

Teacher

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Legacy of leadership

CHANGE, A PART OF TEACHING

by Ray Worley

Change the system, and do it
right!

Teachers have always taken such positions and expressed them through the BCTF. Our *Members' Guide to the BCTF* reflects teachers' efforts over the years to improve public schools.

Teachers carried the system through the years of restraint, when unmet needs caused anguish for both students and teachers. We pressed for a royal commission to review the changing needs of society, to achieve consensus on the purpose of schools. We have tried new teaching strategies and invented new learning materials in order to meet our own high expectations of service to students. We have actively promoted change.

Now, at last, the government agrees that it's time for change. And we must tell the government what kind of change is appropriate. We support not a political agenda of change for the sake of change, but an educational agenda of change based on thorough research and proven practice, understood and supported by all involved, shaped by those who will implement it. We support change that will succeed because resources are adequate.



BCTF president, Ken Novakowski, (right) and vice-president, Ray Worley, (left) paused briefly at Henry Hudson School, Vancouver, before continuing their meetings with teachers on government policy and School Act changes.

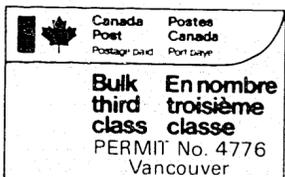
Alistair Eagle photo.

That has always been teachers' approach to change, and it remains our approach to the new School Act, the *Year 2000* document, and all of the other papers, committees, and activities we have labelled *education policy*. Check the *Members' Guide* to get a sense of the legacy of leadership provided by teachers before us. Participate in the education-

policy debate to ensure the continuation of our proud history of professional commitment to quality education.

Ray Worley is the first vice-president of the BCTF.

See "Legacy" page 4
for President's view



A Peaceful Holiday Season

Readers write

Hargreaves deserves Tony award

How provocative of Geoff Hargreaves, of the newsmagazine advisory board, to juxtapose his article with that of Leslie Savage's critique of the *Dead Poet's Society* in the September issue. He did arrange it didn't he?

This contrast and compare style is the stuff of classic education. I had just experienced personal and professional stimulation from the movie *Dead Poet's Society*. The article, "What I Unwittingly Teach" lifted me to heights of emotion I formerly felt to be beyond my ken.

Having survived the educational ravages of the past 10 years in this province, I can only say, God bless the teacher who can say from his/her heart, "Just by being myself, I am doing a fine job of seeing that the conditions that produced what we have today will be there to produce the same things tomorrow."

Should the BCTF ever sponsor a Tony award (Brummet) for educational excellence, I am prepared to nominate the unwitting Mr. Hargreaves as its first recipient.

David Todd
Vernon



Gold rush trail in jeopardy

Patrick Clarke's recent lead article "Teaching a passion for the planet" caught my attention. I am currently working with a group of Grade 10 students who are trying to preserve an important part of the planet for future generations. They are learning how to interest one level of government in a subject they feel passionately about.

For 13 years, I have led groups of 40-80 students on a 30-mile semi-wilderness hike along the Harrison-Lillooet Gold Rush Trail (a route used extensively from 1858 until 1865). The route follows the lovely Lillooet Valley for 30 miles. The valley, which is rich in history, has the most beautiful native church in B.C. (at Skookumchuck), has a natural hot spring (St. Agnes' Well), and is a great place to introduce my city students to native people, their unique sense of values and their outlook on life.

Unfortunately the provincial government has done virtually nothing to pre-

serve this historic route. In May of this year, the students arrived at Port Douglas (mile zero on the trail, at the northern end of Little Harrison Lake) to find that a bulldozer had knocked over every old building on the site and had diverted a creek into a six foot-deep trench through the middle of the former townsite. To prevent further damage to Port Douglas and to preserve the 15 miles of existing wagon route and remains of other gold-rush sites along the trail, we are conducting a campaign to create a recreational corridor park from Port Douglas to Little Lillooet Lake.

To help interest and inform the public, we have produced a calendar commemorating the trail and are encouraging people to write their MLAs and Lyall Hanson (Minister of Municipal Affairs, Recreation, and Culture, Parliament Buildings, Victoria, BC V8V 1X4). The calendar is available for \$7 from Burnaby North Secondary School, 751 Hammarstrand Drive, Burnaby, BC V5B 4A1.

Charles Hou
Burnaby

Newsmagazine cheers exchange teacher

Teaching here in England is such a change. The salaries and the morale are quite low. Resources are meager, at best.

Thanks for sending me a copy of the September *Teacher*. It was great to find out what was going on at home. To see all those beautiful people from the Professional Development Advisory Committee at the summer training was excellent. The reaction of the staff here to the paper was very positive. They complimented the format, the articles, and the excellent use of color. Congratulations on a job well done! They also really liked the article, "Too Cool for Words."

Vince Petho
Prince George
(on exchange in England)

Teacher messages contradictory

The front-page story (*Teacher*, September 1989) is warming, and the photographs are ample proof that the Inner City Schools Project is worthy.

How are the plastic cups and styrofoam bowls being disposed of, though? These children are being taught that the use of these products is acceptable, aren't they?

Probably no one is available to wash bowls, mugs, and spoons, or there is no money to pay anyone, or there is no space for washing and storage. What a complicated world it is! Page 12 demonstrates the profession's concern for the environment; page 1 negates page 12.

Joan Parolin
Surrey

P.S. This retired teacher is very pleased to receive the newsmagazine.

Policies 42.05, 42.09 controversial

The Industrial Relations Council decision in the Wasilifsky case has caused ripples in B.C.'s labour movement. Seldom a friend of unions and indeed still the object of boycott, the IRC has given two people religious exemption from the union because of their opposition to particular policies. Let's look at those offending policies.

42.05 - That the BCTF support the right of females regardless of age, marital status, income, or geographical location to:

(a) have access to a full range of information, counselling, and medical services with respect to their health and well-being;

(b) decide whether or when to have children. (81 AGM, p. 17)

Few teachers would disagree that young women in our classes have the right to receive complete, uncensored information from us. They seldom get it from anyone else! Often we are our students' strongest advocates, and they trust us to give the full scope of choice. Their decision may alter their economic and personal future dramatically.

42.09 - That the CTF should seek to have abortion removed from the Criminal Code of Canada. (81 AGM, p. 33)

At the Annual General Meeting in March 1989, the arguments for removal of the policy focussed on the situation at that time: no law was in place. Women lined up behind the microphones at that meeting to urge the BCTF to keep policy 42.09. We knew that the government could bring in a law at any time. We were right. The proposed federal legislation would make criminals of more than half of our colleagues and students should they choose to exercise their human right to control what happens to their bodies.

We know these are union causes. We also know that the IRC is interested in breaking unions. The provincial government was surprised and dismayed at how teachers embraced the union movement during our successful sign-up two years ago. Its tactic now is to divide us. Our response to the reality of two members leaving the union is critical.

We can either legitimize the IRC and its decision by weakening the two policies that respect female students and teachers, or we can side with the women - your colleagues, students, daughters and continue to be a union that speaks up against social injustice, injustice that directly affects our members and our students.

Kathleen MacKinnon
Co-chairperson
Provincial SIW Committee
Victoria

I am writing in response to the article concerning "The Wasilifsky Decision" in *Teacher*, September 1989.

It says, "If this decision is allowed to stand, it may see others selecting a specific policy they oppose and claiming for religious reasons exemption from the union..." From this statement it appears that there is confusion around what religion is and, what is in the *Members' Guide to the BCTF*. Policy 42.05 is different from most of the other policy statements in the guide. This policy is *totally a VALUE statement* that reflects a certain kind of value system. It is a statement that reflects a certain kind of morality and makes a declaration based on a certain kind of belief system. For example, it clearly states that it is the mother's right to choose whether or not to have an abortion. That kind of statement clearly falls in the area of one's own personal and religious beliefs. Very few other statements in the guide so directly involve one's moral values. Therefore, to state that this would open the door for other claims in other areas on religious grounds is ridiculous.

The article also states that since only 16 teachers have sought exemptions from joining the BCTF, "This shows that the overwhelming majority of teachers, even those with strong religious views...have

no trouble reconciling these views with active support for the federation and its locals." If that is the general feeling of the BCTF leaders, they have TOTALLY misunderstood the situation. When the time came to sign up for membership, I expressed my deep concern about joining. My concern was not that I was joining a union; my MAJOR problem was policy number 42.05. However, after much discussion and thought, I decided to join. I joined not because I had "reconciled" my views with the BCTF but rather because my colleagues convinced me that it would be possible to better work within the system so as to change it. Therefore, I am part of the BCTF because I still believe the teachers of B.C. will see that this policy has NO BUSINESS being in the guide and it will be voted out soon. For those of you who keep on insisting that it stay in, I hope you realize how much disunity you have caused and will continue to cause by forcing your personal views on us. It is like a stone you have placed in our shoes, and it is a continual irritant. I am not asking for a statement against abortion. I am only asking for the removal of that policy.

Therefore, why not remove policy 42.05 and save our BCTF money for appeals on issues that are really part of the teaching profession.

Wayne Penner
Courtney

BCTF policy 42.09 states "that the CTF seek to have abortion removed from the Criminal Code of Canada."

Since several million Canadians, including thousands of teachers, believe abortion to be murder of the most heinous kind, retaining this policy is inviting many more teachers to follow the example of the Wasilifskys and apply to the IRC to withdraw from the BCTF.

I hope the foxes in the BCTF that have fought to keep policy 42.09 will see the good sense in removing this clause at the 1990 AGM, before it is too late.

Iain S. Martin
Kelowna

Teacher

Newsmagazine of the
B.C. Teachers' Federation

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ISSN: 0841-9574

No humor in racist and sexist jokes

On behalf of the BCTF Committee Against Racism, I must take exception to parts of the article, "To laugh or not to laugh; that is the question," by Don Tait in the *Teacher*, September 1989. I believe that "racial, sexist, or off-color jokes" are never "clever applications of laughter." They are totally unacceptable, insensitive, and offensive. I believe that many teachers are enjoying countless laughs every day without being racist or sexist.

Charlotte Cyoba
Committee Against Racism
Co-chairperson
Kitimat

Recycle your paper mountain

A note to say how much I appreciate the broad vision and enthusiasm as well as information in your newsmagazine. It makes me wish myself in school again.

A small quibble: Your October cover story promoted "...a passion for the planet," but your story on "Paper mountain" promoted the "wastebasket." Shouldn't there be a recycling basket, too?

Steve Waddell
Health Sciences Association

Teachers deserve the best

A random survey of B.C. teachers revealed that a number of our colleagues are under the false impression that the *Teacher* newsmagazine is an expensive venture - too expensive. In fact, production costs of the newsmagazine are only two-thirds of the combined costs of the old *BCTF Newsletter* and *The B.C. Teacher* magazine.

Perhaps these cost-conscious perceptions are the legacy of the "recession-complex" that plagued us all... and we have yet to recognize that teachers deserve something attractive, pleasing, and of high quality.

Patti McLaughlin
Teacher Advisory Board
Squamish



For BCTF Member Records and Fees Department, fall is the busiest time all year. Shown here are permanent staff (left to right) Ann Bloom (newly appointed supervisor), Monica Wittmer, and Charlotte Feldmann as they process new member forms, update member information, and balance fees. These are the people to call with your questions. Alistair Eagle photo.

Brummet rebuts Bowman

In your "Dear Mr. Minister" letter published in the September 1989 edition of the *BCTF Teacher* magazine, you conclude by asking me to keep the peace to allow the education system to flourish and change for the good of all the children of British Columbia.

I agree, and my efforts have been dedicated to that purpose. But it takes two to keep the peace, and it behooves us all to remember that our common purpose should be to serve the best interests of the students.

You state that the peaceful climate needed to give the new initiatives a chance is in jeopardy. I have to wonder why it should be! It is certainly not because of my intentions and efforts. You say that you do not doubt my sincerity, yet you question my intentions and it is primarily the BCTF union executive which has repeatedly "mocked my intentions."

It is certainly not what the new Act or the Regulations actually say that places a peaceful climate in jeopardy. It is the interpretation which some choose to place on some sections which creates unnecessary problems. I do not anticipate that school boards will use the Act to "undermine professional standards, purchase cheap services, or interfere with contractual disputes" because I do not consider boards to be enemies of quality education.

The sections of the Act which you choose to define as "contracting out" provisions state very clearly that others can be employed *only to assist* teachers, and must be under the supervision of teachers, including administrative officers. (Every administrative officer employed by a board must hold a valid B.C. professional teaching certificate.)

Teacher-aides are widely employed now by boards to assist teachers. As we improve our approach to native education, we will need people who speak the native languages - very few certified teachers do. Is it not reasonable to allow boards to employ those who speak the native language to assist teachers? Without this provision in the Act, a union contract could prevent the native students from learning their own language.

Similarly, there is far more interest in Japanese, Chinese, and other languages than certified teachers fluent in these languages. I cannot visualize professional teachers who are committed to the best interests of their students objecting to assistants who, under the supervision of the teacher, could provide such services to students.

In special education, there may be persons with particular expertise who would be welcomed as assistants by most professional teachers.

You acknowledge the provision in the Act for parent advisory committees at each school, and the provincial Education Advisory Council. You should be aware that the Regulations provide for this council to advise the minister without limitation, including curriculum and assessment. The BCTF and most teachers are aware that teachers have been, and are to be directly involved on every committee which will determine the curriculum development and assessment strategies for the primary, intermediate, and graduation programs. Furthermore, all programs are circulated as *draft* proposals, with an opportunity for any teacher to provide appraisals, comments or suggestions which will be considered by the curriculum committee before finalization. Even then, I hope and expect continuous evaluation and modifications will be required. The Education Advisory Council "cannot do that sort of detailed work," but they can act as a widely representative steering committee.

You express concern about the right of the minister to issue Orders. Directives are not a new concept. In the past, there have been many policy circulars, administration circulars, curriculum circulars, etc. with no clear indication whether these were suggestions or directives. As a result of the new Act, directives to ensure consistency, where necessary, will be issued as Minister's Orders, and will be limited in numbers. We have so far circulated only 15 such "Orders." We expect these cover most, if not all, that is required. I would urge all teachers to read these Orders, and see for themselves whether any of them

interfere with their right to function as professional teachers in the classroom.

