simon Fraser University, to run parallel to a three-day consultation on the human rights crisis in Latin America. The BCTF W.R. Long Memorial International Solidarity Fund provided some funding for the event.

From keynote speakers and in small groups, students heard personal testimonies from people who had experienced detainment, torture or death threats, or whose family members had endured gross human rights violations. B.C. students were moved by the stories, and inspired by the people who continue to work for social justice after such experiences.

Students also participated in the play, *Sanctuary*, acting out alternative scenes when they observed characters being oppressed. "It gave me an actual example of how people can be so easily and unjustly suppressed," commented one student.

Estela Barnes de Carlotto is vice-president of the Argentinean Association of Grandmothers of the Plaza de Mayo, a group of women searching for their "disappeared" children and grandchildren. De Carlotto closed the conference with her story. She is still searching for her grandchild who was taken from her "disappeared" daughter the day he was born. Her daughter was killed shortly thereafter.

Students will continue their focus on human rights after the conference by educating others, volunteering with social justice organizations, and forming groups within their schools. CoDevelopment

Canada.

Geoff Mills of the ministry spoke to the group, explaining it was necessary for them to speak English in B.C., as parents and school principals do not speak French.

The idea of having an orientation session was discussed, but the question of who would pay, the board or the ministry, remained unresolved.

Rina Berkshire, president, Campbell



1980 Nobel Peace Prize winner, Adolfo Perez Esquivel, spoke to students from 12 B.C. districts on the need to work for the right to adequate education, health care, and employment for all.

ment Canada is supporting this work by writing a curriculum guide for Socials Studies and Law 11 and 12 on human rights and the "disappeared", and by distributing a video, *Los Desaparecidos*. The video, developed jointly with Capilano College students, documents the situation of the "disappeared," and explores the role Canadians can play in ending the brutal violations of human rights.

In evaluating the conference, B.C. students indicated their willingness to take a leadership role in this struggle. "We can't ignore this topic. More people have to become aware of what's going on around them. We have to help," said one student. And another, "We have to be humble, not greedy; solidarity has to go beyond national borders, to the political and economic roots of oppression, and work to change them."

Jane Tennant is project co-ordinator for CoDevelopment Canada.

River Teachers' Association spoke to over 50 teachers about the differences in the various local collective agreements. Representatives from the B.C. College of Teachers, and the Teacher Qualification Service also addressed the group.

The recruiting session was a success and will be held in Campbell River again next year.



CTF

CANADIAN
TEACHERS'
FEDERATION

The danger within

LEAD LEVELS IN SCHOOL DRINKING WATER

The Canadian standard of 50 micrograms of lead per litre of drinking water is being exceeded in a number of Canadian schools, according to a CBC study carried out in six cities in November.

Schools in Calgary, Halifax, Montreal, Winnipeg, Brampton and Mississauga, were tested. Calgary, Halifax, and Montreal did not exceed the guidelines. The lead content in seven of twelve school fountains tested in Brampton and Mississauga was as much as 350 micrograms per litre or seven times the accepted standard. Of the 24 school fountains tested in Winnipeg, eight were over the standard with the highest being over six times the limit. Vancouver has tested the quality of its school drinking water, finding the lead level above acceptable limits in some schools.

Lead poisoning results from the gradual accumulation of lead in body tissues through repeated exposure in air, water, or other ingested materials. In its early stages, it can cause irritability, poor digestion, and loss of appetite. In extreme cases, it causes brain damage and death. Studies show that even minute lead levels in children can have serious long-term effects on behavior, intelligence, and physical development. Lead poisoning has long been regarded as a factor contributing to learning difficulties, including poor concentration, behavioral problems, and slow reaction times.

CTF is concerned about the absence of information on the extent of the problem. Little has been done to pursue the issue. The province of Ontario is a notable exception. On November 29, 1988, Chris Ward, Ontario's minister of education, announced an extensive testing program for schools, while Housing Minister Chaviva Hosek ordered a limit on lead in solder to join copper pipes. She indicated that the problem is greatest in new homes because lead joints in copper pipes have yet to be coated by water-borne minerals.

The United States has acted quickly on this issue, banning lead solder for water pipes in June 1988. A lead-free solder alternative of 95% tin and 5% antimony is now commonly used.

CTF has written to Minister of Health and Welfare Perrin Beatty. At its February meeting, the CTF board of directors passed the following motions:

- That CTF urge government agencies to prepare an overall education program to alert the public to the dangers of lead levels in water and to means by which the levels can be reduced.
- That CTF and its member organizations urge federal, provincial, and local governments to ban lead solder in plumbing.
- That CTF urge government agencies to prepare brochures or flyers for home distribution on the effects of lead poisoning.
- That CTF provide articles for inclusion in member organization publications.

Teachers can help by lobbying to ensure that school drinking water is tested and by informing students and parents of the potential dangers of lead in water.

PD Calendar

GENERAL NOTICES

UBC Summer Language Institutes Bursaries have been provided by the Ministry of Education for the study of French, Japanese, and Chinese.

UBC offers three French institutes: at the University of Montreal July 3-28, at Whistler July 3-21, and at UBC July 10-27 and July 31-August 18.

Japanese and Chinese intensive courses are also offered at UBC July 4-21 and July 24-August 11. Contact Language Programs and Services, 222-5227; fax 222-5283.

JUNE

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, Penticton, 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 Lusthaus or Silvana Pelliccia, McGill, 3700 McTavish Street, Montreal, PQ H3A 1Y2, (514) 398-4240.

