

Teacher

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Working together strengthens both the profession and education, Tony Flanders affirmed in his recent research. Not strangers to collaboration, the entire staff at South Carvolth Elementary School, Langley, team up on their school writing program. Shown here (left to right, back row) are Lorna Mattson, Pamela Wood, Flaire Sebula, Catherine Reynolds. (Left to right, front row) Tyrina Peterson, Gordon Rusk, Pat McManus.

Alistair Eagle photo

Teaching changes

NEW RELATIONSHIPS, NEW PRACTICES

by Elaine Decker

At the beginning of the 80's, Tony Flanders, researcher, conducted a much-talked-about report — the Flanders study. It shaped education talk about the profession. Now a decade later, he examines our past and points to our future.

"The connections between changes to the B.C. School Act and the magnitude and immediacy of the global environmental crisis may seem remote to many teachers mired in the daily struggle of administrative and classroom activities. However, it is precisely in the scope of change, both professional and global, that professional teachers will find opportunity for empowerment." This is one of the conclusions reached by Flanders, in his recent qualitative study about educational change, conducted for the BCTF Task Force on Teaching Conditions and Professional Practice.

The task force examined the complex interrelationship of education, resources, social responsibility, and governance, knowing that each could not be separated from the other. Flanders' research addresses many ideas that on the surface appear to be distinct, but prove to be woven into the final design of an effective public-education system.

Thinking about education

Flanders reports that "too few people are thinking about education, and too many are focusing on teaching as an occupation within an information-delivery system." He says we evaluate education on the effectiveness of the message-sending system, without challenging the value of the message in the life of the receiver or the sender. Flanders quotes John Goodlad, saying, "Nowhere is there

ful is intelligence made personally active is understanding.

In this process of developing understanding, students and teachers work together. The professional teacher is model and mentor, the "lead learner."

Professional teaching

To be truly professional, Flanders says, teachers must liberate themselves and must avoid the trap of being instructors in an information-transfer system. Professional teachers accept the responsibility to help students make meaning. They live and work as lead learners by making meaning themselves — through self-reflection and reflection on their work as part of a team. They make explicit for other teachers, and for the community, what they know to be important about the context, the content, and the process of learning. By doing so, they claim their profession's authority.

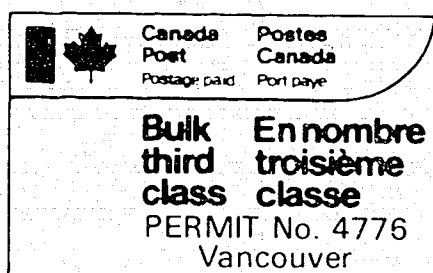
They also work to eliminate the constraints on their professional behavior. "The distinction between professional practices and teaching conditions must be purged. Just as the battle over whether BCTF should be a union or a profession was resolved through the "union of professionals," so the issues of teaching practices and teaching conditions are united in professional teaching," says Flanders. He illustrates this with the issue of teachers' time and who controls teachers' time, which he says is central to professionalization. But he says class size has a profound impact on the time available to