In the same booklet are the Regulations, now only 14 in number; which is a far cry from what was previously required. A great deal more local autonomy and flexibility is provided by the new legislation. The new Regulations provide for a minimum number of days and hours per year of instruction which students and parents are entitled to expect from their schools. Beyond that, there is virtually no limitation as to how these are to be arranged other than the responsibility of each board to serve the best interests of its community or district. These minimums follow past practice, and are below the requirements in most other provinces of Canada.

The government has made a long-term commitment to new directions in education, and to 1.4 billion dollars to enable implementation to take place. A major consultative process is required and is in effect. The enabling legislation is in place to allow it to happen. Local autonomy has been greatly enhanced, both for local districts and for individual teachers. With autonomy goes more responsibility and accountability, and both have been provided for in the new policies.

Everything is in place to allow the system to change gradually to provide the best possible learning opportunity for every student both now and in preparation for a rapidly changing future. It requires only a co-operative effort and the will to implement the changes to the extent possible. We can make adjustments as needed, but it is important to get started. I have repeatedly asked the BCTF to help us take the new initiatives as far as we can.

The Sullivan Royal Commission provided us all with the window of opportunity to embark upon new directions; with the major focus on learning as it best occurs; according to much evidence and experience. I believe we would have missed this window of opportunity had I yielded to the BCTF demand, under threat of dire consequences, to delay the new legislation for at least one year; or to their demand to delay starting on any of the new initiatives until everyone was ready. I believe the system is ready for change, and that our professional teachers are capable of making changes occur. We can get on with new initiatives and with making better things happen in education; or we could delay and search for possible flaws. So much more can be achieved by focusing on how to improve our system rather than on why not.

Of course there is apprehension about change. That is a natural reaction, but the prevailing attitude which I encounter is probably best expressed in the following quote from a district superintendent's speech recently: "This is an exciting time in education. We are experiencing the implementation of a new School Act. There is an air of optimism, creativity, and a new climate of co-operative energy currently in the schools in this province. Above all, there is a positive new vision for the future."

If we focus our attention on the vision which the Royal Commission gave us we can, with a co-operative effort, overcome any real or imagined obstacles and we can bring about the changes needed to ensure a beneficial "Legacy for Learners."

Honourable Tony Brummet
Minister of Education

What's happened since the Royal Commission?

by Ken Novakowski

Since the report of the Royal Commission on Education was released in August 1988, the BCTF has worked to facilitate teacher participation in what is an ongoing education-policy debate in this province. The BCTF's discussion guide helped teachers examine the commission recommendations; federation officers participated with other stakeholders on the Education Policy Advisory Committee; implementation of change was a focus for debate at the 1989 Annual General Meeting; BCTF members worked on steering and implementation committees. We were concerned about the pace of change, but we knew that teachers would have a significant role to play, and

making is unsatisfactory, and often recommendations do not reflect the genuine concerns of stakeholders. While the government says it is implementing the commission's plans, which reflect the will of the public, we who participated in the commission know that true consensus was not achieved. We who have read the commission document know that key recommendations have been ignored: 6.11 (providing for BCTF leadership in professional development), 8.30 (providing additional services for special needs students and their teachers), and 8.2 (establishing a provincial curriculum committee), are examples.

Nonetheless, as Ray Worley has pointed out, improving the quality of public education has always been part of our professional responsibility and part of the mandate of the BCTF. So we have continued to work within the consultative framework established by government, to appoint representatives to serve on ministry steering committees, and to offer our advice on specific education policies as they developed.

And we have directed federation resources - teachers' own resources - to further our understanding of the issues and the process of educational improvement. This summer, a group of teachers received special training as education-policy associates. They have provided invaluable support to other teachers in exploring, understanding, and planning for change. The Representative Assembly approved a system of grants to help local associations with projects related to government education policy initiatives. Many locals are using the grants to promote teacher discussion of the *Year 2000* document. The BCTF has provided each member with a discussion guide to facilitate this review.

Provincial specialist associations, with special BCTF assistance, are also examining the *Year 2000* paper from their perspectives and contributing to an organizational response. The response from the BCTF will represent the collective wisdom of the profession. It will offer the best chance for the best changes to be introduced into B.C.'s school system.

But when we ask the government for time to understand, to discuss, to plan, to reflect, we find ourselves accused of resisting change; we are criticized for not

playing on the team, for revisiting the commission. This criticism does not come from other major stakeholders in education who share our concern for more time. It comes from those who do not share our lived experience, who do not know how schools and classrooms work.

As teachers we do understand the classroom reality. We know that teachers will be the ones who make changes come to life; we know what it will take to translate good ideas into good practice. On behalf of teachers, the Representative

When we ask the government for time to understand and to plan, we find ourselves accused of resisting change; we are criticized for not playing on the team.

Assembly adopted three conditions for successful change, which we have pressed the government to recognize:

1. The current system of education needs to be properly supported. That means recovery funding for such things as reducing class sizes and resources for supporting mainstreaming. Also, funding must be assured for training and resources to implement changes.
2. The principles of implementing educational change approved by our 1989 AGM, and detailed in *School District Planning of Curriculum Implementation* (produced by the late Education Program Implementation Branch), must be respected. Adequate time for teachers, the key agents of change, is critical. The government must end the turmoil it is creating with its timelines.
3. Consultation must be real. If the government expects us to travel with it towards change, it must give substance to the process of consultation. We have many painful examples over the last year of consultation that existed in form only. And consultation must also be real at the school level where collaborative decision making about change can occur.

This is the future we have described to the government. "You want us to participate in a grand experiment. In fact, you need us if you have any chance at all of making educational change work. If change is going to occur, it must be change that teachers agree is to the benefit of public schools, change developed through a genuine consultative process, change with a firm foundation in research, change introduced on sound principles of implementation, change introduced into a system properly funded and stable enough to sustain it. Establish those conditions - in the School Act, in curriculum and reassessment outlines, in local collective agreements - and you can count on us!"

Ken Novakowski is president of the BCTF.

Improving the quality of public education has always been part of our professional responsibility and part of the mandate of the BCTF. And so we have continued to work within the consultative framework established by government...

so we prepared our organization to help them meet the challenges.

Yet both the speed and significance of the proposed changes have increased over the last year. The process for decision-



"Well, now that we've completely changed the curriculum, I suppose we should call in the teachers and tell them about it."

Source: NEA Today, October 1989.

Committee vacancies

Professional Relations Advisors' Committee

A vacancy exists on the Professional Relations Advisors' Committee for an elementary teacher for a three-year term. The duties of the PRAC are outlined in procedure statements 32.02 - 32.08 on page 85 of the *Members' Guide to the BCTF*.

Deadline: January 8, 1990.

Task Force on Social Action and Responsibility (5)

The Executive Committee struck a task force on social action and responsibility in May. The terms of reference for the task force are as follows:

- (a) to consider strategies to address race relations issues at the local and provincial levels;
- (b) to consider strategies and structures for the federation to broaden the scope of its involvement in social issues (e.g., environment, poverty, children's rights, peace education, global education);
- (c) to consider strategies and processes for the federation and its locals to adopt policy positions on social issues which will broaden the basis of support for those positions within the organization.

Deadline: January 26, 1990.

Task Force on Affiliation

The Executive Committee has struck a five-member task force on affiliation with the following terms of reference:

- (a) to investigate and report to the Executive Committee and the RA on the range of affiliation options open to the BCTF including affiliation to the CLC, affiliation to any other labour centrals, non-affiliation.
- (b) to prepare advice regarding processes, content and timelines for consideration of the question of BCTF affiliation with the CLC.
- (c) to provide advice with respect to the cost of affiliation with the CLC, including political and staff resources, and its potential impact on our current affiliation with CTF.
- (d) to provide advice with respect to the status of local associations with respect to CLC affiliation.

Deadline: January 26, 1990.

1990 WCOTF Assembly Delegates/Observers

The Executive Committee will designate people as CTF delegates or observers to attend next summer's WCOTF assembly in Costa Rica at their own expense. (The number of delegates the BCTF may nominate will not be known until after the Christmas break, however four delegates and two observers attended the last assembly in 1987.)

The assembly of the World Confederation of Organizations of the Teaching Profession will take place in San Jose, Costa Rica from August 5-10.

BCTF knowledge and experience will be factors in the selection. Persons wishing to serve as delegates or observers at their own expense should apply outlining their background and experience.

Deadline: February 2, 1990.

Curriculum vitae for all the above vacancies should be submitted to Berniece Stuart, Organization Support Division, before the deadline.

PEER TUTORING WITH A NEW TWIST

by Connie Wigmore

Karen Smith teaches a Grade 5/6 class of 28 Hispanic children at Herrera Elementary School, in Phoenix, Arizona. She has a deep commitment to education as a process of making meaning in a social context. I met her last year during an educational leave to pursue my master's degree.

As I observed Karen's *Buddy Reading* program, I was struck that the children were learning powerful lessons: that reading with younger children is not just for fun, that it is important, and that one can reflect on one's own learning.

Preparing to read

At the beginning, Karen introduced her class to some appropriate good books and talked about what makes a book worth while. She mentioned the quality of the pictures, of the language. She told the children to consider whether the story related in some way to their own experiences or interests. She encouraged them to remember what books they had enjoyed when they were younger.

Once a child chose a book, he/she was expected to practise the book at home, because a book poorly read would not hold the attention of a young partner.

Reading to the younger ones gave the older children a genuine audience. It gave them a reason for developing their oral skills.

I spoke with a few children about buddy reading. Candy reported, "When I first started, I wouldn't read that book too much. I'd think, 'I've read these stories before!' But not really, so now I take them home and read them to my little sister."

Alonso was a reluctant reader. His image of himself as a reader is changing, however. "I used to read a little bit slow, but now I'm reading faster. 'Cause I practise more!"



When older students are paired with younger ones for reading, both gain a love of good literature.

Connie Wigmore photo.

Before the older children met their partners, Karen focussed on the social aspects of the experience. She told her students to introduce themselves, to sit comfortably, to be aware that the younger children would be nervous. She challenged them to get the first graders into the story.

Buddy-reading time

During the first few sessions, I observed typical problems: children had not practised their reading at home, they had chosen books that did not hold the first graders' attention, there were unsatisfactory pairings of children. But in a few weeks, the children had become engaged by reading.

During buddy reading, Karen circulated, taking notes and sharing in the children's pleasure. Later she'd raise points, particularly successes.

Reflecting on buddy reading

After buddy reading, Karen called her class together to discuss the successes and problems of the session and thereby teach them about reading.

If, in some cases, the first grader was attending better than before, Karen will ask how that change had come about. Alonso, for example, said that when he chooses short books, his buddy is more likely to listen to the entire story. Alonso also brings more than one book to the session so that his buddy can make a choice.

Karen helped the children to make their learning conscious by getting them to reflect on it. Karen cited various forms of prediction she noticed during buddy reading. The first graders, for example, had found recurring characters in pictures, had read along in predictable books, had been surprised by the appearance of a mean stepfather instead of the traditional stepmother. Soon the older children were noticing for themselves many predictions their first graders were making.

With early readers, pictures are important for extending the children's understanding of story - they notice details, look for repeating figures on each page, make predictions. Pictures also contain additional messages about a story. I've learned (from children's observations) how much symbolism pictures carry.

Learnners as teachers

In her Grade 5/6 reading program, Karen has two main emphases. Children read extensively, for about an hour daily. They take part in small-group study sessions, when groups of about five students gather with the teacher to discuss a book the group has chosen to read. Children discuss personal reactions to the book.

Readers make sense of a book partly by comparing their own experiences with what a character is coping with. This is what Karen calls getting *anchored in reading*.

Karen has developed skills that include facilitating (asking open-end questions, for example), but her main focus is on *dialoguing* with the children. A professor of mine, Dr. Ralph Peterson, refers to *dialoguing* as "reaching beyond a mere exchange of information and sharing of

ideas" to collaborate on developing new meaning. "Through heartfelt responding, partners in dialogue work to expand what they know." Karen participates in the discussions and powerfully contributes her perspectives on the book being studied. She works on the premise that both teacher and learners bring their knowledge, skills, and energy to the transaction.

In buddy reading, the students encourage discussion with the younger children. Finishing a book is not the end but the beginning of discussion. The students ask open-ended questions. They also model for the younger ones by talking about what the book has made them think about. They begin to understand how the first graders think.

Candy is learning about her buddy's thinking when the child laughs hard at a picture of ripped pants on a little boy. "Ms. Smith says that that's not too hilarious for us, but it is for a little [first grader]!"

My conversation with Candy illustrates how her own idea of reading is changing. Initially, to get Lorena's "attention," Candy wrote comprehension questions on the chalkboard, and tried to make a game of getting the right answer from Lorena. Candy said, "But now she seems to pay more attention to the pictures and to my reading. I really like it now, because [before] when I asked her something, she'd just be looking at the chalkboard, waiting for me to write something up there. She puts the story to the picture now!" Lorena is now starting to make sense of the print under the pictures. Candy recognizes that the content of the story speaks directly to the child; whereas comprehension questions distort the meaning of the story.

Candy is moving toward *dialogue*. "I ask her which part she likes the best and why she likes them. And the parts she didn't enjoy too much and why." What is still missing is her own contribution to the meaning of the story, but she has come far in understanding the power of reading.

In his book *The Meaning Makers*, Gordon Wells discusses the importance of story. During his nine-year longitudinal study of 32 children, he found the most significant indicator of a child's future success in school to be whether that child was read to as a preschool child.

Wells contrasts the language of everyday conversation (which is tied to activity) with storybook language (in which the context is imagined rather than observed). Successful children have learned the *sound of story*.

Children who have not always seen books as sources of pleasure for themselves are learning that choice of book is important in keeping a young child's attention. They consult with the young ones to find preferences. They have discovered favorite themes (animals, dinosaurs) and favorite authors. Pop-up books are currently popular.

On the matter of choice, Sarah says, "I just like books for the fun of it. Now I forget there's another world, and just read my book. When you keep on reading and reading, you find out what kind of books you really like, and that's when you get into books."

Karen Smith's classroom is "getting into books." So can your classroom and mine, too.

Connie Wigmore teaches in Burnaby. She wrote this article while on educational leave last year.