July 10-14

Popular Economics Summer Institute of the Pacific Group for Policy Alternatives, at the Paradise Valley Conference Centre near Squamish. Contact Pacific Group for Policy Alternatives, 104-2005 East 43rd Avenue, Vancouver, BC V5P 1T3, 324-6122.

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.

July & August

The Phoenix Seminar Educators' Workshop. Learn how to make great things happen in your personal and professional world. For more info write or phone: 7375 Kingsway, Burnaby, B.C. V3N 3B5, 525-8373.

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 14-18

"Flight into Literature," a whole-language conference, K-9, sponsored by the Abbotsford Primary Teachers' Association, with Orin and Donna Cochrane, Abbey Arts Center, Abbotsford. \$150.

Make cheques payable to Abbotsford Primary Teachers' Association, PO Box 8000 360, Abbotsford, BC V2S 6H1. Contact Mang banks, 852-9616.

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 24-27 TORONTO

Fourth national conference on child abuse, sponsored by the Institute for the Prevention of Child Abuse, "Focus on Child Abuse: Facing the Challenges Together," Airport Hilton, Toronto. Contact Dorothy Malcolm or Evelyn Petryniak, 25 Spadina Road, Toronto, ON M5R 2S9, (416) 921-3151, FAX 921-4997.

September 27-October 1

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

September 29-30

B.C. Rural Teachers' Association conference, Marie Sharpe Elementary School, Williams Lake. Contact Lea Hengstler, Box 82, Big Lake, BC V0L 1G0, H: 243-2257, S: 243-2255.

September 30

Lower Mainland Council of the International Reading Association fall conference, "Literacy for Life," Vancouver. Contact Diana Hill, 2229 Stephens Street, Vancouver, BC V6K 3W5, 873-1321.

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 Center, Bangor, Maine. Contact David Roberts, 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

Western Canada School Library Conference sponsored by B.C. Teacher-Librarians' Association and West Vancouver School District, Cedarvale Centre, West Vancouver. Keynote: Ken Haycock. Contact Diana Poole, 46875 Eric Drive, Chilliwack, BC V2P 3M5, H: 792-2197, S: 795-7295.

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

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 19-21

Math in a High-Tech Society, a Central Interior mathematics conference, Prince George Secondary School. Keynote: Brendan Kelly; topics problem-solving K-12, computers, advanced placement, and more. Contact Sharol Cairns, H: 564-3492, S: 962-9271.

October 19-21

"Get High on Nature," an environmental conference hosted by School District 7 (Nelson), for students, teachers, school board members, and the public. Adults \$100; students \$75. Contact Helene McGill, c/o 308 Anderson Street, Nelson, BC V1L 3Y2, 352-6669.

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 Sinnema, 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 Gaig, c/o C.E. London Junior Secondary School, 10331 Gilbert Road, Richmond, BC V7E 2H2, H: 590-6833, O: 277-5161.

October 19-21

TAG Conference (The Association for Gifted and Talented Children), sponsored by TAG B.C., Hyatt Regency Hotel, Vancouver. Contact Linda Spruston, Schou Education Centre, 4041 Canada Way, Burnaby, BC V5G 1G6, 437-4511.

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

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 20-21

B.C. Business Education Association conference, "The New Curriculum," Coquitlam. Contact Ken Kuhn, c/o Centennial Secondary School, 570 Poirier Street, Coquitlam, BC V3J 6A8, H: 461-1254, S: 936-7205.

October 20-21

The Association for Community Education in B.C.'s 14th annual conference, "Putting the Community Back into Education," Sooke. Contact Diane Oswald, 3143 Jackie Road, Victoria, BC V9B 5R1, 478-5800.

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.

NOVEMBER

November 2-4

Council for Exceptional Children provincial conference, "Teaching, Learning, Creating," Bayshore Inn, Vancouver. Contact Judy Rourke, 542-8024.

November 2-4 SAINT JOHN

Thirteenth Annual Conference of the Association Canadienne des professeurs d'immersion/Canadian Association of Immersion Teachers (ACPI/CAIT), "Immersion: Quoi de neuf? What's New?" Saint John, New Brunswick. Contact Ronald Brunet, CAIT/ACPI, 101-1815 prom. Alta Vista Drive, Ottawa, ON K1G 3Y6.

November 11-12

The fall conference of the Computer-Using Educators of B.C., Hyatt Regency Hotel, Vancouver. Contact Linda Spruston, Schou Education Centre, 4041 Canada Way, Burnaby, BC V5G 1G6, 437-4511.

November 12-16

Glasser's Control-Theory Training, Prince George. Contact Sandra Nadalin, 441-3211.

November 16-19

Enhancing School Quality — Theory into Practice, an international educational conference on schools as centers of change, teacher as researcher, quality school districts, school improvement, etc. Speakers are Carl Glickman, Norm Goble, Michael Fullan, Richard Andrews, and Barrie Bennett and Carole Rolheiser-Bennett. Contact Diane Oldham, c/o Delta School District, 4629 51st Street, Delta, BC V4K 2V9, 946-4101.

November 17-18

Conference of the Association for Educators of Gifted, Talented, and Creative Children in B.C., "Focus on Critical Thinking."