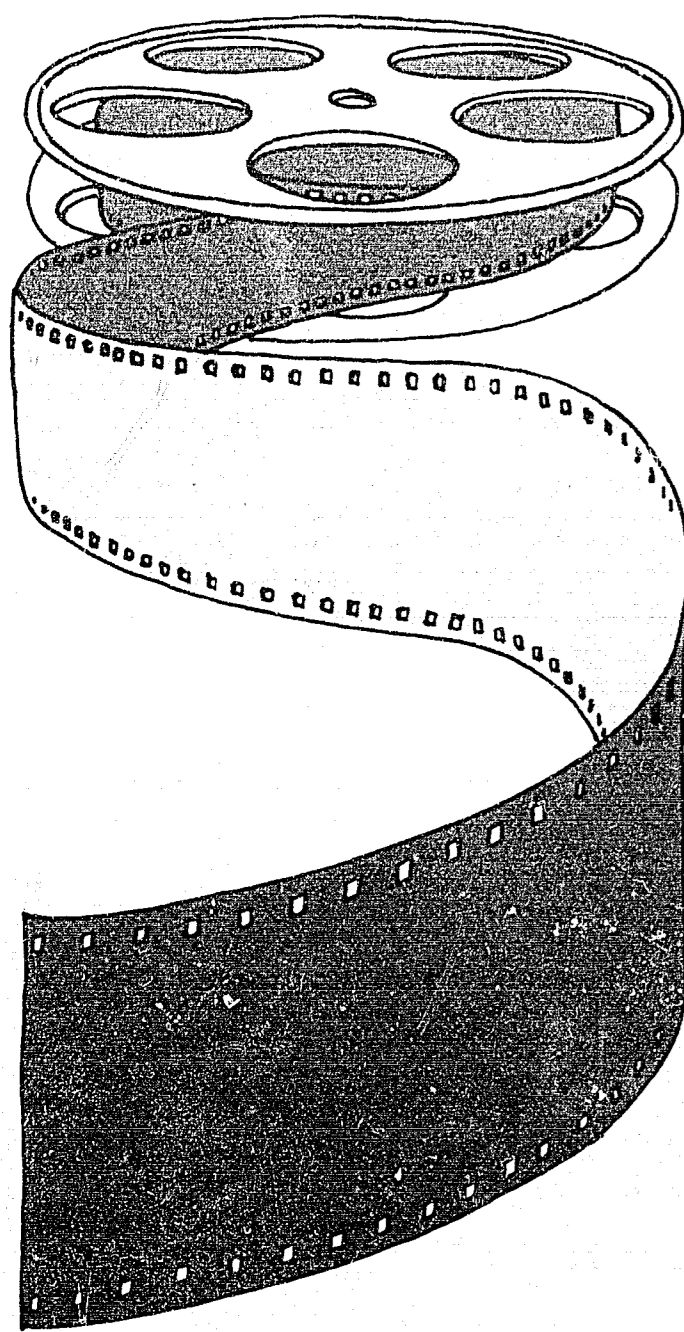
"Parents want the teachers to do more. They don't want us just to be teachers... They want us to be everything that they are not."

— research participant

a need for more content, but everywhere there is a need for more opportunity to reflect, to discover meaning, and to discuss the circumstances in which we live." Schools must provide students an opportunity to participate, to process — not merely receive and repeat — data.

Data organized is information made meaningful is knowledge made purpose-





Savage review missed the mark

I wondered how members of the teaching profession would react to the movie *Dead Poets' Society*. Leslie Savage's review (in your September 1989 issue) is one instructor's response. Savage reveals herself to be one of those who carefully treads the straight and narrow, and who is confused and threatened by the themes the movie reveals.

I am writing because this is an important film, one teachers particularly should strive to understand. To have the film misinterpreted does not help.

John Keating, as played by Robin Williams, is *not* an example of the "soft radical individualism" of the '60s, as the reviewer would have us believe. Keating *is* an individualistic and inspired teacher. But he is also a quiet person with strong values, who encourages others to question and think for themselves. The reviewer believes that Keating's "naïveté and disregard of the possibility for bad outcomes as well as good ones" represents a failure on the teacher's part, since she doesn't see what will happen "once dreams of freedom are unleashed on minds unused to independent thought."

Leslie Savage's disparaging view of learners certainly will not make her an inspiring leader nor a powerful teacher. But like many, she may find security in placing herself above learners as a superior being, a fully formed mind. By such stereotyping, we avoid our responsibility to inspire as well as inform.

The power of this movie is its refusal to deal in stereotypes. Keating carefully tells the student who has decided to follow his own star that he must resolve the issue with his father. The father's refusal to allow his son to assume personal responsibility is what leads to the son's death.

The dialogue between authority and individuality is the central issue in education. After several years of research in humanistic education, I would say it has always been so. It is understandable that

many teachers still take the side of authority and derive their own power from it.

It is particularly ironic at this time, when a provincial government we have often opposed is providing the major impetus for individualization in the schools, for *Dead Poets' Society* to appear.

This movie is not just about individuality and authority. It is also about passion and excellence. It juxtaposes two visions of excellence, one that is moribund and one that lives. That teachers like Leslie Savage choose the hollow over the life filled is not surprising.

As teachers, we face this choice daily: to play it safe by investing in authority or to bring learning to life by opening to passion. It is that simple. No doubt it is useful to invoke the ghost of the '60s to obfuscate the choice. But the choice is still ours.

I began my teaching career in the early '70s. Many of the "soft radicals" I worked with in those times are still hard at work as teachers, doctors, writers, naturalists, social care-givers. Few have given up their ideals or stopped working for their personal vision of a better society, one in which truth, beauty, and passion have a place.