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In brief

• Union membership in Canada

As of January 1989, Canada had 3,944,300 unionized employees, an increase of 103,000 or 2.7% from a year earlier, according to figures released in August by Labour Canada. Union members constituted 36.2% of all non-agricultural paid workers, a slight decline from the level of 36.6% recorded in 1988. The proportion of union members belonging to national labour organizations continues to increase; it went from 63.1% in 1988 to 63.4% in 1989.

• B.C. and Ottawa announce 16 cost-shared literacy projects

B.C.'s Advanced Education and Job Training Minister Stanley Hagen and federal Multiculturalism and Citizenship Minister Gerry Weiner recently announced 25 proposed literacy projects in B.C., totalling \$966,338 to be cost-shared equally between both governments. Other projects are being planned. The projects include the following:

1. Adult Literacy Contact Centre, now established in a downtown Vancouver location, which provides literacy information and referral services to groups and individuals.
2. Local and provincial learner's conferences and a study to find ways to encourage adult learners to participate in literacy instruction.
3. A symposium on workplace literacy, to be planned by the Adult Basic Education Association of B.C.
4. An instructor's manual on the "whole language" approach to literacy instruction, to be developed by the College of New Caledonia.
5. A community radio program to teach literacy skills by having learners design and write half-hour radio programs on issues relating to them, developed by Vancouver's Carnegie Centre.
6. Development of special materials by Sooke School District, #62, for hearing-impaired adults with literacy problems.

"These projects developed between the National Literacy Secretariat of Multiculturalism and Citizenship Canada and the B.C. Ministry of Advanced Education and Job Training underline the co-operation vital to improving the literacy levels of Canadians, said Mr. Weiner.

Hagen also announced the appointment of Norma Kidd as provincial literacy co-ordinator. Kidd has extensive experience in literacy education and has won national and international awards for her work.

The co-ordinator will provide support for joint federal-provincial literacy initiatives, college literacy programs, and liaise with groups and organizations doing literacy work throughout B.C.

• The fine art of questioning

The teacher asks a fairly difficult question — one that requires the student to think — and then waits . . . and waits . . . and waits for the answer.

Mounting research indicates that the teacher knows just what he/she is doing. In a compilation of 37 studies on questioning and student performance, the Northwest Regional Educational Laboratory finds that interspersing a lesson with high cognitive-level questions and then waiting for the answers increases students' retention, achievement, and class participation. In addition, it helps teachers track student learning.

While the research does not recommend that teachers abandon asking simple questions during the lesson, it does suggest that in-service and pre-service training emphasize asking high cognitive questions.

For more information, see *Classroom Questioning, School Improvement Research Series, Close-up #5*, Northwest Regional Educational Laboratory, 500-101 S.W. Main Street, Portland, OR 97204, (503) 275-9500.

• Educational video investigates pros and cons of children's athletics

The popularity of youth sports has grown enormously in 20 years. At best, childhood athletics can cultivate commitment, determination, and a positive attitude toward teamwork; at worst, it can damage a child's self-confidence, leaving scars that remain in adulthood.

In its most recent half-hour television special, *More Than Child's Play: Kids, Parents & Sports*, Ivanhoe Communications, Inc.

addresses some of the physical, mental, and social issues in youth sports. The program gives viewers advice on how parents, teachers, and children can make athletics a positive experience.

More Than Child's Play is available on 1/2" VHS videotape for use on home VCR players. Schools and churches can purchase the 30-minute presentation for \$75.

For further information, contact Bette BonFleur, Ivanhoe Communications, Inc., P.O. Box 865, Orlando, FL 32802.

• Consumers warned about potpourri candles

The Federal Department of Consumer and Corporate Affairs recently warned consumers that candles designed for use in potpourri burners may pose a hazard in the home. These candles are known as "tea candles" or "tea lights."

Following consumer complaints concerning this type of candle, a laboratory analysis by the department's Product Safety Branch confirmed that the molten wax from such a candle can sometimes ignite, cracking the potpourri burner base and scorching the supporting surface. Heat generated by the burning wax, however, was found to be insufficient to cause cotton fabric or paper to catch fire.

Consumers are advised to place potpourri burners on a heat-resistant surface, to keep an eye on them while they are in use, and to ensure that the water in the simmering pot does not evaporate. To further reduce the risk, purchase candles that have fine wicks with no loose ends at the bottom. When buying a potpourri burner, look for a large size model with big air holes for ventilation.

If the candle wax does ignite, do not move the burner. Use baking soda or a non-water-based fire extinguisher to put out the flame.

• Women and friendship study

Friendship is an important part of women's lives. Having friends has been related to well-being, longevity, and adjustment to crises. With the assistance of the BCTF, SFU researchers Meredith Kimball and Dianne Chappell are examining the role of friendship in women's lives. The BCTF has agreed to mail questionnaires to a random selection of female members. These women will be asked to fill out these questionnaires and some women may be interviewed by the researchers.

Some BCTF members were mailed questionnaires in early summer, others may be receiving questionnaires in late November. Participation is voluntary, and all responses are strictly confidential. A report will be made available to the BCTF later this year.

For further information, contact Lisa Pedrini, BCTF staff.

• Race relations scholarships announced

One Grade 12 student in each of Vancouver's secondary schools will be chosen to receive the Dr. Joe Katz Scholarship. Examples of contributions are students pairing with newcomers or organizing events in school that promote race relations and multiculturalism.

The fund is named after Katz, a former member of the B.C. Human Rights Commission and president of the Affiliation of Multicultural Societies and Service Agencies of B.C., the main umbrella group for multicultural and immigrant service societies in the province.

Katz, who died in 1988, was also instrumental in founding the VSB's race relations advisory committee.



Byron Stephens, a blind Nisga'a student, is surrounded by his education team (left to right: Lydia Stephens — teaching assistant; Byron, Kathy Munroe — language lab assistant, and Verna Williams — teacher). Through their efforts and those of Dave Manzer, Ministry of Education, Byron is piloting a Braille program coded in his native language. Christina Bell photo.

Nisga's native language in Braille

A FIRST FOR BYRON,
A FIRST FOR CANADA

by Verna Williams and
Christina Bell

On a cool winter day in November 1988, Byron Stephens, a native student blind from birth, met Dave Manzer, from the Ministry of Education's Department for the Visually Impaired. The meeting would change Byron's educational life.

On that day, Dave met with Byron's teachers, his teaching assistant, and his mother, and one year later, Dave returned to Nisga'a Elementary-Secondary School with a draft program of Braille coding for the Nisga'a language.

This is Byron's story.

Byron attended school in Terrace, B.C., for Grades 1-5, and he transferred to Greenville Elementary School in Nisga'a School District for Grades 6 and 7. The new school was using a Nisga'a language program developed by the district for Grades 1-7. Byron enjoyed learning his family's language, and by Christmas, he'd successfully completed the language requirements up to Grade 6. By the end of Grade 7, with the help of teacher Charles Davis, he had earned the school's award for excellence in the Nisga'a language.

The Grade 8 program, however, required increased use of the written language. Up to that point, Byron had committed the language to memory, and he needed teaching assistance to complete written assignments and tests. In the meeting with Dave Manzer, Lydia Stephens, Byron's teaching assistant, expressed concern that the language had not been developed in Braille, although blind students can receive Braille for French, German, and many other languages. Dave noted that no Canadian native language had been developed in Braille.

That evening, Dave travelled with the teachers of Byron's school, Nisga'a Elementary-Secondary School, across a long suspension bridge over the Nass

River to a dinner held by Canyon City PTA. He noticed that the Nisga'a language was used often during the evening speeches and realized how important continued development of the Nisga'a language was for Byron.

The next day, Dave met with the school principal and Bert McKay, director of the district's bilingual/bicultural program, to discuss his hopes of developing a program of Braille coding for the Nisga'a language. There Dave heard about Audrey McKay, a student at Simon Fraser University, who had worked in the school district for 13 years, helped in the development of the language program, and was fluent in Nisga'a. In January, Lydia Stephens met Dave at CNIB in Vancouver to further discuss developing a Nisga'a Braille program.

On September 25, 1989, Dave returned to Nisga'a Elementary-Secondary School with the draft for the long-hoped-for program of Braille coding for the Nisga'a language. Dave Manzer, Audrey McKay, Verna Williams (Nisga'a teacher at the school), and CNIB representatives Fred Poon and Edith York had worked on the draft.

Verna Williams is glad that now Lydia can translate worksheets and tests so that Byron can work independently and at his own pace. Having tests translated to Braille has made responding much easier for Byron. Best of all, Byron now enjoys reading the legends and stories of his culture in his own language.

The Nisga'a language is recognized as a language for entry to the University of B.C., and other Canadian universities are considering accepting it as a language requirement. Nisga'a 11 and 12 are now possible courses for Byron; the Braille will allow him to complete all required written work. Byron topped his Grade 8 class last year in academics and won the Nisga'a Grade 8 Award of Excellence. To teachers who have worked with him in the school district, Byron is a remarkable young Canadian.

Verna Williams and Christina Bell are teachers at Nisga'a Elementary-Secondary School in Aiyansh, BC.

Integration

"GETTING TO YES"

Focus on English



by Judith Turner

Getting to Yes is the title of a book on successful negotiating practices. The phrase, getting to yes, focusses on the process of attaining the goal, on the "getting," as well as on the goal itself.

The *Year 2000* is the draft proposal of a "new vision" of education. Traditional grades and narrow definitions of subjects will eventually disappear in the intermediate level and in the core curriculum of the graduating years. Several of the phrases one reads and hears are "enabling learners, learning dimensions, integration, and criterion-referenced assessment."

Teachers around the province would like to get to "yes" on the *Year 2000*. Those at the intermediate and secondary levels would like to be in the advance guard of educational reform, as confident in the changes as are many of the primary teachers and who are more familiar with some of the concepts of integrated learning. It is indeed exhilarating to see the impetus for change and improvement in B.C. public schools when for so long it seemed tough to hang on to the status quo.

English teachers and, I suspect, other "subject-oriented" teachers at the secondary level have serious concerns. Certainly for social studies and "learning for living" teachers, the idea of a new integrated curriculum of 100 hours, incorporating aspects of English, social studies, and health/guidance, is challenging.

We English teachers are not being imperial territorial guardians when we ask whether the skills and knowledge generated during the present 200 plus hours of English in Grades 11 and 12 can be sifted into a better product as one strand of an integrated three-strand course. Nor are we being reactionary and bloody-minded when we question the wisdom of announcing massive changes in the curriculum when the ink has scarcely dried on a draft of a revised K-12 language arts curriculum (Spring 1989) and an assessment update (September 1989), which recommends increased reading and writing opportunities and continued access to quality reading materials. English teachers question the wisdom of reducing time in practising communication and thinking skills when effective, thoughtful, and creative communication skills are in demand.

Of course, students can read and write on subjects other than the traditional topics of literature. And, of course, thinking

skills are not restricted to figuring out the identity of the third murderer in *Macbeth*. Only a narrow view of literature presumes that the text restrains the talk to technicalities of metre and rhyme, limits the scope of thinking and understanding to formalistic considerations. Indeed, the story or the poem is the key that unlocks. Collaborative research is already a part of many humanities teachers' programs.

The problem is simply this: We teachers are practical people. We must be. All our best visions, our strategies for enabling learners, our techniques to enhance and expand learning dimensions, our desire to improve and make things not only better but great for kids, are grounded in the realities of time, money, resources, and other people's agendas. Report cards (criterion-referenced assessment, if you will) bells, staff meetings, and budgets are part of those realities. Teachers and students are also researchers. They like to know the basis for wholesale change — the research, the results, the possibilities — from jurisdictions that have used such innovations before. It is not good enough to say, "We'll be the first." We don't commit millions of dollars and hours to chance if results from other educational systems can help guide us.

English teachers have specific questions: Does an integrated curriculum into a humanities strand in the final two years of school produce a more effective communicator, a better critical thinker, a more articulate and literate citizen? With the loss of at least 100 hours of English instruction (Humanities I and II have eight combined credits of 200 total hours made up of three subjects), will students have the increased reading and writing opportunities they need? Does the melding of three subjects into one decrease the intrinsic knowledge content students currently have as separate entities? Does the proposed change mean fewer opportunities for the student not university bound to engage in the pleasure of good literature?

However we teach English, we believe in its value for the skills and knowledge on which we focus. If that focus is distorted or dimmed, we will not be doing our best for our students.

We'd like to be part of the design of the new programs, not rubber stamping what is already in the works. We'd like to be part of the real process of change. And no matter what the changes are, we'd like to be assured that there is enough professional development and in-service education as well as the necessary resources to make the "yes" an unequivocal "hurrah."

Judith Turner is a secondary English teacher in Cowichan and the president of the B.C. English Teachers' Association.

Focus on the Fine Arts



by Stuart Richmond

The *Year 2000* paper outlines a new common curriculum that includes the fine arts (music, visual arts, theatre, and dance) in some form for all students, K-12, together with strands in the humanities, sciences, and practical arts. It's exciting news for arts educators, who have long been convinced of the value of specific attention to artistic learning.

Coupled with the ministry's suggested curriculum structure, however, is an emphasis on integrated approaches to teaching and learning. Integration means moving away from subject-centred studies toward combining and relating different subjects under chosen themes. As envisioned in *Year 2000*, integration is to be strongest at the primary level, with little or no clear-cut division within and among the four curriculum strands. At the intermediate level, subjects are to be integrated within their strands, producing, for example, an integrated fine arts curriculum. In Grades 11 and 12, integration falls off to allow for more subject specialization. While the authors of *Year 2000* do say that individual teachers are in the best position to decide on appropriate teaching methods, integration is emphasized in the new program outline. Some cautions about integration are in order.

Integration in the arts can work exceedingly well. What could be a better arts experience than having children write and perform a play, design and make costumes and scenery, compose and play the music, and choreograph and perform accompanying dances? Units in social studies, can be enriched by attending to the arts of the people you're studying. Creative work can be stimulated by scientific and mathematical questions, and this is all to the good. Good teachers have always known this. The ministry, however, seems to be advocating integration in preference to, or even exclusive of subject-centred teaching in the primary and intermediate years. This position has its problems.