Classified

In-service
Orville J. Brown
Maria M. Hettinger
John George Leluck

Retired
Lorne Barclay
Helen Barr
Charles Bayley
Dorothy Benfield (Campbell)
Elsie Boone (Battersby)
Ruth Broughall
Gwendolyn Browning (Noel)
Elsie Burbank (Hunt)
John Chappell
Elva Clark (Barnett)
Charles Clarke
Catherine Clement
Anna Coggin
John A. Cousins
Olive Cowie (White)
Eileen Daum (Johns)
Ernest Dawson
Marlene Easton (Allan)
Joseph Emery
Ruth Erickson (MacWilliam)
Helen Fenny (Tingley)
Norman Fenton
Edward Fodor
Gregory Gardner
Phillip Gibbs
Florence Gray
Barb Guinan
Ida Hadden (Preiss/Jones)
Susan Harvey
Lottie Hemeon (Darbel)
Antoinette Hetherington (Bourgon)
Edith Hitchen (Taylor)
Lillian Inglis (Smart)
Richard Inman
Irene Jerome (Sanderson)
Rudolph Kaser
Douglas Kennedy
William Ladner
Gertrude Lawson
Laurence Lichty
Mary Lindberg (Timperley)
Lillian Luoma (Martin)
Helen MacKay
Margaret Manson
Esmat Mansouri
Alice Marlatt (Blair)
Doris Marshall (Jenner)
William Marshall
Sandra Moret (McCluskie)
Iad Morrow (Varty)
Hester Nelson (Richards)
Cyril Nixon
Lila Palmer (Fraser)
Geraldine Pratt
Edith Radcliffe (Palmer)
Roma Rogers (Johnson)
Mary Royle (Dawe)
Norman Sallis
Helen Shears
Verna Skelton (Ford)
Charles Stewart
Dorothy Sutherland
Avedene Thornton (Berg)
William Terman
Joyce Turner (Berner)
Mildred Twiss
Isabel Tyas (Badgee)
Ruhamah Utne Dale
Helen Vant (Simpson)
John Willard
Margaret Wilson

Died
December 12, 1988
May 19, 1988
July 19, 1988

Died
November 18, 1988
January 16, 1989
April 5, 1989
December 14, 1988
January 7, 1989
February 17, 1989
December 30, 1988
January 12, 1989
March 23, 1989
December 22, 1988
January 2, 1989
November 8, 1988
March 17, 1989
January 11, 1989
March 19, 1989
February 12, 1989
December 26, 1988
February 27, 1989
January 13, 1989
August 2, 1988
December 3, 1988
November 27, 1988
February 5, 1989
October 18, 1988
January 7, 1989
February 23, 1989
January 26, 1988
January 31, 1989
December 24, 1988
February 27, 1989
November 5, 1988
March 23, 1989
December 31, 1988
January 4, 1989
October 21, 1988
February 26, 1989
January 7, 1989
January 22, 1989
January 26, 1989
March 10, 1989
November 9, 1988
December 22, 1988
March 2, 1989
March 6, 1989
January 14, 1989
November 11, 1988
June 16, 1988
February 4, 1989
January 16, 1989
December 3, 1988
October 22, 1988
November 6, 1988
December 27, 1988
January 23, 1989
December 27, 1988
February 4, 1989
November 16, 1988
September 29, 1988
February 23, 1989
February 17, 1989
November 23, 1988
November 5, 1988
January 7, 1989
December 2, 1988
March 9, 1989
March 31, 1989
November 6, 1988
December 30, 1988
March 1, 1989
November 7, 1988

Last Taught In
Prince George
Vancouver
Vancouver

Last Taught In
Vancouver
West Vancouver
Vancouver
Burnaby
North Vancouver

Courtenay
Central Okanagan
Vancouver
Central Okanagan
Shuswap
Vancouver
Prince George
Vancouver
Maple Ridge
Vancouver
Delta
Kamloops
Victoria
Agassiz
West Vancouver
Central Okanagan
Trail
Saanich
Richmond
Vancouver
Vancouver
Burnaby
Central Okanagan
Victoria
Bulkley Valley
Nanaimo
Shuswap
Coquitlam
Vancouver
Vancouver
Coquitlam
Shuswap
West Vancouver
Courtenay
Vancouver
Vancouver
Vancouver

Vancouver
Cowichan
Penticton
Penticton
Quesnel
Vancouver
New Westminster
Vancouver
New Westminster
Vancouver
Victoria
Saanich
North Vancouver
Howe Sound
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Surrey
Vancouver
Prince Rupert
Shuswap
Mt. Arrowsmith
North Vancouver
Mission
Surrey
Quesnel
Vancouver
West Vancouver

FOR RENT

Sunny 1 bdrm. basement suite, near UBC gates, \$600/mo. N/S. Phone 224-8080.
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.

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.

2 bdrm. townhouse apt. in Victoria. Near city centre, July 1-Sept. 1, prefer 1-2 non-smoking women. No pets., \$450/mo. Phone 386-9549 (between 7 and 8 a.m.).

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.

3 bdrm. main floor of house, big yard, children welcome. July 16 Aug. 27. \$600/mo. 986-2318.

2 bdrm. townhouse apartment in Victoria near city centre. July 1 to Sept 1. Prefer 1-2 nonsmoking women. \$450/mo. No pets. For more details phone Inger 386-9549 between 7-8 a.m. is best.

Parksville house for rent, Aug. 1-17. 3 bdrm., furnished, all conveniences, sun-deck. \$500. Phone Mr. Orr, 248-5527 or leave a message at 248-5543.

Large, sunny 1 bdrm. apart. in E. Van. Great view of harbour and mountains. Quiet. Near SFU, July and Aug. Reduced to \$350/mo. Phone 255 9803.

Home, 112 ft. on O.K. Lake. May-Oct., phone C. Jordan, 937-3095.