As an educator, I am still inspired by the few real teachers I had, the ones who still burn in my memory. The ones like John Keating who brought things to life, the ones who really saw who I was, who knew the difference between form and substance. Ms. Savage, didn't you ever have a teacher like that? No? ... oh, how sad.

Daniel S. Rubin
Victoria

2001: a better name

It seems strange that the authors of the Year 2000 document should give it the name of the last year of the second millennium. It would have been more exciting to follow Arthur C. Clarke's example and name the program for 2001, the first year of the new millennium.

George Snowden
Winfield

Tutoring service worth supporting

During the years of budgetary restraint, the Teachers' Tutoring Service was organized in Vancouver by the Unemployed Teachers' Action Committee under the auspices of the BCTF. It provided an opportunity for unemployed or underemployed teachers to earn a partial income while fulfilling students' needs for additional instruction by qualified educators.

The federation offered support in the form of office space until the summer of '89, when the space was revoked. Forced to move to an unsubsidized location, the tutoring service relies on fund raising.

As a teacher fortunate enough to be employed full time, I find this situation unfortunate and demeaning. Surely the federation and the Vancouver Teachers' Association can support local teachers whose interests are no longer served by a collective organization.

Valerie Dare
Vancouver

[Editor's Note: BCTF support for TTS was ended, in part, because it could serve only teachers in the Vancouver area. Federation resources, it was felt, should be reserved for supporting services available to all members.

The local teachers' associations, VESTA and VSTA, provided a start-up grant to the Teachers' Tutoring Service and hope to help with its accommodation problems in the future.]

Women's rights not our issue

I read in the January issue of *Teacher* with incredulity, Ken Novakowski's justification of policy 42.05 and 42.09. He wrote of a woman's right to reproductive freedom and the responsibility of the BCTF to speak out on issues of social justice and human rights. Who gave the BCTF the right to speak on behalf of its membership on deeply felt moral and spiritual values? Such a right cannot be presumed nor can it be delegated. A majority vote does not justify or create an objective moral value.

I believe that the right to life is a first principle preceding all others, and that abortion is therefore the destruction of human life which has led, and will continue to lead to grave moral and social repercussions. I do not, however, presume to impose this value on the membership; yet the Executive Committee seems to feel that they have the right to impose theirs on behalf of the membership.

Does our Executive Committee also suppose that there is social justice in the destruction of thousands of innocent preborn children through abortion, and that this is a cause to champion? If so, then they should speak (it is their right) as individuals, but not for the membership. Public positions by those who purport to speak for others in such matters is unacceptable.

Far better, it seems to me, that the BCTF reflect the responsibilities inherent within its democratic mandate — that of advancing truly just and reasonable educational goals for the children and teachers of this province.

James A. Ehman
Surrey

[Editor's Note: As BCTF President, Ken Novakowski was interpreting BCTF AGM policy (not an Executive Committee position) in his article.]

Being one of the silent BCTF members, I would like to come out of the woodwork for just a moment to say that my membership in and support of the federation do not imply automatically that I support policies 42.05 and 42.09. I certainly do not.

My convictions are that we should be supporting positive alternatives that will reduce the reliance on abortion, which I believe is a total disregard for the rights of those who are helpless and innocent.

John W. Davies
Vancouver

North honored by all

Your last issue quoted (broadly) my remarks to George North at the December Bargaining Conference. George blazed trails for teachers and students that I who have worked with him will not forget. Many recognize his unique and incalculable contributions. I was asked to present flowers on behalf of a grateful federation, and I was delighted to do so. But the idea came from others, principally Elsie McMurphy and Alice McQuade, who organized the event and managed to catch George sufficiently off guard to accept a small public acknowledgment.

Joan Robb
President, Sunshine Coast Teachers' Association

George North, Director of the BCTF Bargaining Division, passed away February 13, 1990. A tribute to George will appear in the April issue of *Teacher*.

Consider recycled paper for *Teacher*

I have thoroughly enjoyed our newsmagazine since the new format was adopted. The articles and whole tone of the paper make me feel that it is speaking to me and I can contribute to it. The themes and topics are, of course, relevant.

I would feel better about reading about "A Passion for the Planet," "How To Save the World..." etc., if our paper were printed on recycled paper. I even wonder about the type of ink that is used to print it. The choices are there, and I think the membership cares that we consider the environment.