The individual arts have learning imperatives of their own: value, substance, and distinctness in creativity, performance, tradition, and aesthetic response worthy of attention in their own right. The arts are enjoyed the world over for their intrinsic qualities and for the skills, sensibilities, and achievements they can foster. It should not be thought that time spent making a clay sculpture, for

example, may be justified educationally only in the context of an integrated fine arts project or only if it exemplifies a theme from social studies. The educational value of the arts primarily resides in their constituting unique ways of expressing feelings and ideas about the world and the inner life. Artistic ways of knowing do not exist in a vacuum. They are inspired by the whole range of human experience. As individual art forms, however, they do have structures that need to be studied specifically to be fully appreciated.

A second danger in integration is superficiality. The selection of unifying themes may be more or less arbitrary and, as such, fail systematically to cover content normally considered basic and essential for artistic progress. It is foolish to expect students to solve problems with any degree of sophistication in a project involving visual art, music, and science if little attention has been paid to the aims and content of the components. There is a limit to how far students can advance in the integrated format without a keen appreciation of the nature and logic of the elements to be integrated.

With integration, teachers may be required to deal with material outside their expertise. How can a teacher who has little or no knowledge of music, for example, realistically teach it? Approaches to teaching should be adopted that do justice to teachers' strengths, and to the contribution that different arts subjects can make to a child's development. Important skills and ideas should not be sacrificed to make integration more convenient and workable across the curriculum. There is no reason in principle why subject-oriented teaching cannot inspire creativity and be motivating and responsive to students' needs and interests.

Teachers should not be stampeded into thinking that some truth about integration has been uncovered that makes it automatically the best or only way to approach a curriculum.

Where integrative approaches are to be implemented, teachers ought to have good academic and educational reasons for selecting themes. The sensible thing is to devise teaching techniques to suit the occasion rather than adhere to a specific method. In any event, arts teaching should respect the differing artistic structures that contain the seeds of experimentation and constitute the basis of new relationships. I hope this is where the *Year 2000* ultimately leads us.

Stuart Richmond is an assistant professor of art education at Simon Fraser University, Burnaby.

Year 2000 and what?

The proposals in the government's "Curriculum and Assessment Framework" are being discussed across B.C. Here Teacher continues its coverage of another Year 2000 theme: integration.

Write to us on any topic related on the proposed plan.

TEACHING

SOCIETY'S PARADOX

Part 2 of "The Importance of Teaching," which appeared in the October issue, page 13

It has been said a thousand times in different ways that education should not stop at school, that the proper role of the school is to prepare the mind for lifelong learning. The theory is that you do not get an education in a classroom; you learn how to get an education, which in the

long run you can acquire only by yourself. In fact, the word *educate* comes from the Latin *educere*, which means "leading out" the student into a wider world of knowledge. By stimulating a zest for learning in general teachers can perform their greatest service to those in their care; for a zest for learning is a zest for life. And a zest for life allows people to live contentedly for all their days.

As in writing, teaching is at its most efficacious when it shows instead of tells. The best teachers make their points by way of illustration. Better still, they demonstrate wherever possible. Any teacher would do well to keep in mind the Chinese saying: "I hear and I forget. I see and I remember. I do and I understand."

"The method of teaching which approaches most nearly to the method of investigation is incomparably the best; since, not content with serving up a few barren and lifeless truths, it leads to the stock from which they grew," wrote Edmund Burke, who possessed one of the best-conditioned minds in history. By investigating ideas, the teacher becomes a participant in the act of learning. "To be a teacher in the right sense is to be a learner," Kierkegaard wrote.

Given what is now known about the psychology of learning, everyone ideally would be taught in a small group with the teacher acting as a participant, leading the students in the pursuit of ideas and motivating them to think about life in all its aspects. Instruction would be tailored to the learner's personality and tightly focussed on individual weaknesses and strengths.

In a world far from ideal, that is not the reality. "In education, we have long given lip service to the fact that all human beings are different," said Earl C. Kelley, professor of education at Wayne University. "But we have proceeded as if this were not so."

The exigencies of economics lead to uniformity. Even in prosperous jurisdictions, education is strapped for funds. At its worst, inadequate funding makes for overcrowded classrooms, and education becomes a kind of mass production, complete with a fair percentage of rejects. Teachers are always tempted to treat students as so much raw material to be fed through a diploma producing factory. The temptation is compounded by the fact that educational systems can be satisfied by filling "production norms."

This helps to explain why, for instance, it is possible for some young people to graduate from high school unable to read

and write adequately. When such things happen, the cry goes up: "Where were their teachers, for heaven's sake?" But to blame teachers for the failings of modern public education is a classic case of shooting the messenger. Teachers did not invent the system, nor do they run it. The system the product of politics, and it is administered by educational bureaucrats whom teachers often regard as their sworn enemies.

If the public, through its elected and appointed delegates, opts for a levelling process in which no student is allowed to loaf through their school days, it is not the fault of the teaching profession. If parents are careless enough or dumb enough not to notice that big Johnny can't read, they are hardly entitled to protest.

"If a doctor, lawyer, or dentist had 40 people in his office at one time, all of whom had different needs, and some of whom didn't want to be there and were causing trouble, and the doctor, lawyer or dentist, without assistance, had to treat them all with professional excellence for nine months, then he might have some conception of a classroom teacher's job," wrote Donald D. Quinn, himself an experienced teacher. Faced with this daunting situation, some teachers tire of catering to individual needs and striving for professional excellence.

"A teacher is like a candle which lights others in consuming itself," wrote Giovanni Ruffini in an early description of teacher burn-out. In inner city schools such as the one referred to in Tom Wolfe's *The Bonfire of the Vanities*, where student behavior ranges from "co-operative to life-threatening," burn-out must be a terrible professional hazard.

You do not have to look as far as the slums of New York to see where social trends have added to the already heavy burden teachers bear. Broken homes, teenage promiscuity, and drug and alcohol abuse are common in nice middle-class neighborhoods, too. Parents are often too apathetic or busy to meet their parental responsibilities. Problems of youth that were once dealt with at home have been dumped into the schools.

In a materialistic society, young people have their attitudes shaped by a commercial pre-packaged youth culture that encourages precocity and contrariness toward authority. Materialism also permeates parental attitudes. In his recent admirable book *The Closing of the American Mind*, Allan Bloom wrote: "Fathers and mothers have lost the ideal that the high-

est aspiration they might have for their children is for them to be wise — as priests, prophets, and philosophers are wise. Specialized competence and success are all they can imagine." In this spiritual vacuum, it is often left to teachers to instill whatever higher values a youth might have.

Society has always expected an awful lot from its teachers, and now we are expecting even more from them. We expect them to serve to a large degree, as surrogate parents, dealing with the emotional tangles and torments of the adolescent years. Teaching is one of those rare jobs in which one's work is wrapped up in one's personality. It is very demanding psychologically. The abdication of responsibility within so many homes has added to the psychological drain.

Yet at the same time as the complications and vexations of teaching life multiply, the public persists in undervaluing the teacher. Every thinking person would agree that the hope of the human race lies chiefly in education, but most of us pay little attention to the people who provide this precious service, nor do we give them much support in the vital job they do.

There are good, bad, and indifferent teachers, ranging from those who devote their lives to their students to those who devote their lives to themselves. Our social priorities do not make it easy to encourage the best and the brightest to teach. Surveys of students who consistently get top marks in university show that they intend to go into more prestigious and more lucrative professions. To a large extent, teachers themselves tend to be diffident about their occupation. "I beg of you," said William G. Carr to a representative teacher, "to stop apologizing for being a member of the most important... profession in the world."

"Teaching is not a lost art, but the regard for it is a lost tradition," Jacques Barzun wrote. If this society knows what is good for it, that regard will be restored. Parents and other concerned citizens will do all they can to make a teacher's life less troublesome and give due credit to the profession. To a large extent, teachers are in charge of the future. The fate of people in the future depends on how well they are taught today.

Robert Stewart is the editor of *The Royal Bank Letter*.

Reprinted from *The Royal Bank Letter*, Vol. 70, No. 5, September/October 1989. Submitted for publication by Owen Corcoran, Superintendent of Schools, Burns Lake.



Karen Kilbride (left) and Kathleen MacKinnon, co-chairpersons of the BCTF Status of Women Committee, assist Phyllis Westhora, staff, in the development of initiatives to combat sexism in schools and support female teachers.

Phyllis Macdonald photo.

They can do anything you can't stop them from doing

THE CASE FOR FILING GRIEVANCES

by Sharon Yandle

Nobody wants to cause problems, or be confrontational or thought of as disgruntled or disaffected. Some teachers feel that a grievance is a sign of failure, a breakdown of relationships within the school or district. After all, as mature professionals we should be able to work things out.

We should and do try to work things out — and in many, if not most cases, we do. But some problems should *not* be worked out unless the agreed-to result is the realization of the rights that are ours in contract.

Avoiding grievances for the sake of avoiding grievances creates its own problems. Our lack of grievance action undermines and effectively undoes what we fought so hard to win in our first collective agreements.

Use them or lose them

The collective agreement itself is more than just a statement of teachers' employment rights. It is a fundamental statement of limitation of the employer's rights; that is, the board's previously unrestricted power to make the rules. A collective agreement is a set of rules that is co-determined by the employer and the union, and it replaces the previous set of rules that was determined unilaterally by the employer.

That's why the board negotiator at the bargaining table who argues that a particular proposal by the local would be "an infringement of management rights" is right not only in the specific instance but in all such instances. The history of collective bargaining is a history of infringements on management rights. That is what collective bargaining is designed to achieve, and it is the reason why people form unions.

Put another way, collective bargaining is the process by which teachers transfer to themselves some of the rights that were previously and exclusively the board's. This is why, when some school boards in 1986 suggested that collective bargaining rights for teachers might not be a bad idea, one management personnel advisor replied, "Forgive them, Lord, for they know not what they do."

A distinct lack of enthusiasm

Sharing rights and powers with employees through their union is a development that employers (school boards included) tend to oppose, sometimes mightily. It's a rare employer that welcomes the unionization of its staff, and this lack of enthusiasm doesn't end with the conclusion of collective bargaining. Indeed, the employer often sees itself as having no greater interest in co-operating with codetermined rules than it had in agreeing to codetermine them in the first place.

There's no mystery to this. Employers generally don't want to give up or share

the control of the workplace, be it a school, hospital, film studio, laboratory, or factory. Employers don't ask for collective bargaining and, when faced with it, they usually fight hard to write as many of their former rights to unilateral decision-making as possible into those agreements. That's why local bargaining teams are often confronted with board proposals for contract language such as "in the opinion of the employer" or "the employer has the sole right to decide."

Throughout the life of the agreement often the employer tries to conduct "business as usual," the pre-collective-agreement ways of doing things.

For example, in one recent dispute, board officials gave the following as some reasons for transferring a teacher against his will: the right to do so was in board policy, the board was filling a vacancy it had decided not to post, and the board had decided that the transfer was in the teacher's best professional interests.

Although the collective agreement forbids such unilateral and paternalistic powers, the board proceeded as if the collective agreement did not exist and as if the board still had pre-collective-bargaining powers.

Catch 22

What this all comes down to is expressed in the statement in Joseph Heller's *Catch 22*: "They can do anything you can't stop them from doing."

The stark truth is that employers often can and do act as if they still possess their former unmitigated powers — if we let them. More often than not, the answer to the question, "Can boards (or superintendents or AOs) do this?" is, "Yes, unless you can stop them."

There is a contradiction between asserting that teachers are professionals who know and understand education better than anyone and submitting to the notion that key decisions governing the classroom should be the exclusive property of the employer. That the boards used to have unilateral authority, exercised within a paternalistic regime, does not make this contradiction less real.

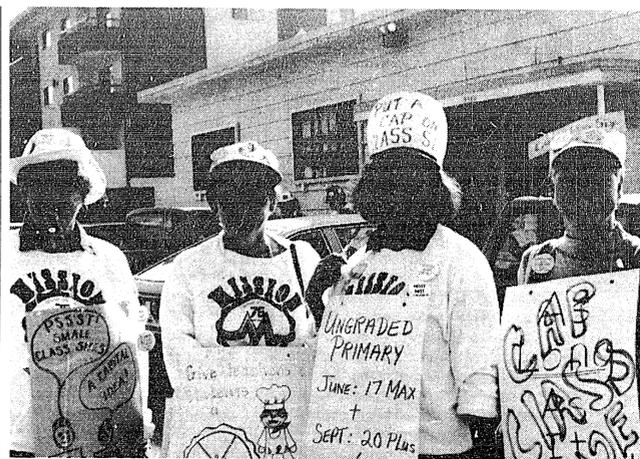
But the contradiction underscores why teachers endorsed collective bargaining rights and entered a collective-bargaining world: to improve salaries, benefits, and working conditions and to gain greater control over what happens in the classroom, the school, and the profession itself.

That's where grievances come in. Unless we launch grievances whenever our rights and benefits are being withheld, we will see our hard-won rights fade into distant memory.

By insisting, through grievance action, that it is not "business as usual," we assert a positive statement of a new and gradual empowerment. We signal a recognition and determination that teachers constitute a union of professionals that is only beginning to secure and realize rights that will result in teachers' "taking charge."

A grievance letter may not say as much, but that's what it means.

Sharon Yandle serves as grievance co-ordinator within the BCTF's Bargaining Division.



Mission teachers show both creativity and solidarity on the picket line.

Mission Teachers, Association photo.

The Mission strike

OUT FOR CLASS SIZE

Shut out of the first wave of bargaining under Bill 19 by a two-year agreement, Mission teachers opened negotiations in March and were on the picket line in October. The issues — class size and composition, salary, evaluation, and duties of teachers — were those central to the working lives and security of teachers. Two hurdles in the process were met with resolve as teachers said NO to a professional board negotiator in May and NO to bargaining under the shadow of a new School Act, in August. As a result, the Mission agreement is covered by the old Act until the next round of bargaining.

Support for teachers during the strike was strong. Morale remained high over the 12 days the teachers were out. A barbecue held in front of the board office on Wednesday, October 11, raised money for food hampers for CUPE. The Cranbrook teachers helped raise money for the hampers; they sent some buttons to the RA (Proud 2B a teacher) and sold them for a donation, raising more than \$500. The Central Okanagan local sent a much appreciated box of apples to the strike headquarters.

A group of parents marched on the board office with their children, and chanting slogans, had a group of 33 children in the forefront to show trustees what a proposed class would look like.