For the month of July: 3 bdrm. house; 20 min. from SFU; renters must care for a cat and rabbit. \$600. Write to Mike Day, 6210 Pearl Ave., Burnaby V5H 3P9. 438-4918.

July 1989. Victoria. 3 bdrm. furnished house with large fenced yard and children's playhouse. Quadra/Cook area. Available July 1-29. \$600. Phone 385-7264 or write C. Prior, 988 Cloverdale Ave., Victoria V8X 2T8.

Ski Mt. Washington at Christmas? House for rent: ocean-front home on Vancouver Island, 45 min. from Mt. Washington ski resort, modern, 3 bdrm., all conveniences. Dec. 22-Jan. 4. \$1,000. References. Phone 337-5334.

Large fully-furnished home avail. July-Aug. in West Van. Beautiful view. Close to shopping and transportation. Min. from beach. \$1650/mo. all inclus. Ref. required. Phone 922-2171 (eve.)

Nelson — attractive, furnished 2 bdrm. house. July and August. \$150/wk or \$500/mo. T.Huber, 1524 Cedar St., Nelson V1L 2G3. 352-9832.

English Bay, Vancouver — sublet 1 bdrm. fully furnished apt. July and Aug. or June-Aug. Near Stanley Park. Splendid view of sea and mountains. 20 min. from UBC. Laundry. Exc. warm indr. pool. \$550/mo., incl. util. and phone. Undergrd. parking \$25/mo. extra. Phone 682-6135.

Victoria: Cordova Bay — 10 min. UVic. Lge. first floor apartment, 2-3 bdrms, garage, part furnished. NS preferred. \$800/mo. Available mid July. Phone 635-9587. References required.

July/Aug. N. Van. furn. home, 3 bdrm., 1 1/2 bath, equipped kit., fenced yard, 20 min. from SFU, 5 min. from rec. centre, on bus route. \$750/mo. Phone 929-1983.

Idyllic ocean front home on northern Gulf Islands, 2 acres, 1st growth fir trees, year-round sunsets, view of islets and mountains. Garden, well water, wood heat, quiet, secluded. Avail. Sept.-May. \$375/mo. Phone 333-8797.

Victoria-Fairfield Area. Furn. house suit. for cple. Close to waterfront, shopping, bus-lines. 15 min. to UVic. Avail. June-Aug. \$800/mo. 389-1167.

2 bdrm. furnished to rent in July and August in Richmond. \$800/mo. Call 275-9383.

2 apartments. Available July 1 to Aug. 31. Pt. Grey area \$600/mo. and utilities. S. Granville area \$400/mo. and utilities. Phone 736-5368 (H) 929-5476 (W).

Whistler: deluxe 2 bdrm. condo, TV, VCR, microwave, access from golf course, 2 min. to town centre. Summer: \$350/wk. Winter rates also available (min. 2 nights). Call 604-931-6334, Claire Joyce.

Sublet: bright 4th floor 2 bdrm apt., Kitsilano, mountain view, for all/part of Aug. Central to everything. Kids ok. \$700/mo. or \$175/wk. 732 9673 (H) (after 9), 576-9184 (S) Susan Wagner.

July 1-Aug. 14, fully furnished 3 bdrm house. Close to UBC. \$1200. Phone 228-5287.

Lease for 89/90 school year. Spacious Westcoast style 4 bdrm. home on wooded acreage, 25 mi. from Victoria. \$950/mo. furnished. References. Vegetarians preferred. Phone 642-6270.

3 bdrm. house avail. July-Aug. Situated in South Burnaby. Suitable for summer school at SFU. \$700/mo. Phone Carol or Richard 433-2548.

Sunny 3 bdrm. duplex, N. Van. Easy access to downtown, cat sitting req. Mid July-mid Aug. Phone 987-6411 (even.)

4 bdrm. house in Shawnigan Lake, 35 min. north of Victoria, 5 min. walk to beach. Close to many recreational facilities. Secluded neighbourhood. On 1/2 acre with large sundeck. N/S preferred. References required.

Available July 9-Aug. 26. \$1200 for entire period. Shorter term negotiable. Call E. Towner 743-5516 (S) 743-2839 (H).

Furnished house for rent, July and August. 3 bdrms, 2 1/2 bthrms. No pets. No child. N/S only. \$1000/mo. Phone 988-6898.

July-August Vernon rental. Fully furnished large 3 bdrm. view home on 2 levels with deck, very close to Kalamalka Lake and boat launch. Minutes from Kal Beach & Kalamalka Lake Prov. Park. \$750/mo., N/S, references. Phone 545-3049.

Denman Island. Small A-frame, sleeps 6. Summer booked. Available weekends & holidays throughout year. J. Leary, Box 1578, Parksville VOR 2S0 or phone 248-5543.

3 bdrm. furnished house in Qualicum Beach for rent July 17-Aug. 7. 4 min. drive to beach, 15 min. walk. Cable and all utilities included. \$275/wk, \$525 for 2 weeks, \$800 for 3 weeks. Call 752-5757.

3 bdrm. furn. house in Surrey, very neat, clean, spacious, big yard. Avail. July & Aug. \$850/mo. Call after 4:00 p.m. or leave message 590-3560.

4 bdrm. house near Deep Cove, North Van. Available July/Aug. Rec. facilities and bus close by. N/S, no pets. Rent negotiable. Phone 929-1048 after 6:00.

32' sailboat available July/August. 32% discount for BCTF and union members. Call Terry at 530-2966. Evening/weekend specials also available.