Lois Lawrence
Nelson

One of the major world issues is our environment and how we must start now being careful with it. Your newsmagazine could take two simple steps (that would cost you nothing) to help:

1. Print it on plain newsprint or, even better, recycled paper (not glossy).
2. Do not send it to every member. Send a few copies to each school and office and let teachers share. We know how!

Sue Hemphill
Horseshy

The January '90 issue was very informative and covered a broad spectrum of topics. A large portion seemed to be set aside for environmental issues. Great!

Yet the newsmagazine is printed on paper that is a hazard to our environment because of the chemicals used in its production.

You don't seem to mean what you are printing. Please consider for the future the use of recycled paper.

Hannelore Gronau
Gabriola

[Editor's Note: The newsmagazine advisory board will consider these suggestions at its Spring meeting. Any changes will take effect September 1990.]



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Looking in the mirror

The other day, I discovered that my Grade 5 and 6 teacher had passed away. His name was Frank Welch. My second name is Frank. My parents named me after two of my father's hunting partners and friends, Doug Maxwell and Frank Welch.

Frank was our neighbor, my father's hunting partner, and a family friend. He was one of my heroes.

Frank was different — quiet yet, friendly — and a commercial painter at the time I was growing up. He was also an excellent shot at ducks and geese on the wing, very important in those days. Nothing exceptional here, you say. But there was. You see, Frank had one whole arm and only a stub for the other arm.

Imagine my surprise on a September morning in 1946 to go into the classroom and find that Frank Welch was my teacher. I thought I had it made and that I could get away with everything. Boy, was I in for a surprise!

I guess because of my hero worship and Frank's awareness that this was one of Jimmy's kids, I never absorbed so much and was never a keener student. Frank Welch was the teacher who made me see

that social studies is the most important subject. He made all my subjects pleasurable, and school was not the same for my next 10 years.

The last time I saw Frank was at my parents' 50th-wedding-anniversary bash in Fruitvale in 1980. I remember well his arrival from the prairie. On his arrival, great hunter that he was, he ran over the only pheasant in our valley (accidentally, of course).

Now, why the hell would I write about Frank in our union paper? I just wanted you to know that every time you look in the mirror, you should see more than yourself. You should see and remember all those people who have put you together, and you should be proud of who you are.

You should also try to live your life so that those people, the ones behind you in the mirror, are also proud of what they helped to create. You are a product of your past; your future becomes your past.

Doug Swanson
Trail

Source: B.C. Federation of Labour, *Bulletin Board*, January 11, 1990.

Plus: Sexual harassment at Queen's University

It all started with the "No Means No" campaign against date rape. Some of the male students at Queen's University found the whole thing funny — funny enough to alter the wording on the posters to read "No Means Kick Her in the Teeth" and "No Means Now."

The university administration responded to the women's outrage with silence. The women had, by challenging the university's policy on equality, been forced to face a stark reality. Susan Donaldson and Will Kymlika, two former Queen's students summed up their feelings succinctly in the *Globe and Mail*, November 17, 1989. They wrote:

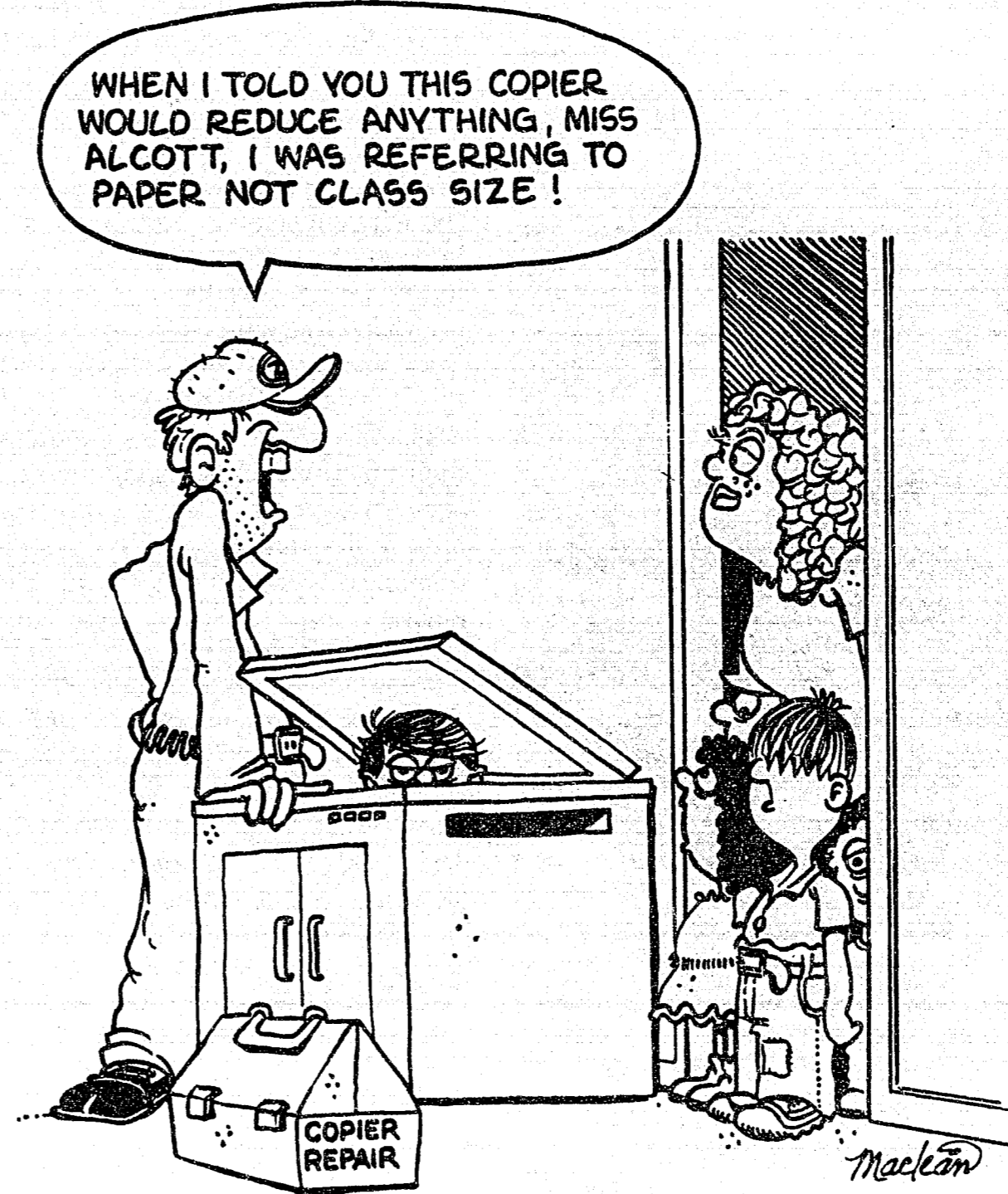
University presidents should send out the following note: "We are not, and never have been, committed to sexual equality. We respond only when pushed by the national media, the Human Rights Commission, organized women's groups or (most important) by threats to our fund raising. We respond slowly, and while we do set up

rules against sexist behavior, we do not punish transgressors, and we make the process as difficult as possible for complainants."

The women on that campus need a strong Status of Women program. The work we all do in our schools to eliminate sexism for our students and our colleagues is but a part of a much longer education process.

As we continue to recognize sexism — when and where it happens — in our classrooms, in our staffrooms, in our school plays and assemblies — and as we gain strength by eliminating sexism in education we lead administrators like those at Queen's to join us in supporting equality and working actively to achieve it.

Kathleen MacKinnon
Co-chairperson, Status of Women Committee
Sooke



Changing from page 1

teachers - time for attending to each pupil, time for thorough communicating with parents, time for effective individual planning. So class size is also critical to time. "Thus there is no distinction between professional practices and teaching conditions."

... and the parents want their children to become participants in society, not subjects, and they will hold teachers responsible for this achievement. Teachers must take the professional authority necessary to make it happen — or take the blame. He continues, "Teachers as a professional group now have the power to negotiate the giving-getting compact that includes the authority-responsibility relationship." We can bargain those control and resource issues that will support the achievement of the public's expectations for education.

— research participant

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The giving-getting compact

Flanders says it is clear that the public and the parents want their children to become participants in society, not subjects, and they will hold teachers responsible for this achievement. Teachers must take the professional authority necessary to make it happen — or take the blame. He continues, "Teachers as a professional group now have the power to negotiate the giving-getting compact that includes the authority-responsibility relationship." We can bargain those control and resource issues that will support the achievement of the public's expectations for education.

And our strength as a union is a source of power for this work. "The old idea that the teacher was an individual professional has been discarded by history — only collegial consensus and acting together with the strength of an organized profession will do. But professionalism and empowerment are not things that are given. They are earned and they are taken by force of the better idea, the better method, and the better outcome. Recognition and reward follow effort. Teachers must take the lead here and now."