A school construction project was dutifully picketed, but the project was not stopped until the materials ran out. The resolution of the strike came when both sides agreed to go to mediation/arbitration on outstanding issues.

Highlights of the final one-year arbitrated Mission settlement are: full union shop, no contracting out, annual salary increase of 8.87%, class-size limits, (including a "flexibility factor" of up to three additional students prior to additional resources), a mainstreaming clause (limiting special

needs children to three in any class), maternity SUB plan, and prep time of 60 minutes now, 80 at June 30, 1990.

As Mission teachers begin to live out their first union contract, teacher bargainers across the province gear up for round two. In March 1990, 74 locals begin bargaining again, and this time Mission will be with them.

- Nancy Hinds

Primary conference chatter

Carol Bridges - Central Okanagan

"I attended a wonderful session on how to use play in the primary classroom. I plan to use play more, have fun doing it, and not feel guilty."

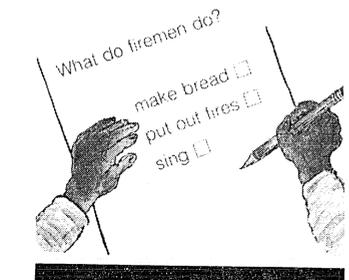
Win Gale - Quesnel
"I found the co-operative learning and whole-language workshops very good. The conference has inspiring displays. I have a more global feeling now and realize the school world extends beyond Quesnel!"

Deana Cant - Nechako

"The conference is interesting and informative. I appreciated the opportunity to browse through all the publisher and lesson-aid displays in one area."

Bruce MacPherson - Surrey
"It's an exciting time to be in primary, and I could feel the enthusiasm of other participants at the sessions I attended!"

Sylvia Weedmark - Kamloops
"Attending the conference convinced me that the new primary program may relieve the frustrations of teaching that I have felt during the last 15 years; that is, no time to complete all of the skills in the basal readers, no time to do in-depth themes, no time to relax."



He poked Willy, "Firemen get your head out when it's stuck," he said. "My uncle had his head stuck in a big pipe, and the firemen came and got it out." But none of the boxes said that.

Source: From *First Grade Takes a Test*, by Miriam Cohen, illustrated by Lillian Hoban. Text © 1980 by Miriam Cohen. Illustrations © 1980 by Lillian Hoban. Reprinted with permission from Greenwillow Books (A Division of William Morrow & Co.)

ANOTHER IN A SERIES OF TEACHER STORIES

Each story in this column flows from a teacher's personal teaching experiences. Each lends a hand to theorizing and yields insights rather than generalizations.

by Annette Le Box (Bates)

I feel my shoulders tighten as I read the memo from the office. "The Gates-McGinitie reading tests will be administered throughout the week of May 2. Betty will be available to assist teachers in giving the test. See posted schedule for class."

I dread the standardized test. My students will be judged, scored, categorized; diminished to a numeral; neat and tidy; easy to group into bluejays, robins, or crows; recorded on the PR forms for the next year's teachers. The test scores influence teacher expectations. Scores are solidified into realities. I, too, will be judged. Since changing my approach from direct instruction to child centred learning, I feel more vulnerable. Will a year focussed on experiential learning rather than chalkboard exercises, worksheets, and skipkaps leave my Grade 1s unprepared for a test that will require their performance in these areas? Until now, I have tried to avoid thinking about standardized testing, but with a week to go, my anxiety begins to mount. I'm not sure what to expect. I've never seen this test before. I've never taught before without a basal.

It has been a year of learning for me, a year of discovery, of taking risks, of problem-solving, and experimentation. A year of exhilaration and self-doubt. Routine is a thing of the past. Old beliefs are assumptions to be tested. Dissonance, the feeling of discomfort that accompanies change, is my unwelcome companion.

I try to dispel my fears by imagining the worst that could happen if my students do poorly on the test. Firing? The notion of being fired seems silly. Standardized tests are used to measure students' abilities not teachers'. In theory I cross out firing.

Professional autonomy – the freedom to teach in the way I believe is best for students. This consequence is not so easy to dismiss. A year of designing my own curriculum rather than following a teachers' guide has changed the way I look at teaching. I am no longer the lead actor in someone else's play. I am writer, producer, and director with a cameo role. The children are the stars in this year's production.

I decide to ask Betty for a copy of the test. Perhaps my fears are unfounded. I am unprepared for her refusal.

"Why don't we give them the test cold as a scientific experiment?" she asks. I assure her that I intend not to teach to the test, but merely to look at it. I explain to her my concern that since my students have done no worksheets this year the format may confuse them. She is adamant in her refusal. "Don't you trust your program?" Her eyes are challenging. I walk away without the test. I remember a time when my growth in the classroom meant refinement of teaching strategies I already did well. Fine tuning bolstered my self-esteem; changing my whole belief system is another matter. Old beliefs must be laid aside before new ones can be adopted. Goodbyes can be painful, and I've said a lot of them this year. Goodbye to the quiet classroom, to teacher-centred lessons, to neatly stacked worksheets.

Do I trust my program? I have watched my students develop into self-confident, autonomous learners, but will their self-confidence continue beyond their time with me? Will their motivation to learn and their ability to concentrate remain unimpaired? Will they continue to love books and write their stories? How will they adjust, if necessary, to a classroom in which direct instruction is the primary mode of teaching?

Do I trust my program? Yes. But I don't trust the test. The test cannot measure the attributes that have been my primary focus this year: the ability of the children to think creatively, to co-operate with each other, to appreciate and read literature, and to express themselves with confidence. The test has become an instrument to compare two belief systems. The age-old debate with different names: humanism versus behaviorism, whole language versus the basal reader, process versus product. I have become the object of someone else's experiment. I am learning the cost of straying from the norm.

I decide to return to Betty and again ask to see the test. This time I return with my administrator. Betty still refuses. Do I let the matter go, or do I make a larger issue of it? I suggest a compromise. I will look over the test for a minute or two in Betty's presence, then return it immediately. I also suggest that, under the circumstances, Betty administer the test but I remain in the room to help. She agrees.

On the day of the test, Betty arrives at my door with a bundle of booklets. The children's desks are separated from each other. The room, usually bustling with laughter and movement, becomes quiet. The children look to me for reassurance. As the minutes go by, I can see the mounting frustration on Jimmy's face. He has given up quite early in the test. Barbara begins to guess haphazardly as she works her way through the booklet, eager to finish. Other children wear lifeless masks of concentration as they sit intensely, their brows furrowed. I hand the tests over to Betty immediately. I do not wish to look at them.

That weekend, I had a nightmare about the test. I dreamed that the scores were so low I was called to the office to explain them. I awoke with a start.

The following week, Betty handed me the results. The students from both Grade 1 classes were on a list with the highest scoring children at the top of the list and lowest at the bottom. Forty-eight children ranked neatly according to numerical scores. The children from both classes were identified by a highlighter pen: yellow for one class, green for the other.

"Look," Betty said, "you had nothing to worry about. The range of scores for the two classes is almost identical. You see, it doesn't really matter which way you teach children to read. The results are the same." I feel relief as she walks out of the room. We did it, the children and I. We passed the test. Only later do I feel disappointment that the scores fail to reflect the wonders that my children have become.

That afternoon, I take the children out for a walk in the park. The sunshine is warm on my face. The buds have burst in the fullness of spring. Several children begin singing, and as more and more join in, they form a moving mass of voices. The journey ahead is uncertain. But for now, I push it from my mind. These lilting voices of childhood lift my heart up and beyond the sunlight streaming through the trees.

Reflections on "The Test"

What are the facts about this story? Is it simply about a standardized test, a yearly rite of passage that students and teachers undergo as a necessary ritual? Surely it is more, for the experience caused me to feel devalued as both a teacher and a person. Yet I see evaluation as essential to my teaching. Observing the children's play, recording their behavior, listening to and coding their interactions, reading their stories, and other more formalized classroom-based assessments I use on an ongoing basis. These evaluations, however, are connected to the lifeblood of the classroom. They are alive with the lived experiences of children, subject to change depending on the day, the relevance of the task, and the personality of the child. Yet the standardized test ignores these considerations. It is a cold instrument that speaks of an orderly

world, dispirited, far-removed from the ever-changing world of children and teachers.

Let us consider for a moment the meaning of the word *evaluate*. It can be traced back to the Latin *valere*, which means "to be worthy." To evaluate then is to consider the worth of something. Yet who decides what is worthy in teaching? When and if this question is decided, how do we measure that worthiness? Is it by comparing the performances of teachers adopting an alternate approach with the performances of teachers who maintain the status quo? Is it by putting teachers who take risks under close scrutiny? My worth has been judged by the results of a standardized test. The test is not meant for that purpose, but in practice, it is often used that way. To an extent, I share that view because it is through the progress of my students that I evaluate my own success or failure. But I do not have faith in the standardized test as a measure of my students' or my own worthiness.

In other years, I would have accepted it to a greater extent, for my vision of the worth in teaching was matched more closely to the information to be tested. My orientation to the curriculum was technical. I did not allow myself to seek the possibilities outside that narrower definition of teaching. An emphasis on *time on task* disallowed the moments that I recognize now as important despite the absence of task-oriented doing. It disallowed taking time to listen to a child's conversation or sharing moments of discovery without one eye on the clock.

Yet there were afternoons when I took the children to the park and times when I suspended the lesson at hand simply because I was in a gay mood and wanted to share my feelings with the children. Dispensing with routines grew out of a need to step out of the role of *teacher*. But these were times interspersed in a day controlled and scheduled for maximum performance. We had moments of magic, the children and I, but not enough of them.

Several weeks ago, I realized the lasting effects of such moments on my students. I was shopping in a local supermarket when a tall, slender girl approached me and asked whether I recognized her. After several minutes of conversation, I remembered her as one of my former Grade 2 pupils, whom I had taught 10 years ago. She began with, "Remember when..." and described in detail a trek we had made into the woods in a search for the British soldiers, a tiny lichen several millimetres high with small red caps. I remembered showing the children a photograph and explaining to them that I had never seen the lichen before, that by our looking carefully and moving slowly through the forest, the discovery of the rare lichen, though unlikely, was possible. As I had hoped, the focussed observation led to many interesting discoveries, and, to my astonishment, the children found

the elusive British Soldiers. It was a moment of excitement for both me and the students. It was then that I was struck by the realization that unless the possibility of such a find had been presented, the discovery of the lichen would probably not have occurred. I had forgotten the incident, but even after 10 years, it remained the essence of my student's experience with me.

How does one measure the import of such experiences? Could this incident be described as teaching, or was it merely serendipity? Science measures only traces of such an experience. Whether the child could describe the lichen in detail, explain its function, or discuss the environment in which it could be found, it cannot measure the pleasure of a quest fulfilled or the discovery of the possibilities within a patch of grass.

Such incidents encourage me, but at times, I am uncertain whether it is possible to sustain a focus on such learning experiences within the present framework of the school. The buildings themselves speak of conformity, and there are subtle demands on teachers such as rigid timetables and curriculum requirements to cover certain topics at certain grade levels that, in the name of accountability, call for uniformity among teachers. Without the freedom to make their own decisions regarding curriculum design and implementation, teachers will be less likely to generate their own theories from their classroom practices. The standardized test establishes the ultimate control over teachers discouraging both risk-taking and teacher autonomy.

To return to Betty's question, "Don't you trust your program?" How can I trust completely when I am uncertain of what lies ahead of me? Perhaps as each year passes, if I continue to take risks, if I am able to reflect on what I have learned, perhaps then I will be able to answer the question with greater confidence. Or perhaps it will be the uncertainty of the quest for answers that will lead me to continue to ask the questions.

Annette Le Box (Bates), an elementary teacher in Maple Ridge, is a facilitator for the BCTF's Program for Quality Teaching. She is currently serving as an SFU faculty associate.



Recasting evaluation

CENTRED IN THE CLASSROOM

by Norma Mickelson

Evaluation essentially means "value from." It is not something to be shunned or feared; it is an integral part of the learning-teaching process. In ascertaining whether or not children have received value from their educational programs, we must be sensitive to individual differences and needs and must become, as Goodman (1986) points out, good "kid watchers." Thus, our evaluation program must be centred in the classroom, consistent with our goals, consistent with what we know about human learning, and comprehensive.

Procedures
Our evaluation program should be more like a video-tape than a snapshot; that is, evaluation is ongoing and should result in a well-rounded profile of achievement. Our evaluation procedures need to be numerous, leading to profiles over time, multifaceted, qualitative as well as quantitative, based on what we know about the constructive nature of learning, focussed on the professional judgment of those closest to the learner, positive, non-competitive, helpful in leading to growth for the learner, and adaptive.

Myths and misconceptions
Unfortunately, several misconceptions are prevalent with respect to evaluation. Among these are the following:

- Evaluation is separate from instruction. It is not. It is part of the curricular process and should not be separated from it.
- Learning proceeds hierarchically; therefore it should be tested sequentially. It does not. We know that human beings do not learn sequentially but rather recursively through a refinement process that progresses from gross to fine, not the other way around.
- Evaluation is testing. It is not. Testing is only one small component of an effective evaluation program.
- Tests tell us what children know. They do not. They tell us only what children know about a selected number of items on a particular test on a specified day.
- Readability formulae are reliable and valid indicators of difficulty levels. They are not. They are predicated on unsound criteria and unfounded assumptions (Olson, 1986).
- Tests determine appropriate grade levels for students. They do not. Grades are arbitrary, administrative devices and represent only what we say they do. Nothing more.
- Grade-equivalent scores tell us at what grade level a child should be reading. They do not. So serious are the misuses of grade-equivalent scores that the International Reading Association recommended in 1981 that they be abandoned in reporting performance. (Farr and Carey, 1986)
- Teacher observations are neither valid nor reliable. This is not so. Teacher observations can be both valid and reliable if they are comprehensive and based on carefully gathered data.

Profile of achievement
The goal in evaluating a student's progress is to achieve a profile of accomplishment over time. One way of accomplishing this is to use a data-gathering profile (The Quad) that focusses on both process and product and includes observational and measurement data as well as contextualized and decontextualized information (Anthony, Field, Johnson, Mickelson, Preece, 1988).