3 bdrm. townhouse in Richmond, 20 minutes to UBC. Complex includes rec. centre and outdoor pool. N/S, no pets, July 2-August 13. \$500/mo. Phone 272-4034.

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.)

3 bdrm. Qualicum Beach rancher on golf course, mins. to private, sandy beach for apt/hse in Vanc. (prefer Kerrisdale, Kits, UBC) 1 to 2 weeks. July/Aug. Call Judy 752-9668.

Nelson-Kaslo area. Teacher, wife, and small dog want to rent or exchange a house or cottage for approximately 2 weeks in Aug. Will trade our waterfront cottage, no electricity, on Horne Lake near Qualicum. Phone 595 1594 or write to 3253 Henderson Rd., Victoria V8P 5A5.

Middle-aged prof. couple in Calgary, N/S, N/D, would like opportunity to house sit in Nanaimo-Ladysmith area. Are available from July 20-Aug. 20. Phone (403) 274-3168.

Housesitting. Responsible N/S Vancouver teacher (female) would like house sitting or apartment sitting opportunity for July and August while attending UBC. Excellent references available. Patty 738-2198 (eve.) 435 3838 (day).

ences available. Patty 738-2198 (eve.) 435 3838 (day).

Victoria and Area. Couple looking for accommodation while attending summer session at UVic. July only. No children, no pets, N/S, N/D. References. Write: Greg Emory, 10308-104 Avenue, Ft. St. John V1J 2K7 or phone 785-8406 (evenings, collect).

Wanted to rent. 4 bdrm. executive home. July 1. Calgary family with references. 1-403-256-2399.

Vancouver area. Ontario teacher and family (children ages 9 and 11) require house mid-July to mid-August (dates flexible). N/S. Excellent references. Call Brenda Dineen 435-9400 (Vancouver).

Qualicum Beach, 2 bdrm. home or cottage. July 24-Aug. 7. Phone collect 367-7076 after 5:00 p.m.

UBC area. Seeking 4 bdrm. condo/townhouse, preferably on UBC campus for 6 weeks beginning July 1989. Willing to consider exchanging secluded 4 bdrm. home within 10 min. of town and also 17,000 acre wildlife preserve. A great place to finish your thesis! References available upon request. Contact Ken E. Alexander, Box 701, Creston V0G 1G0, or phone 428-4812 (H), 428-2274 (S).

Teacher and family (2 children) want to rent 2-3 bdrm in North or West Van., prefer furnished. Excellent references; \$1000 damage deposit. Sept. to June. Phone 333-8797 (collect).

TEACHER EXCHANGE
Interested in exchange to Australia? Teacher-Librarian in NSW wishes to exchange with counterpart in Lower Mainland. Contact: Alex Mills, 40 Albans Street, Taree, 2430, NSW, Australia. Phone 011-61-65-522-674.

Kamloops Primary Special Lang. Dev. Teacher wishes exchange with teacher with similar background in Lower Mainland for Sept. 1989-90. Phone 372-2081 after 6 p.m.

TRAVEL
Maui-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.

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.

Apartment in Spain: 2 bdrm. furnished in sunny Malaga, short or long term rental. Phone 876-4383 or write Mrs. A. Segura, 745 W. 26 Ave., Vancouver V5Z 2E7.

Puerto Vallarta — Mexico. Time share at Ocho Cascadas, 5 star accommodation. One week, July 13-20. Own personal jacuzzi and maid service with private cook. Call collect (604) 858-3467.

Great Britain car rentals. We offer competitive pricing with a wide range of vehicles — unlimited mileage servicing Gatwick, Heathrow and Prestwick airports. Sovereign International Touring Agents Ltd, toll free 1-800-661-1611.

Summer Cruise — 7 days on Bermuda Star, Montreal to New York, July 29-Aug. 5, visiting Quebec City, P.E.I., Sydney, Provincetown. \$891 Cdn. per person (2 sharing) plus air arrangements you request. Montreal and New York stays avail. Fly when you please. Details from NEWORLD 922-0422 (collect).

Christmas Cruise — 7 days on the Constitution visiting the fabulous islands of Hawaii. Special Christmas programs. Includes airfare from Vancouver, transfers, 2 nights in 1st class hotel in Waikiki (if booked by June 24) and 7-day cruise visiting Maui, Hawaii, Kauai, and Oahu. Cruise includes all meals and entertainment. Cabins from \$1599 Cdn. per person (2 sharing). 3rd and 4th berths avail. in some cabins. Details from NEWORLD 922-0422 (collect).

REUNIONS/RETIREMENTS

25-year Reunion, Leigh Elem. School, Coquitlam. June 2, 1989, 7:00 to 10:00 p.m. Fee \$6.00. Pre-register as space is limited. For more information please call 941-8661 or 464-9418.

30-year Reunion (1959-89), Saseenos Elem. School, Sooke. Open House Friday, May 19 1:00 to 4:00 p.m. and Saturday, May 20 11:00 a.m. to 1:00 p.m. For information please call Judy Jamieson 642-5755.

Retirement Tea for Leslie MacLean. Thursday, June 1, 1989, 4:00 to 7:00 p.m. Henderson Annex, School Gym, 801 E. 54 Ave., Vancouver V5X 1L8. RSVP by May 16, phone 321-0515.

FOR SALE
Reasonably priced Apple II educational software for elementary and jr. and sr. high school applications. Less than \$11/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.

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.

Sunnyside of Big Shuswap Lake. 1 acre with 240' lake frontage. Can be stata title divided. Contact 525-1301 or (604) 372-9662.