Recommendations

Flanders makes five recommendations to teachers to guide their movement towards full professionalism.

1. **That teachers take charge of significant elements of curriculum.** "Teachers must be participants in the leading theoretical and intellectual efforts of education. If they abdicate this arena to the politicians or the bureaucrats, they will fail."

Especially important, Flanders argues, is for teachers to focus on the horizontal, or integrated, curriculum. Horizontal curriculum, like global education or the universal curriculum of Maurice Gibbons, helps young people make sense of the world and make meaning as a whole person.

2. **That teachers work through their union to address professionalism in the daily and detailed implementation of new plans.**

Teachers reported that they feel the "strength of their union is an excellent basis on which to build a new professionalism." They found the process of bargaining to be an enlightening one. They are satisfied with their contracts, with having formerly arbitrary things clarified. They know where they stand and what they can do about things. As one teacher said, "We see now that together we can really make a difference and that being a union and being united has resulted in some really significant changes."

3. **That teachers liberate themselves from the constraints of the culture of "teaching as a job" through self-reflection and that they further use this liberation to develop an emerging collegial consensus of empowerment.**

"This involves an assessment of what you set out to do, and where it went wrong, of where and when it went right, and how you prolong the best times and reduce the worst times. Further, it involves communicating with peers to develop a teacher consensus on the ends and means of professional life as lived through teaching. Finally, it means having a core of meaning to teaching that is based on consensus that is expressible to parents, public, bureaucrats, and academics. It means being able to state your case."

4. **That teachers conduct a "Partners with Parents" campaign.**

Flanders reports that parents want their children to become integrated and to have purpose and meaning to guide them through life. "Teachers have not done a great job of this and many parents are dissatisfied. They recognize that the system constrains teachers yet they also say that the difference in their kid's education is critically dependent on the teacher." Flanders advises "If teachers are able to develop consensus about their wisdom, and are able to express and articulate the deepest desires of people in nurturing and developing our youth, then there is likely to be overwhelming support for teachers and their cause of quality education."

5. **That teachers articulate a social vision for society.**

Flanders says, "To be a teacher in a public school implies values and beliefs about people and rights and participation and empowerment." As the society moves into the post-industrial era, the social structure is being redefined, both consciously and unconsciously. "The need for a social vision is an opportunity to connect with a deeply felt need of people," and public institutions like the public school will be a focus for this debate. He also warns that "the opportunity exists to privatize schools fully in historical short-order," a political issue of profound consequence in the redefinition of the social structure. He concludes, "History will judge teachers on their performance on this issue."

Flanders expresses his own dream for the future of the profession. "I have a dream that teaching is not a job in a bureaucracy but a valued role in life, valuing persons who accept the mission of being *leading learners* and who have developed the capacity to share that experience with others. My dream includes giving such persons the resources and the means to proceed in their learning and their sharing. And my dream most of all is focused on the idea that such persons would be free and powerful, constrained not by bureaucracy but shaped by wisdom and love and hence our most trustworthy citizens, people who embody citizenship itself free men and women responsible to a vision of life itself. Carlos Castaneda would call them people of knowledge and people of courage."

Elaine Decker is the BCTF's communication officer.

Note: For a copy of the full report of Flanders' research contact your staff representative or local association president, or BCTF Resources Center for loan.

Are you a leader?

Good leadership isn't what happens when you're there; it's what happens when you're not.

After 20 years in business, Dr. Peter Burwash found that common denominators mark great leaders in the service industry. These effective leaders are:

1. Committed to others around them.
2. Enthusiastic. As Winston Churchill said, "Success is moving from failure to failure without the loss of enthusiasm."
3. Constantly expanding their horizons. Successful people set aside time to learn. They tend to be avid readers, who create their own visions rather than accept someone else's.
4. Able to make the most of their time. They don't waste a moment. Standing in line, for example, they read rather than get upset.
5. Note takers. "Short pen is always better than long memory," goes the adage.
6. Excellent communicators. Being able to listen is critical.
7. Flexible. Good leaders adjust. It's a big mistake to try to impose your style on others.
8. Visionaries. They also encourage others to participate in the vision.
9. Secure. They surround themselves with people who are better than they are.
10. Attentive to detail.
11. Able to hold up under pressure. They thrive on pressure.
12. Positive. This is the most important characteristic.
13. Opportunistic. Leaders change problems into opportunities.
14. Sensitive and empathetic. They can walk in another's shoes.
15. Self-disciplined. Unlike well-disciplined people, who do what they are told, self-disciplined people rely on themselves to get things done and respond on their own.
16. Humble. People with humility don't think less of themselves; they just think of themselves less.
17. Believers in themselves. Even if the majority say "It can't be done," effective leaders have self-confidence and the vision to make an idea a reality.
18. Capable of making mistakes.
19. Steady. Moodiness affects lines of communication.
20. Competitive. *Competition* as it was originally derived from Latin means "to come together, to bring out the best in each other." Leaders respect competitors.
21. Exemplary. Leaders teach by example and are willing to work as hard as, or harder than, the people around them.
22. Able to treat everyone as an important individual, no matter what their socio-economic position.
23. Persevering. Life surrounds us with failures. Leaders don't quit; they carry on or take another trail. They'll get the job done.

Source: Dr. Peter Burwash, *The Fitness Group Newsletter*, November 1989.

Environmental citizenship comes to the BCTF

The BCTF isn't just printing articles about environmental citizenship. We're trying to live it, too. Production Services Co-ordinator Don Richards and Co-ordinator of Purchasing and Facility Services Belva Lee are leading the campaign to help the federation reduce, reuse, and recycle.

Reduce

- We're asking people to add another R - rethink - to their plans for production and distribution of documents. Is the document as brief as possible? Does everyone need it? Would circulating copies fill the information needs? We're putting the recycling logo on our photocopies as a subtle reminder.
- We're asking committee members and local-association representatives to bring documents with them to meetings, rather than to collect a second copy when they arrive.
- Whenever possible, documents are printed or copied on both sides of a page. Only one staple is used. Richards estimates that 90% of material is printed on two sides.
- Internal copying of printed material is being reduced. A single set of documents from an Executive Committee meeting, for example, is now circulated within a division, rather than reproduced for individuals.
- Computer Services staff is working to reduce duplicate mailings when a member appears on more than one list. If you're a PSA president and a member of a provincial committee, we're trying to send you only one copy of an item.
- The technology work group is examining alternatives for information exchange, such as computer bulletin-board conferences for bargaining updates.

Reuse

- We've switched from styrofoam cups to mugs in our staff room. Many staff use their own mugs instead of the paper cups provided for takeout. The president offers guests their drinks in those famous blue mugs with the logo "BCTF - a union of professionals."

- We're using recycled paper products whenever possible, and exploring the options for increased use. The thank-you card that the newsmagazine editor sends to authors is printed on recycled paper, as was the last issue of the *Global Education Project Newsletter*. Production is testing paper alternatives, looking at the cost and technical implications of the changes.
- Paper scraps and off cuts are used for scratch pads.
- Metal printing plates are sold to a scrap-metal dealer.

Recycle

- Lee has provided each work area with a bin for recyclable paper and cardboard, which is collected by a local company. Additional labelled containers are on the way, making it easy for staff to recycle rather than throw away. Lee is exploring a process for recycling bottles and cans.
- The chemicals from our darkroom and Graphics are disposed of in an environmentally responsible way; the silver is reclaimed from negatives, and the aluminum, from metal press plates before disposal.

Rethink

- Assisted by recycling experts from the GVRD, we're working to develop workshops for all staff to increase awareness and to share ideas for environmentally responsible work habits.
- Nancy Hinds, editor of *Teacher*, is having the newsmagazine evaluated for its recyclability and will report to the advisory board at the spring meeting. If format or paper changes are recommended, they'll be implemented in September 1990.
- The AGM resolutions indicate the priority teachers place on the environment. The BCTF is working to be a leader in the turn-around decade.

— Elaine Decker

See AGM Reports and Resolutions Book 1, pages 18-20, for recommendations/resolutions on environmental issues that are on the agenda of the 1990 BCTF Annual General Meeting.



Earth Day, April 22

ACTION FOR A BETTER TOMORROW

With more than 90 countries involved to date, Earth Day 1990 is a truly global event — an opportunity for all of us to move from being spectators to being part of the action, working to preserve a now fragile biosphere.

Today's students have the most at stake. As teachers of these citizens of tomorrow, we have a wonderful opportunity to inspire and encourage them to make personal commitments to the environment. Their initiation of Earth-Day events and projects not only will aid their shift in awareness but also will effectively address their feelings of powerlessness.