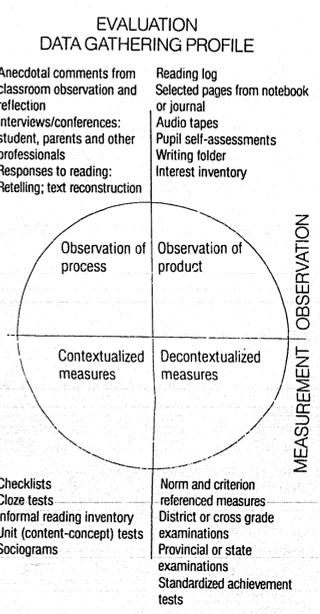


Figure 1: The Quad
Although the data-gathering profile (The Quad) appears symmetrical, it can and should be applied asymmetrically. In the primary program, for example, the emphasis should be almost entirely on observation; whereas in the intermediate grades, measurement might be added. The decision about what to emphasize rests with the individual teacher and the school.

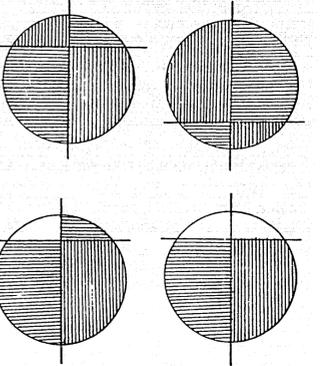


Figure 2: Balance



Evaluation from page 11

Parents commonly ask three questions about evaluation:

- 1. How is my child doing?**
In a comprehensive evaluation program, this is easily addressed. Work samples, audiotapes, videotapes, "published" books, reports, records of books read, writing folders, and contextualized measures all clearly demonstrate growth. If parents see concrete evidence of their children's progress, they will be far less concerned about competition. An enthusiastic, committed child is reward enough. During parent/teacher/child conferences, the children assess their own progress.
- 2. How is my child doing compared to the other children?**

The focus of each parent/teacher/child conference needs to be positive. Parents need to see what their child is doing and discuss how everyone can work together to ensure continued growth. Parents need to be reassured that it does not really matter how a score on a test compares with scores children in such places as Stanford, California, or the metropolitan areas of the country make. What really matters is how the child is developing and improving in his/her situation. Children move from invention to convention — some more quickly than others, and parents are most often satisfied when they can actually see evidence of progress in their children's work.

3. Will my child pass?

"Passing" or "failing" assumes an absolute standard of performance for an administrative unit called a grade. In reality no identifiable body of content is sacrosanct to any "grade." The question might more appropriately be, "In what room, with which teacher, and with what other children might the child do best?" No evidence suggests that it is worth while to "fail" a child. Children should not be labelled as "failures." They grow and develop through experience and coaching — some more rapidly than others. As long as we believe in absolute, identifiable standards of performance called "grades," we do not really understand the concept of *ungradedness* or of *continuous progress*.

Self-evaluation

Young children are natural evaluators. They explore and manipulate their environment as they discover what they need to do to be successful and manage their lives. They learn both from successful accomplishments and from errors in judgment or mistakes. Attempts at achievement and approximations to success are sources of information. Anyone who watches young children in action knows this.

Attempts at growth need to be acknowledged. Risk-taking should be encouraged, and errors (or miscues) seen to be expressions of what currently exist in the repertoire of the child. Mistakes are guides to future action. To be able to say "I made a mistake," or "It isn't working as well as I thought it should," is wonderfully freeing and enabling. It allows perspective and provides an opening for improvements to occur.

As teachers, we should also evaluate ourselves and our curricular programs. When our students seem to be encountering difficulties, we should ask not, "What is wrong with this child?" but rather, "What can I do to help my students be successful?" If an answer is not readily discernible, we can consult peers, colleagues, administrators or the children themselves. Children often know what need in order to do better.

Just as children require a safe environment in which to take risks, so do teachers. A supportive, knowledgeable admin-

istration is an enormous asset in evaluating the effectiveness of any school program. Where there is knowledge, respect and professionalism, self-evaluation can add immeasurably to the overall context of evaluation.

We cannot have it both ways. We cannot espouse and implement one philosophy of learning and teaching and evaluate it from a totally different perspective.

Evaluation concerns not only pupil progress and teacher effectiveness, but also the program itself. We need to answer the question, "To what extent are the goals of our programs being realized and implemented in my classroom or in my school?" Although teachers can undertake this program evaluation independently, inviting colleagues or administrators to participate often helps. Networking is powerful in this context.

As with evaluation of the children's progress, we can evaluate our programs through observation, recording, reflection, analysis, and action and can use all of the strategies described so far. We can use the information we collect to evaluate children's progress to evaluate a program's effectiveness. Evaluation strategies that are not congruent with the underlying philosophy of the program are unacceptable. For example, it is inappropriate to implement an holistic primary program and then try to assess its effectiveness on the basis of a skills test. The two are not compatible — they reflect different underlying assumptions.

Conclusion

We finish where we began, with the belief that evaluation is an integral part of the new British Columbia programs. Its main purpose is to inform (in the broadest sense) educational practices and decisions.

Our beliefs about learning, teaching, and evaluating must be congruent. When we acknowledge that our programs are holistic and child-centred, both our teaching and our processes of evaluation must reflect holistic and child-centred perspectives. When our pedagogical strategies underscore a belief that developing competence is an emerging process, our evaluation must also encompass this principle. We cannot have it both ways. We cannot espouse and implement one philosophy of learning and teaching and evaluate it from a totally different perspective. To do so brings into serious question the true worth of our evaluation practices.

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Norma Mickelson is a professor at the University of Victoria, and is known internationally for her work on language education and evaluation.

Parents as partners

SCHOOL ACT SHIFTS THE GROUND

Nothing in the government's plans for change is new," said Janet Mort, superintendent of educational innovation, B.C. Ministry of Education, at a provincial parent conference organized by the B.C. Parent-Teacher Home and School Federation on October 13-14. "New is this direction for all schools, all kids."

Parent involvement in public education certainly isn't new. From the early era of hiring and supervising the teacher to parents as volunteers and fund-raisers, and then to today's community schools and school consultative committees, parents and the community have been there.

Yet the new twist on parent involvement in B.C. defined by the School Act, will up both the tempo and the role of parents in the decision making of schools. The Act offers greater choice and influence for parents in education. This, claimed Sam Lim, executive co-ordinator, Ministry of Education, follows an international trend to strengthen the partnership between parents/community and the school.

What has been?

In addressing the conference, BCTF President Ken Novakowski cited the long and proud history of the BCTF in promoting parent involvement. "The essential relationship has always been the one between the student, the parent, and the teacher. On this partnership, hinges each student's education. As an organization," he continued, "our concern is evident in our policy on parent volunteers, our workshops for teachers in communicating with parents, and in leading parent-teacher conferences, and the involvement of local association presidents in district parent advisory committees." Indeed, the BCTF played an active role in assisting with the organization of the B.C. Parent-Teacher Home and School Federation Conference.

In other ways, too, parent/community involvement is not new to B.C. Today, 23-25 district parent or community advisory councils are in place; many schools have some form of parent consultative committee or community school council; parent fund-raising initiatives abound. Look around any public school today, and you'll see computers, new playgrounds, and sports equipment purchased as a result of parents' efforts. For those parents able and willing to support the school, the door is always open. Some school districts have formed formal partnerships with community businesses to provide relevant career experiences for secondary students.

What is new?

The new School Act does not suggest merely more of the same for parents. It changes their traditional rights and roles at the school and district levels. The Act enables parents to significantly influence the education of their children. According

to Mort, parents now have the right to choose the system they want — a choice among public, independent, or home education. They have the right to choose the "entry" point for their child, whether early or delayed (through dual entry), and once the child is in school, parents have the right to expect open consultations on children through formal and informal reporting.

Through school-parent advisory committees and district advisory committees, both parents and community groups may have a greater say in the decision making surrounding education. The shift is from a "consultative" role commonly understood as "ask and do your own thing;" to an "advisory" role, often understood to mean "listen, consider, decide, and be prepared to defend your decision." The Act has equipped parents with the legislative opportunity to hold the system more accountable, while at the same time giving them the opportunity to share the power in running the system.

"But," said one parent at the conference, "where are the teeth in the Act, if our advice goes unheeded or we are dissatisfied with some aspect of our children's education?" Lim's response pointed to Section 11, the appeal section, which gives parents the right to appeal any decision of the board. "Failing that," he continued, "there is always the trustee election process, or we can rewrite the Act."

What is the obvious lesson for teachers? Teachers must continue to be a part of the parent-teacher partnership that public education has held as its cornerstone. Satisfied and involved parents are the school's greatest allies. They, too, must write teachers into the future actions that will define a new relationship between schools and their communities, parents, and teachers. Teachers must get involved in the advisory committees in schools.

When parents entrust their children to school, it is the teachers in whom they place their trust. All else exists to support that central relationship. Today's School-Act changes provide a window of opportunity for teachers to re-establish their partnership with parents, for kids. By teachers' and parents' informing and involving one another, by their being mutually accountable, children will benefit.

University of Victoria professor Vern Storey defined the new relationship as "structured participation," the shape of which will be crafted over the next few years. He urged parents to take a judicious approach. When parents assert their new power, they will not ultimately have to be accountable for the decisions. He advised professional-school people to be collaborative, to participate openly with parents in the educational process. Parent involvement in B.C. schools cannot be mandated. Those who participate will define it.

This is our chance to help shape future parent-teacher partnerships.

— Nancy Hinds

Local associations grapple with policy changes

FEDERATION SPONSORS PILOTS

Vancouver Elementary and Secondary

Vancouver teachers are seeking a broadly-based network of responses to the *Year 2000* document. Two VSTA/VESTA sponsored conferences were held in mid-October for teachers, parents, trustees, board officials, and faculty of education representatives. After an overview of the document, a focus group format was used to encourage a free exchange of views about the positive aspects of the ministry's plan as well as the changes that caused concern for conference participants. The government's short response timelines, assessment, professional development, teacher training, and the provision of sufficient funding and resources were major concerns; people also had many questions about the specific meaning and potential impact of components of the framework. There was very little negativism. Instead a remarkable unanimity of purpose which focused on carefully-considered change emerged.

Recommendations for further action were sent to a joint VSTA/VESTA response committee, which is working to encourage every staff and parent group in our 120 schools to discuss the document and to forward comments to the associations. Together with parents and board representatives we hope to have a joint press conference in early December to provide the public with our points of view.

We are grateful that the Representative Assembly voted to make BCTF funding available for the kind of conferences we had. Our fundamental belief in the necessity for a wide public and professional response to the sweeping changes proposed by the *Year 2000* document was completely validated by the dialogue amongst the participants at our conferences.

Sheila Pither
VESTA President

Vernon Teachers' Association

Teachers in Vernon, as in every local, are being asked to find time, within an already busy schedule, to read, react to, and respond to the *Year 2000* document before the end of November. The VTA has designed an educational policy pilot:

- To have an informed membership.
- To have an informed community.
- To provide impetus for as many

informed responses from as many diverse groups as possible.

Local needs assessment

Our executive participated in a retreat on September 18 and studied *Year 2000* evaluation/assessment and School Act.

Staff reps, PD reps, and local specialist association reps were asked to survey colleagues.

We agreed that our plan should include as many teachers, parents, and members of the general public as possible.

Our plan

We'll hold a study session for all staff and PD reps and LSA presidents or designates. Sessions will be planned, organized, and delivered by our executive, led by a local education policy associate, two staff rep trainers, and other executive members who have already participated in the process. Trustees, senior district administrators, and AOs have been invited.

Schools. The staff rep, the PD rep, and an executive member will utilize the same process at the school level.

The local will compile the data, sending an individual-school response and an association response to the federation by December 15.

Each LSA. The 20 associations will be encouraged to follow the same process.

Parents. At each school, parents will have the opportunity to read the *Year 2000* paper and to participate in the same process as the teachers.

A public meeting is scheduled for November 29.

We hope that a parent advisory committee will be formed, and that parent groups will also respond.

The president will go on the "lunch circuit," spreading the word to the public, by making presentations to the Chamber of Commerce, the Downtown Business Association, the Rotary, and the Labour Council.

Our pilot project has opened the eyes of many of our members; they did not realize the scope of the proposed plan for public education and their profession. We may not be able to affect all the changes we want, but we know that as professionals we speak up and speak out. Silence suggests acceptance.

Carrol Whitwell
Vernon president



Long and frequent meetings have shaped the work of the BCTF Task Force on Code of Ethics and Federation Internal Discipline Provisions. (Left to right, front row) Maureen MacDonal, Percy Austin, Charles Wyse. (Back row) Maureen McPherson, Ralph Sundby (staff), Pauline Galinski, and David York (staff).

Alistair Eagle photo.

Income Security

Returning from a leave of absence

CONSIDER YOUR PENSION

Teachers returning from a leave of absence should consider the option of purchasing pensionable service for the time spent on leave. Since your teacher pension is based primarily on the amount of pensionable service and the average of your last 50 months' salary, additional service means additional pension.

To purchase service, you must have been on an approved leave of absence from your board, you must return to employment for a year or for a period of time equal to the length of the leave if it was shorter than a year, and you must complete the purchase by the end of the calendar year that follows the calendar year in which you returned to work. For example, if you took a leave during the 1988-89 school year and returned to work September 1989, you have until December 1990 to purchase the leave.

During your entire teaching career, you may purchase up to 20 months of service for leaves of absence. Women on maternity leave for the 18-24 weeks covered by the Employment Standards Act may purchase the service by paying the normal pension contributions for the period of leave. You may make such payments during the leave or following the leave but within the deadline noted above.

Teachers on medical leave continue to receive pensionable service while on sick leave and while in receipt of benefits from the BCTF Salary Indemnity Plan.

For all other leaves, you may purchase service by paying double your normal contributions for the period of leave. You must make the payment in one lump sum within the deadline noted above.

You must apply to the Superannuation Commission at 548 Michigan Street, Victoria, B.C. V8V 4R5. The commission will notify you as to your eligibility to purchase the leave time and the amount of money required.

Tax benefits

Monies paid in 1989 to purchase 1989 leave time is tax deductible as part of your required 1989 pension deductions. Monies paid in 1989 to purchase 1988 leave time is tax deductible as a "past service pension contribution." In computing your 1989 income tax, you may deduct up to \$3500 for past-service contributions in addition to your normal or required 1989 pension contributions.