MISCELLANEOUS
Summer at the Lake! Enjoy your summer on a waterfront lot at Horne 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.

Art Therapy as a Career. The Vancouver Art Therapy Institute can accommodate its two-year graduate level training program to people who are working full time. Please enquire: Vancouver Art Therapy Institute, 335-1425 Marine Drive, West Vancouver V7T 1B9. Phone 926-9381.

Extra vacation income or possible career change? 20% of the people now earning over \$100,000/year in our 12-year old international company are ex-teachers and coaches. Contact Mr. Otto, 524-0415 (Van).

Natural business opportunity. Benefit, as a consumer or distributor, from this mineral preparation/botanical extract. Make an impact on your life and start an at-home business this summer through your personal network. Ideal for teachers and spouses with entrepreneurial spirit. Do something for yourself and others. Phone Phil (604) 683-4932, or write P.O. Box 46709, Station G, Vancouver, BC V6R 4K8.

Business Education Teachers - If you are thinking about early retirement or taking an extended leave of absence and if you are interested in quality training related to the use of business computers by companies and government offices, you should give me a call. I am looking for a partner for a small business venture that will provide personalized and quality training services in the Vancouver area. You can reach me at (604) 683-7219 or 7216 or write to ASK Enterprises, c/o R. Gagnon, 505 - 1950 Robson, Vancouver V6G 1E8.

Canadian Art Therapy Association and British Columbia Art Therapy Association Conference. Vancouver, BC, Canada, September 15-17, 1989. Theme: "Art/Therapy: It's Place in the Therapeutic Community." Enquiries: Monica Carpendale, 202 - 2735 E. Hastings St., Vancouver V5K 1Z8. Phone: (604) 251-3807.

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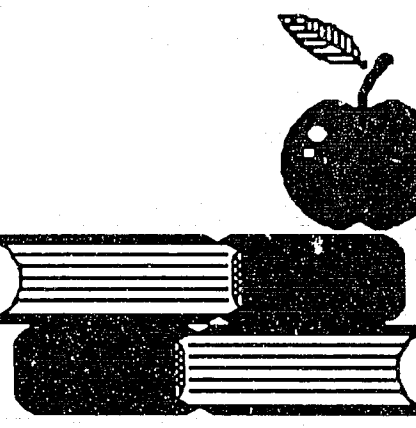
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Education For a Global Perspective Co-ordinator

The Global Education Project is being created to explore with teachers and their community the meaning of "Education for a Global Perspective." The project is aimed at providing support for student and teacher development of global perspectives through curriculum, and professional development, and other activities. The B.C. Global Education Project is responsible to a management committee made up of representatives from the BCTF, the B.C. School Trustees Association, the Ministry of Education, B.C. Principals and Vice-Principals' Association, B.C. Association of School Superintendents, non-governmental organizations, B.C. universities, and the Canadian International Development Agency (CIDA).

Qualifications

The ideal candidate will:

- have a strong commitment to global education.
- have B.C. teaching experience.
- have a developed perspective on global education.
- have highly developed co-ordinating, leadership, and interpersonal skills.
- have the skills to deal effectively with teachers and the community.
- have practical experience in curriculum development and professional development.
- have superior communication skills, both written and oral.
- be available for travel, evening and weekend work.

Location

B.C. Teachers' Federation offices, 2235 Burrard Street, Vancouver, B.C.

Salary

As determined by qualifications and experience and the collective agreement in force in the school district in which the co-ordinator is currently employed.

Term

July 1, 1989 to June 30, 1990, to be extended to June 30, 1991, subject to funding renewal by CIDA. Written applications with names and addresses of three references will be received until a deadline of June 15, 1989, and should be submitted to:

Personnel Department
B.C. Teachers' Federation
2235 Burrard Street, Vancouver, B.C. V6J 3H9

Applications may be faxed to 731-4891. Further information is available by contacting Leona Dolan at the BCTF. (731-8121 or 1-800-663-9163)

Answers to B.C. education facts

- 23.4 — based on September 30, 1988 Ministry of Education figures (the last official count).
- 24.3 — based on September 30, 1988 Ministry of Education figures.
- Eighth — B.C. is surpassed by New Brunswick and Prince Edward Island.
- The Ministry of Education ranks B.C. fifth in 1987; Statistics Canada ranks B.C. sixth out of seven regions in 1988-89.
- Average weekly salary (industrial aggregate) in B.C. is second only to Ontario.
- \$137 in 1988. After the homeowners' grant is deducted, the average homeowner pays \$11.50 per month in school taxes.
- 41 years in 1988.
- 92% of home economics teachers and 61% of French teachers are female.
- 67% of

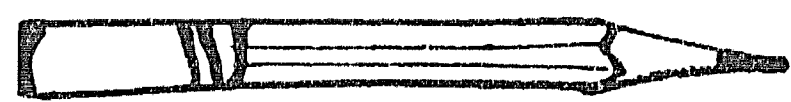
LOMCIRA

(The Lower Mainland Council of the International Reading Association)

First Annual Fall Conference

"Literacy for Life"

Saturday, September 30, 1989, 8:30—3:30 p.m.
Hyatt Regency Hotel, 655 Burrard Street, Vancouver



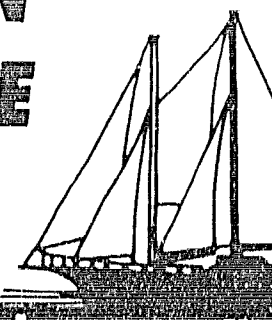
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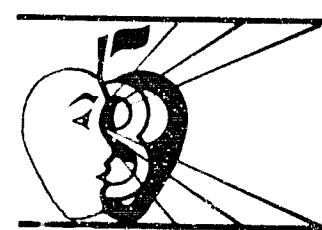
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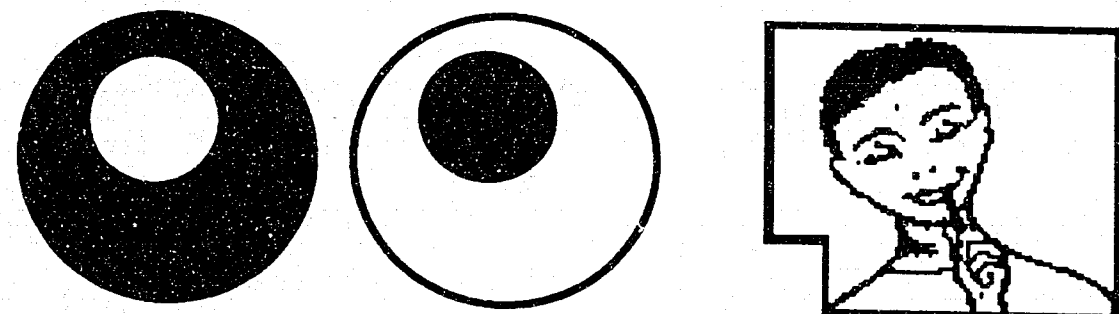
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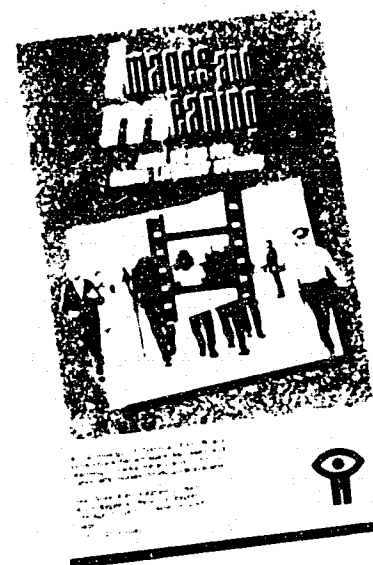
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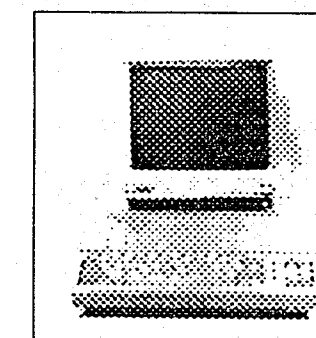
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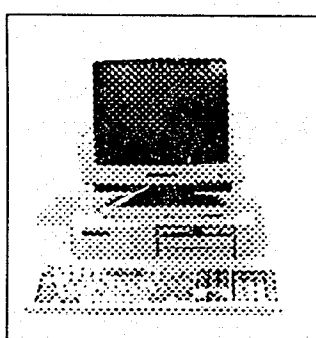
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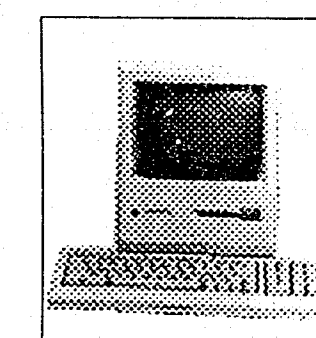
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Project TEAMS

TEACHERS HELPING TEACHERS

by Janet Amsden

Project TEAMS," explains co-leader Doreen Armitage, "is teachers helping each other to help children with learning and behavior problems within the classroom." Classroom teachers are experts in education, specialists in the whole child. Research indicates that teachers prefer to teach children with problems in their own classrooms, but often refer the children for special education services because they are overwhelmed.

Project TEAMS (Teaming for Educational Alternatives, Modifications, and Strategies) is centred on the teacher assistance team. The teacher taps a powerful resource: the collective expertise of experienced classroom teachers.

"What we're getting out of this is an appreciation of each other's strengths and a team spirit," says Kevin O'Malley, principal of Carnarvon Elementary School.

Project TEAMS was born out of necessity. In the fall of 1987, Dr. Jean Moore, director of student services at the Vancouver School Board, faced a crisis in referrals to special education. More than 180 children were waiting for special-class placement. Dr. Moore asked Doreen Armitage and Veronica Hooker to find a long-term solution. The two looked outward and found that special educators throughout the continent shared their concerns about mounting referrals.

Armitage and Hooker found that much of the research questioned the effectiveness of pull-out programs. They were aware that even the most skilled special-class teacher could not remove the stigma of special-class placement. This insight was confirmed by a large body of evidence supporting the regular class as the best environment for most children with mild learning problems.

Hooker says they knew that "there are lots of kids who fall behind for reasons other than learning disabilities." As many as 70-85% of children referred for special education do not have learning handicaps but are "curriculum casualties," victims of a mismatch between their basic skills and the level of instruction in the classroom. Once this mismatch is eliminated by teaching the unknown concepts or by matching the instruction and materials to the children's levels, the progress of the children accelerates, and they are able to catch up to their peers.

To help teachers determine whether children with learning problems are curriculum casualties, educators have developed various approaches for intervening before referral for special education services. Armitage and Hooker examined interventions and found Chalfant, Pysh, and Moultrie's Teacher Assistance-Team (TAT) model (1979) the most suitable for Vancouver's needs.