Monies paid in 1990 for your 1988-89 leave will all be past service contributions and subject to the \$3500 past-service limit.

Past-service deductions will reduce the amount of money you may contribute to your RRSF. To calculate RRSF room, sub-

tract required contributions and past-service contributions from \$3500. Usually all RRSF room will be eliminated in the tax year in which you purchase leave-of-absence time.

For additional information, contact the Superannuation Commission (1-800-663-8823) or the Income Security Department at the BCTF (1-800-663-9163).

Pension rates have changed

Your pension contribution rates dropped by 0.1% in September as the result of the expiration of a special assessment that was in effect from July 1, 1981 to June 30, 1989 to fund pension adjustments for certain teachers who retired before July 1973.

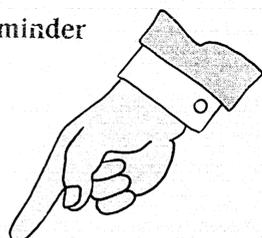
The current contribution rates are now 6% of salary up to the Year's Maximum Pensionable Earnings under CPP (YMPE in 1989 is \$27,700) and 7.5% of salary above the YMPE. The rates include the 1% assessment for indexing pensions.

The method of collecting the pension contributions changed January 1, 1989. Before that date, a composite rate was used throughout the year, resulting in a drop in the combined teacher and Canada Pension premiums when you reached the YMPE for the year. Since January 1, 1989 the following system is used, resulting in these combined rates:

| | Teacher | PP | Canada | PP | Total |
|-------------|---------|------|--------|----|-------|
| up to YMPE | 6.0% | 2.1% | 8.1% | | |
| beyond YMPE | 7.5% | — | 7.5% | | |

You can find details about your pension plan in the *Members' Guide to the BCTF 1989/90* on pages 102 to 109, or contact Ken Smith, pension co-ordinator.

Reminder



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

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

Seasons Greetings!

To all those teachers in British Columbia and the Yukon who have used our products this year.



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JANUARY

January 19-20

Conference for Educators: Self-esteem training, co-operative discipline techniques, school-based management and shared decision making. Miami Hilton Resort and Marina. Contact Delphi Foundation, 200-4265 S.W. 8th Street, Miami, FL 33134. For brochure call 1-800 678-9156.

January 20

"Winter Wing Ding" of the B.C. Orff Chapter. A pot pourri of sessions on recorder, Dalcroze, and orchestration for Orff instruments. Contact Ann Golden Fisher, 517 Allen Drive, Delta, BC V4M 5B9, 943-3990, or Joe Berarducci, 987-3577.

January 25-27

Association of B.C. Drama Educators conference, "Starting Blocks": Sheraton Landmark Hotel, Vancouver. Hosted by Coquitlam Drama Teachers' Association. Contact Wayne Coulson, (H) 656-6781 or (S) 565-1129.

January 26-27

B.C. Alternate Education Association conference, Keith Lynn Alternate Secondary School (KLASS), North Vancouver. Contact Mike Kiss, 223 West Balmoral Road, West Vancouver, BC V7N 2T6, H: 988-9678, S: 988-5711.

February 1-4

The Adlerian Psychology Association's 11th annual conference, "Leading the Way, Tuning in 1990": Robson Square Media Centre Thursday night, and SFU Harbourside. Contact Adlerian Psychology Association, 210-2525 Manitoba Street, Vancouver, BC V5Y 3A7, 874-4614.

February 8-10

"The Middle Years," Hillside Middle School, SD #45, West Vancouver. Contact, Iris McEwen, 2295 Queens Avenue, West Vancouver, BC V7V 2Y5, S: 926-7534.

February 16-17

"In the Mind's Eye": B.C. Art Teachers' Association annual conference, Burnaby Central Secondary School. Contact John White, c/o 5325 Kincaid Street, Burnaby, BC V5G 1W2, 299-0611.

February 16-17

Association of Canadian Teachers of the Hearing Impaired annual conference, Victoria Conference Centre. Contact Suzanne Bancroft, c/o Uplands School, 3461 Henderson Road, Victoria, BC V8P 5A8.

February 16-17

B.C. Music Educators' Association annual conference, Encore '90, Hotel Vancouver. Contact Doug Irwin, c/o North Vancouver SD, 721 Chesterfield, North Vancouver, BC V7M 2M5, SD: 987-8141, S: 929-2361.

February 23-24

Teachers of Home Economics Specialist Association conference, "What's Next? Home Economics in the '90s": Sheraton Landmark Hotel, Vancouver. Contact Wendy Rome, 4410 West 15th Avenue, Vancouver, BC V6R 2V3, H: 224-1956.

March 1-3

Special Education Association conference, Victoria Conference Centre, Victoria. Contact Dennis Brammer, 40 King George Terrace, Victoria, BC V8S 2J9, H: 592-0425, S: 385-5774.

March 9

"Learning Together," West Kootenay Regional Conference, Nelson, BC. Contact Pat Dooley, Resource Centre, SD #7, Central School, Nelson, BC V1L 1N8.

April 1-4

Focus '90, Integration: A Shared Responsibility, the B.C. conference emphasizing a co-operative approach to integrating disabled children into regular school settings, Victoria Conference Centre, Victoria. Contact Barbara Smith, c/o Victor School, 2260 Victor Street, Victoria, BC V8R 4C5, 595-7511.

April 26-27

B.C. School Counsellors' Association conference, Kelowna. Contact Fred Gubbels, Wallace Hill Road, RR3, Kelowna, BC V1Y 7R2, H: 764-7538, S: 860-4526.

April 27-28

Catalyst '90 Conference, "Science in the Year 2000": sponsored by B.C. Science Teachers' Association and Faculty of Science, Simon Fraser University, at SFU. Contact Lon Mandrake, 8526 117B Street, Delta, BC V4C 6G2, H: 591-5839, S: 591-6166.

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Robert Abbott, Powell River
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John R. Allan, Vancouver
Laurette M. Allard, Sidney
Anne Amar, Vancouver
Edith E. Anderson, Vancouver
Michael G. Andrews, Stewart
Mani N. Angano, South Okanagan
Paul Antoniuk, Maple Ridge
Anne Archuk, Shuswap
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Michael R. Bailey, Vancouver
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Antigonish, Nova Scotia. Across street from S.F. Xavier University, 1 bdrm. furnished apartment in "Heart of the Highlands" Available July and August for \$450/month. Contact, Rob Roy 525-3908 or John A. MacDonald, 1-76 St. Ninian Street, Antigonish, NS B2G 1Y8, 902-8616-5840.

For Sale

B.C. Teacher-Librarians' Association Publications. "Links to Literature", 200 p., elementary literature-based units. \$10/prepaid, \$12/billed. Order from, Dianne Rabel, 1501 2nd Avenue, Prince Rupert, BC V8J 1J5, S: 624-6361.

"Implementing Change", 168 p., A co-operative approach to initiating, implementing, and sustaining library resource centre programs. This incorporates the latest research developments regarding the change process which is the foundation for school based staff development. \$20/prepaid, \$23/billed. Order from, Bill Scott, Box 985, Hope, BC VOX 1L0, S: 869-9971.

"The Bookmark," back issues of quarterly journal which contains many examples of co-operatively planned units, bibliographies, author portraits and professional reading. \$6. Order from, Donna Doerksen, 4108 Edinburgh, Burnaby, BC V5C 1R9, S: 734-5101.

"Fuel for Change," co-operative program planning and teaching, 3 video tapes and manual. \$225/CSLA or BCTLA members, \$325/non-members. Order from, Field Development, Faculty of Education, UBC, Vancouver, BC V6T 1Z5. Manual only: \$12/prepaid, \$15/billed from Bill Scott, Box 985, Hope, BC VOX 1L0 S: 869-9971.

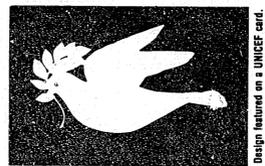
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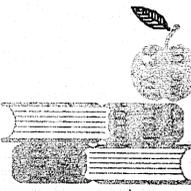
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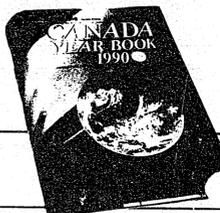
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The University of Victoria, Education Extension, has developed a number of Distance Education courses which have been broadcast via the Knowledge Network in B.C. These courses provide an avenue for continuing professional and personal growth for educators. The courses include:

- ED B 342 Foundations of Reading
- ED B 343 Reading in the School
- ED E 444 Math instruction in the Elementary School
- ED B 480 Using Whole Language in the Elementary School
- ED E 484 Diagnosis and Remediation in Mathematics
- ED E 487 Education in the Small Community

Education Extension is making these courses available for purchase to schools, school districts, colleges, and education institutes. Each Distance Education course includes a complete set of quality video tapes and a course print package for \$300 plus postage.

For further information contact: Wes Koczka, Program Coordinator, Education Extension, University of Victoria, P.O. Box 1700, Victoria, B.C. V8W 2Y2. Phone (604) 721-7874. FAX (604) 721-7767.

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SIMON FRASER UNIVERSITY

Faculty of Education Professional Programs, Burnaby, B.C.
V5A 1S6. Telephone: (604) 291-3395
The Faculty of Education, Simon Fraser University,
invites application from experienced teachers for the position:
FACULTY ASSOCIATE FOR THE
PROFESSIONAL DEVELOPMENT PROGRAM (PDP)

THE POSITION

Faculty Associates primarily supervise student teachers during their school placement for classroom practice. They work with Faculty members to design and teach the instructional components of PDP, and provide liaison between the Faculty and the school system. Faculty Associates may have the opportunity to travel as the program is also offered at several regional centres in British Columbia. Preference will be given to applicants who are prepared to undertake some travel as part of their job responsibilities.

THE TERM

The Faculty Associate appointment is an 8-1/2 month appointment commencing mid-August. The normal method of appointment is by secondment from a School District. The majority of appointments will be finalized by March 31st, so that a leave of absence from a School District may be arranged. The Faculty encourages applications from candidates interested in part-time Faculty Associate appointments combined with graduate study. A limited number of such appointments may be made. Decisions on admissibility to the graduate program are made by the Graduate Programs Committee and are independent of the Faculty Associate hiring process.

THE CRITERIA

The selection will be highly competitive. The following criteria will be considered:

- usually five years' successful teaching experience in a public school system
- curriculum and instructional needs of PDP
- secondment approval from school district
- previous successful School Associate experience
- work experience with adult learners
- knowledge of and experience with micro computer technology as applied to schools

TO APPLY

All correspondence, requests for application form and information packages should be addressed to:

Mrs. Renate Doege, Assistant to the Director, Professional Programs,
Faculty of Education, Simon Fraser University, Burnaby, B.C. V5A 1S6.
Telephone: 291-4358

Preference will be given to applicants eligible for employment in Canada at the time of application. Simon Fraser University offers equal employment opportunities to qualified applicants. Completed applications, together with supporting documents, should be received by the Faculty of Education no later than December 15th.

SIMON FRASER UNIVERSITY

Faculty of Education, Professional Programs, Burnaby, B.C.
V5A 1S6. Telephone: (604) 291-3395
La faculté d'éducation de l'université Simon Fraser
recherche des enseignants avec expérience pour le poste de:
ASSISTANT PEDAGOGIQUE PROGRAMME DE FORMATION
PROFESSIONNELLE (PFP)

LE POSTE

Le rôle essentiel de l'assistant(e) pédagogique est de superviser les élèves-maîtres dans les écoles. Il/Elle doit aussi aider les membres de la faculté dans les cours au sein du PFP et constituer ainsi un lien entre la faculté et le système scolaire. L'assistant(e) pédagogique aura également l'occasion de se déplacer puisque le programme est offert dans plusieurs centres régionaux de la Colombie-Britannique. La priorité sera donnée aux postulants qui seront prêts à voyager dans le cadre de leurs responsabilités professionnelles.

LES CLAUSES DU CONTRAT

Le contrat d'assistant(e) pédagogique est de 8-1/2 mois. Il prend effet dès la mi-août. Le processus normal d'embauche se fait d'habitude par détachement à partir d'un district scolaire. La majorité des nominations sera confirmée vers le 31 mars, pour permettre aux assistants de convenir d'un congé sans solde avec leur conseil scolaire. Cette annonce s'adresse aussi aux candidat(e)s désirant un poste d'assistant(e) pédagogique à temps partiel, poste qui pourrait être combiné avec des études de deuxième cycle, par exemple. Le nombre de postes à temps partiel est limité. Les décisions concernant l'admissibilité au programme de deuxième cycle sont prises par le Comité des programmes de deuxième cycle; elles sont prises indépendamment du processus d'embauche de l'assistant(e) pédagogique.

CRITERES

La sélection du candidat est un concours de nature très stricte. Voici les critères qui sont considérés:

- en principe cinq années d'expérience d'enseignement dans un système scolaire public
- selon les besoins du PFP en matière de programme et d'enseignement
- approbation du détachement du candidat par son conseil scolaire
- expérience antérieure réussie en temps que maître-associé
- expérience au niveau de l'enseignement aux adultes
- connaissance et expérience en micro-informatique et ses applications pédagogiques

POUR POSER SA CANDIDATURE

Envoyer toute correspondance, demandes de formulaires et pour renseignements écrire à:

Mme Renate Doege, Assistante, Programmes Professionnels, Faculté
d'éducation, Université Simon Fraser, Burnaby, BC V5A 1S6.
Téléphone: 291-4358

La préférence sera donnée aux candidat(e)s éligibles pour un emploi au Canada au moment de la demande. L'université Simon Fraser donne l'opportunité d'emploi à chance égale aux candidat(e)s qualifié(e)s. Les formulaires complétés, ainsi que tous les documents appuyant la demande, doivent être reçus à la faculté d'éducation au plus tard le 15 décembre.