Teacher-assistance teams

The TAT model assumes that classroom teachers have an enormous repertoire of skills and knowledge and that teachers can solve more problems working together than working alone. Hooker and Armitage took the TAT model, added in-service education on learning strategies and curriculum-based assessment, and Project TEAMS was born.



Above: Elizabeth Smith, at Southlands Elementary School, is using a learning strategy with a small group of students.

Below: Teacher, Candice Hunter (far left), meets with Carleton Elementary School teaching assistance team, (left to right sitting) Joanne Dobbin, George Prevost, and Elaine Chapman, while Learning Assistance Teacher, Larry Purss (standing) looks on.

Photos courtesy of Vancouver School District

In June 1988, Armitage and Hooker introduced the teacher-assistance-teams model to the staffs of four elementary schools: Carleton, Carnarvon, Selkirk, and Southlands. The staffs then selected TATs composed of three experienced classroom teachers who had good communication skills and were committed to supporting their fellow teachers. Their major responsibility was to help their colleagues individualize instruction to meet the needs of any child — normal, gifted or handicapped — not necessarily to reduce referral rates.

The TAT process is initiated by a written referral. Members of the team review the referral using a set procedure and note points that require elaboration. A team member meets with the teacher to obtain the additional information and they schedule a TAT meeting. These preliminary steps streamline the process so that the actual meeting can be completed within 30 minutes. The six-stage problem-solving meeting includes clarifying the problem(s), setting achievable goals, brainstorming solutions, selecting solution(s), planning implementation, and establishing follow-up procedures.

Advantages of the TAT model

Sonia Hutson, vice-principal at Carleton, went to the TAT with concerns about a student who had problems with completing assignments and focussing during lessons. "Before the TAT meeting, I felt discouraged because his efforts were so inconsistent. After the meeting, I felt optimistic that something could be done to improve specific behaviors," says Hutson.

"The meeting helped clarify the problem and develop simple attainable goals that I wanted to meet with this child. After a brainstorming session, I chose several strategies that I put into action. This student's attitude has definitely improved. I often discuss his progress with the members of the TAT, who continue to be a support network."

The benefits of TAT reach beyond the referring teacher and the child referred. George Prevost, classroom teacher and TAT leader at Carleton, points out that the teacher assistance team members enjoy the process. The problems brought to the TAT are ones that every member can identify with. "I've learned a lot of useful strategies out of this for my own classroom," says Prevost.

"The advantages of the TAT model," explains Selkirk principal, Don McLennan, "are that it is school-based, swift, practical, effective, teacher focussed, requires no extra finances or outside experts, and is rewarding to the staff."

Staff development

Staffs of the TEAMS schools got together last fall for training in learning strategies, in techniques for making the most of instruction in the classroom, and in curriculum-based assessment, a method for determining each child's readiness level. For Bob Mackay, principal of Southlands, "the strongest part of the project to date has been the in-service education on curriculum-based assessment and learning strategies. I've seen teachers use these skills immediately in the classroom."

The learning-strategies training given

by Dr. Randy Cranston was enthusiastically received because, as Bob Mackay points out, "teachers have to be far more skilled and knowledgeable than ever before. We're getting more mainstreaming and more ESL students, so teachers need strategies that keep the whole class involved." Learning strategies techniques such as "sort and predict" are effective ways to structure teaching so that it is meaningful to students at diverse levels. Gloria Martin, a classroom teacher at Selkirk, found that when she used these techniques, not only did low-achieving students participate more eagerly, but "rarely have my students worked so effectively together and with such concentration."

Dr. James Tucker's workshop on curriculum-based assessment sparked unprecedented co-operation between teachers and learning assistants. Their initial collaboration to search out curriculum casualties led to other forms of co-operation. Says George Prevost, "I feel that I'm working more closely with the learning assistance teacher (LAT). Instead of taking three kids to the LAC for reading, now the LAT teaches a group of 10 in my classroom."

His colleague, LAT Larry Purss, says this partnership results in "...less isolation and more fun. George and I share responsibility for problems. Together we've developed a strong academic program for children at the Grades 3 and 4 level within the Grade 6 class."

Kevin O'Malley predicts that "the real impact on the role of the specialists is that we are going to demand more of them. Teachers are going to ask for much more specific help. Teachers and specialists will work together on an equal basis."

The support of Veronica Hooker and Doreen Armitage continues to be a key component of Project TEAMS. They spend time every week in each of the TEAMS schools helping teachers implement the TAT process and the new techniques they have learned.

Lessons learned

As a pilot project, Project TEAMS is a test run. Some lessons have been learned and a few changes will be made as the project is expanded.

Bob Mackay has learned that all staff members, not just the TAT members, need to be trained in TAT meeting procedure.

The project leaders anticipated a higher number of TAT referrals from classroom teachers in the initial stages. Not all staff members have experienced the exhilaration of a productive TAT meeting. Marla Magarrell, classroom teacher at Selkirk, observes, "It's a great thing, but it's the time element that I think teachers are concerned about."

George Prevost is a classroom teacher who is satisfied. "For a major in-service education thrust, this project has been the most effective thing I've done in my 14 years of teaching in Vancouver."

The promise of Project TEAMS is twofold. It offers students the opportunity to learn at their optimum levels, and it gives teachers access to the most powerful support system available: their colleagues.

A bibliography is available on request.

Janet Amsden is a learning-assistance teacher currently studying at UBC and serving as an intern to Dr. Jean Moore, director of student services at the Vancouver School Board.