SIMON FRASER UNIVERSITY ■ COURSES IN ABBOTSFORD AND SURREY ■ BEGINNING IN JANUARY

On January 8, 1990 Simon Fraser University will begin its second semester of 3rd/4th year courses at Abbotsford and Surrey. If you are interested in enrolling in these courses, eligible for admission and meet the prerequisites, please attend the two special periods at four locations for advising, admission, registration and course fee payment. Bring post-secondary transcripts and a Registration Tuition Deposit (\$100.00, cash or cheque only). Advisors will be at all locations. **Although November 24 is the normal deadline, applications for admission to enrol in courses only at Abbotsford and Surrey will be considered until courses are filled.** For information call 291-3848 or 291-4005.

ADMISSION/REGISTRATION PERIODS

November 20-23 & December 4-7
11:30 a.m. to 7:00 p.m.
SFU Trailer behind Building B
Fraser Valley College
33844 King Road, Abbotsford

November 20-23
4:30 p.m. to 7:00 p.m.
Campus Administration, Building 1
Kwantlen College, Newton Campus
13479-77th Avenue, Surrey

December 4-5
4:30 p.m. to 7:00 p.m.
Cafeteria
Kwantlen College, Surrey Campus
9260-140th Street, Surrey

December 6-7
4:30 p.m. to 7:00 p.m.
Student Lounge
Kwantlen College, Richmond Campus
5840 Cedarbridge Way, Richmond

ABBOTSFORD (at Fraser Valley College, Temporary Classroom)

- CMNS 315-4 Cultural Dimensions in Advertising (Mondays, 18:00 - 21:50)
Prerequisites: Two lower division social science courses; 45 credit hours or permission of instructor.
- CRIM 335-3 Human Rights and Civil Liberties (Tuesdays 18:00 - 20:50)
Prerequisites: CRIM 101 and CRIM 135 and for 230.
- ENGL 340-4 Twentieth Century British Writers to World War II (Wednesdays, 18:00 - 21:50)
Prerequisites: Credit or standing in any two of ENGL 101, 102, 103, 104, and in any one of ENGL 204, 205 and 206.
- HIST 415-3 Victorian Britain (Thursdays, 18:00 - 20:50)
Prerequisites: Students are strongly recommended to take one or more of the following courses: HIST 224, 229, 315, 316.
- POL 332-3 Government and Politics: United States (Tuesdays, 18:00 - 20:50)
Prerequisite: Pol 231.
- PSYC 370-3 Theories of Personality (Wednesdays, 18:00 - 19:50)
Prerequisites: PSYC 101 or PSYC 100 and 102.
- SA 301-4 Key Issues in Anthropology (A) (Thursdays, 18:00 - 21:50)
Prerequisites: SA 101 and one of SA 201, 263, 286 or 293. Students with credit for SA 370 may not take SA 301 for further credit.

SURREY (at Kwantlen College, Newton Campus, Building 3)

- ENGL 349-4 Topics in American Literature II (Thursdays, 18:00 - 21:50)
Prerequisites: Credit or standing in any two of ENGL 101, 102, 103, 104, and in any one of ENGL 204, 205 and 206.
- GEOG 375-4 Historical Geography I (Tuesdays, 18:00 - 21:50)
Prerequisite: GEOG 241 (formerly 141).
- HIST 414-3 The Impact of the Great War (Tuesdays, 18:00 - 20:50)
Prerequisite: HIST 225 recommended.
- POL 324-3 Canadian Constitution (Wednesdays, 18:00 - 20:50)
Prerequisite: POL 221 or 222.
- PSYC 373-3 Behavior Therapies (Mondays, 18:00 - 21:50)
Prerequisites: PSYC 101 or PSYC 100 and 102, PSYC 201 and one other Psychology course.
- SA 350-4 Classical Sociological Thought (S) (Wednesdays, 18:00 - 21:50)
Prerequisite: SA 250.
- WS 301-3 Special Topics in Women's Studies: Women and Work (Mondays, 18:00 - 20:50)
Prerequisite: 60 credit hours.



SIMON FRASER UNIVERSITY



UNIVERSITY OF VICTORIA

Faculty of Education Graduate Programs

The Faculty of Education at the University of Victoria is offering programs for full-time and part-time study leading to MA, M Ed, and MSc degrees, and full-time study leading to the PhD degree. (All programs are subject to funding and enrollment.) Early application is advised.

SUMMER PROGRAMS

Summer-based M Ed programs will begin in July 1990 in the following areas: Curriculum Studies; Educational Administration; Music Education; Coaching Studies—Co-op program (subject to Senate approval).

WINTER PROGRAMS

- | | | |
|----------|----------------------------|----------------------------|
| MA/M Ed: | Curriculum Studies | English Language Arts |
| | Educational Administration | Mathematics Education |
| | Educational Psychology: | Music Education |
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| | - General Educ. Psyc. | Sport and Exercise Studies |

MSc: Sport and Exercise Studies (subject to Senate approval)

PhD: Educational Psychology
English Language Arts

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STAFF ASSOCIATE PROGRAM

Staff Associateships will be offered to highly qualified applicants interested in full-time graduate work in Education. Each associate will be granted \$8,500 for the year to assist in the work of the Faculty of Education. (Applications for this program must be requested specifically.)

FOR FURTHER INFORMATION CONTACT:

Graduate Secretary, Faculty of Education, University of Victoria,
P.O. Box 1700, Victoria, BC V8W 2Y2
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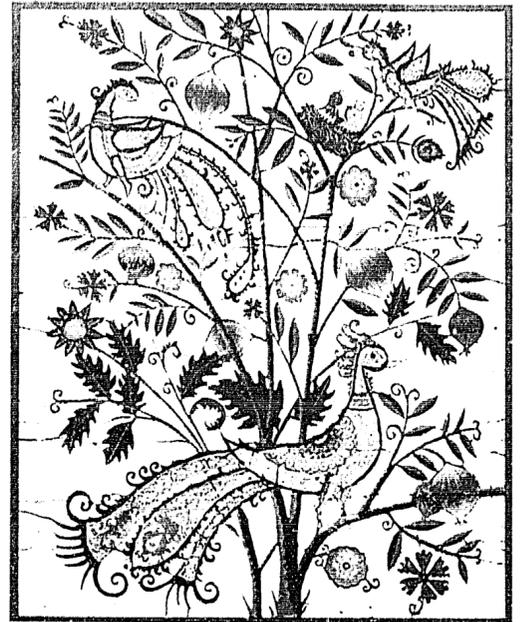
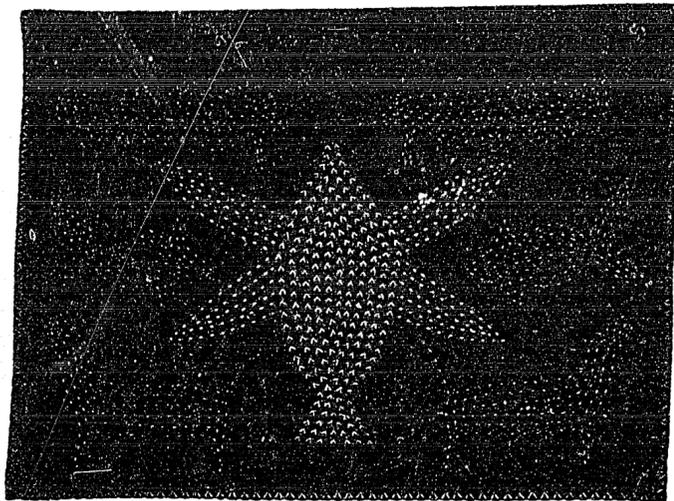
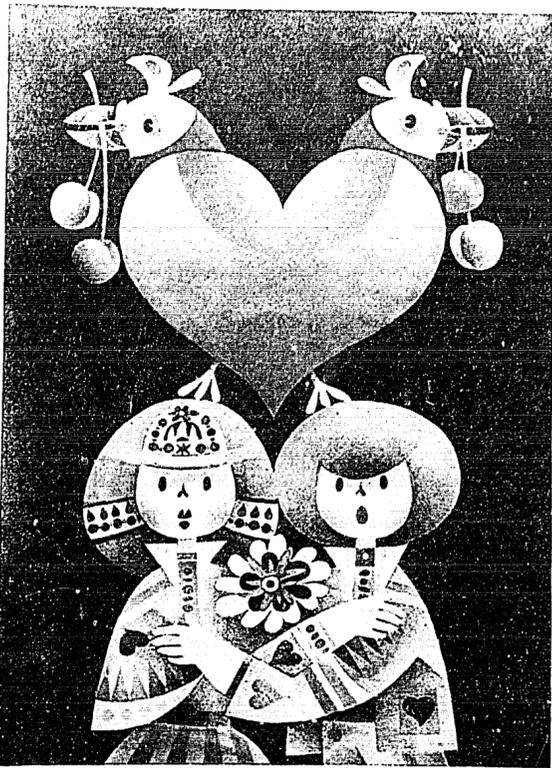
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Source: Our special thanks go to Unity for the use of cards depicting various religions and to the Canadian Ecumenical Action Committee for use of symbols from the Multifaith Calendar.

receive small spinning tops called draydels that have on their sides the Hebrew letters NGHS. These letters stand for the words, "NessGodol, Hoyoh Sham" (A great miracle happened there).

Source: BCTF Lesson Aid 2510. *Midwinter Festivals and Concerts I*, Vancouver School Board. Reprinted with permission.

Diwali Festival of Lights

"Fire, the universal ingredient in winter festivals, provides both a real and magical charm against the perils of the season." (Betty Nickerson, *Celebrate the Sun*, McClelland and Stewart, Toronto/Montreal, p. 92. (1969).

This is the time when the goddess of good fortune, Lakshmi, comes to visit homes. Every room in every home is lit, so she can find her way. Today, in the cities, strings of electric lights are used.

Diwali is celebrated differently by the two religions, Hinduism and Sikhism. In Hindu culture, Diwali recognizes the Goddess Lakshmi, who comes down from her summer cottage in the hills. Lakshmi is the bearer of good luck for the upcoming year. Devas or clay holders of oil with cotton wicks are lighted to guide Lakshmi to each house. By entering the house, she brings good luck to the inhabitants. The Goddess Lakshmi cannot be seen, but her presence can be felt.

Diwali also celebrates the return of the god Rama, after a 14-year exile. It is believed that on Rama's return, his followers met him with lighted devas.

In the Sikh belief, Diwali stems from the Sikh men that were captured by individuals of the Hindu faith, and were set free from prison.

People decorate their houses with devas, or lights. The wick is lighted, and hundreds of flickering lights illuminate the exterior of the house.

As in the Chinese tradition, preparations for Diwali include scrubbing homes and shops, whitewashing walls, and making doorways festive with garlands of flowers. Accounts are settled before the New Year.

Source: Luv Randhawa, a teacher at North Surrey Senior Secondary School, Surrey and BCTF Lesson Aid 2510.

add merriment to the festival. Neighbors and friends bow when they meet.

"Kung-hsi" says one. "I wish you joy!"

"Kung-hsi fa-ts'ai" answers the other, "May joy and wealth be yours."

On the third and fourth days, it is customary for the youngsters to go in groups from house to house, paying courtesy calls and waiting for the doors to open so that they may be rewarded with rice cakes and candles. For two weeks, the celebration continues.

Chanukah

Close to the winter solstice is an eight-day holiday celebrated by the Jewish people in remembrance of the miracle that took place in Palestine (present day Israel), more than 2100 years ago. Antiochus, a wicked ruler who sought to destroy the Jewish people, met his match in a man named Mattathias, who lived in a village of Modin with his five sons. When the soldiers came to destroy the Jewish people, Mattathias called out, "Mi Komoche Be-Elohim, Adonoi." (Who compares with you among the gods, O Lord.) The first letters of the call in Hebrew (Mkbe) are pronounced "Maccabee" and so Mattathias and his followers became known as Maccabees.

When Mattathias died, his son Judas took over as leader, and he returned to Jerusalem to rededicate the Temple of God.

When the time came to light the eternal light in the Temple, Judas found only a little oil, which could not possibly last more than a single night. Eight days were required to make fresh oil. The oil miraculously lasted, and Judas and all the people made a great celebration for the miracle of the cruse of oil. This festival is called Chanukah, and every year since that time, people light the Menorah, a lamp with eight candles. Gifts are exchanged. Good food is eaten. Children



Exactly at midnight begins the exchange of greetings. The head of the family and the wife seat themselves, and the rest of the family, in their order of age, perform a ceremony demonstrating respect to their elders. Greetings are exchanged, and then the children receive gifts of money in little red envelopes that bear the inscription, printed in silver or gold, "Happiness for the New Year."

Long before the sun rises, the people awake and devote the day to worship of their ancestors. On this day, it is bad luck to tell a lie, to raise one's voice, or to use indecent language. Everyone tends to talk about prosperity and happiness in life.

On the second day of the New Year, the streets come alive with holiday crowds. It is the beginning of the exchange of greetings and visits. The Lion Dance is performed by the community to

Canadians are making much more money, but giving a much smaller percentage than they did two decades ago, donating only about \$42 per family to the country's 59,000 registered charities. So states a 1988 report by the Canadian Centre for Philanthropy.

The data collected by the Toronto-based Canadian centre established in 1981 as a registered charity to raise awareness about philanthropy, shows that fewer British Columbians give to charity (82% of the population, with a median annual

donation of \$28) than do the residents of any other region, except Quebec (76% with a median donation of \$26).

You can do something to change this.

The centre has launched a five-year program called *Imagine* that will spend \$9.5 million, raised through governments, corporations, and charities, to encourage charity.

The goal is to get Canadians and corporations to give 1% of their pre-tax earnings to charity, a mark that was reached in the late 1960s, and to get people to

donate four more hours a month to volunteer work.

If the program is successful, it will increase donations to charities by \$4 billion over five years and add 300 million hours of volunteer time.

For information on how you can contribute, contact Jill Palmer, Imagine, 920-74 Victoria Street, Toronto, ON M5C 2A5, (416) 368-1138, or contact your local volunteer agency.

Chinese New Year's

Of all the Chinese holidays, the New Year's Festival is the most important and also the merriest. New Year's is a birthday celebration for every Chinese person; regardless of the actual date on which a Chinese child is born, he/she is considered exactly one year older on New Year's Day. In addition, on this holiday, the Chinese rejoice that winter is practically over.

The New Year arrives with the first day of the First Moon, which is usually in our month of February.

Early on New Year's Eve, the men settle their debts in order to enter the New Year with a clean slate. Anyone who has not paid all debts before New Year's Day is disgraced.