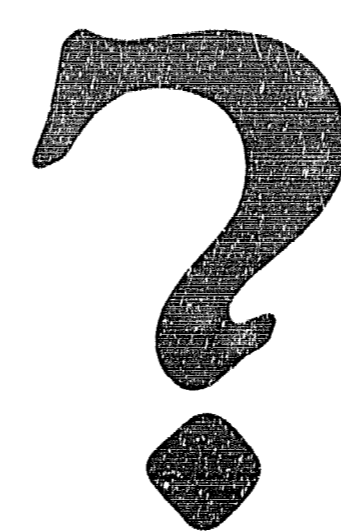
The list of potential projects is endless. It would depend largely on local factors, but could include an environmental assessment of a school campus, petitions, clean-up and recycling projects, a "state of the Earth" conference, concerts, letters to our leaders, neighborhood composting, assistance to environmental groups, and so on.

The global consequences from Earth Day can be similarly far reaching. Recent examples of international co-operation such as the 100 nations participating in the Australian ozone layer conference, the U.S. assistance following the Chernobyl disaster, the Russian/U.S. collaboration in the whale rescue mission, all show us how not only individuals, but also nations, can work together to increase their effectiveness.

We invite you, as teachers, to present the challenge of Earth Day to your students and to guide and assist them as their creative minds respond to the major issues of our time. Through their participation, they will be part of the largest organized, peaceful event in human history.

What will you do?

Send a general description of "What, When, and Where" of all projects to Earth Day 1990 Canada Headquarters, 800 Yates Street, Victoria, BC V8W 1L9, Phone 382-1990, Fax 382-1660. We would like to tell the rest of Canada.



Noon-hour games

SHOULD THEY BE INTEGRATED OR NOT?

by Jim Gray

Early this fall I presented to the staff at my new school my plans for a *noon-hour intramural program*. I explained that our senior girls would compete against one another, the senior boys would play against each other, etc. WOW! Did I ever open a can of worms. I, the "alleged" PE expert, was being challenged by a number of my peers on this issue. What, no mixed house teams? Why can't the girls play with the boys? Are we preparing the kids for secondary school programs by segregating? Needless to say, we had some lively debate, with teachers arguing both sides.

This is not a new issue for PE specialists, believe me. We have weighed the pros and cons of both sides at numerous PE local association meetings over the years. These are discussions by teachers who are in the gym every day, with both boys and girls, in mixed gym classes.

Noon-hour programs are different. The emphasis is on *fun* and *participation* for all students. If the noon-hour games don't allow everyone the opportunity to play and enjoy themselves, then the competitions aren't serving the purpose, in my mind. I've tried the games both ways over the years. I've also found that the most successful noon hours have been with girls competing against girls, and boys against boys, with a variety of mixed activities thrown in for good measure. Any comments?

Jim Gray teaches physical education at West Sechelt Elementary School, Sechelt. Source: *South Coast Teachers' Association News*, No. 2, September 1989.

Participate in Education Week, March 5-10

Education Week 1990 is jointly sponsored by the key education partner groups: the B.C. Parent Teacher and Home and School Federation, B.C. School Trustees Association, CUPE B.C., B.C. School Superintendents' Association, B.C. Principals' and Vice-Principals Association, Ministry of Education, and the B.C. Teachers' Federation.

- The goals of Education Week are:
- Demonstrate the importance of education as the foundation of B.C.'s social and economic future.
 - Recognize and appreciate the dedication of all school staff, both teaching and non-teaching.
 - Provide an opportunity to inform all sectors of society of contemporary teaching and learning activities.
 - Bring together all sectors of society to reaffirm their common commitment to the welfare of children and to recognize the value an excellent education system in preparing children to assume social responsibility in a participative democracy.
- A provincial Education Week committee has been co-ordinating plans. School districts have been encouraged to convene a local Education-Week committee, with a designated co-ordinator to oversee school and district events.
- The provincial Education-Week committee has prepared the following resource materials for use during the week:

Listen for

Four professionally produced public-service radio features on the purpose of Education Week, the importance of education, helping student drop-outs, and environmental learning. The spots will be distributed to all radio stations in B.C.

Look for

An Education-Week poster featuring student art work, titled "Meeting in the Forest," will be distributed to all schools. MacDonald's restaurants' Education-Week tray liner for use during Education Week.

Use

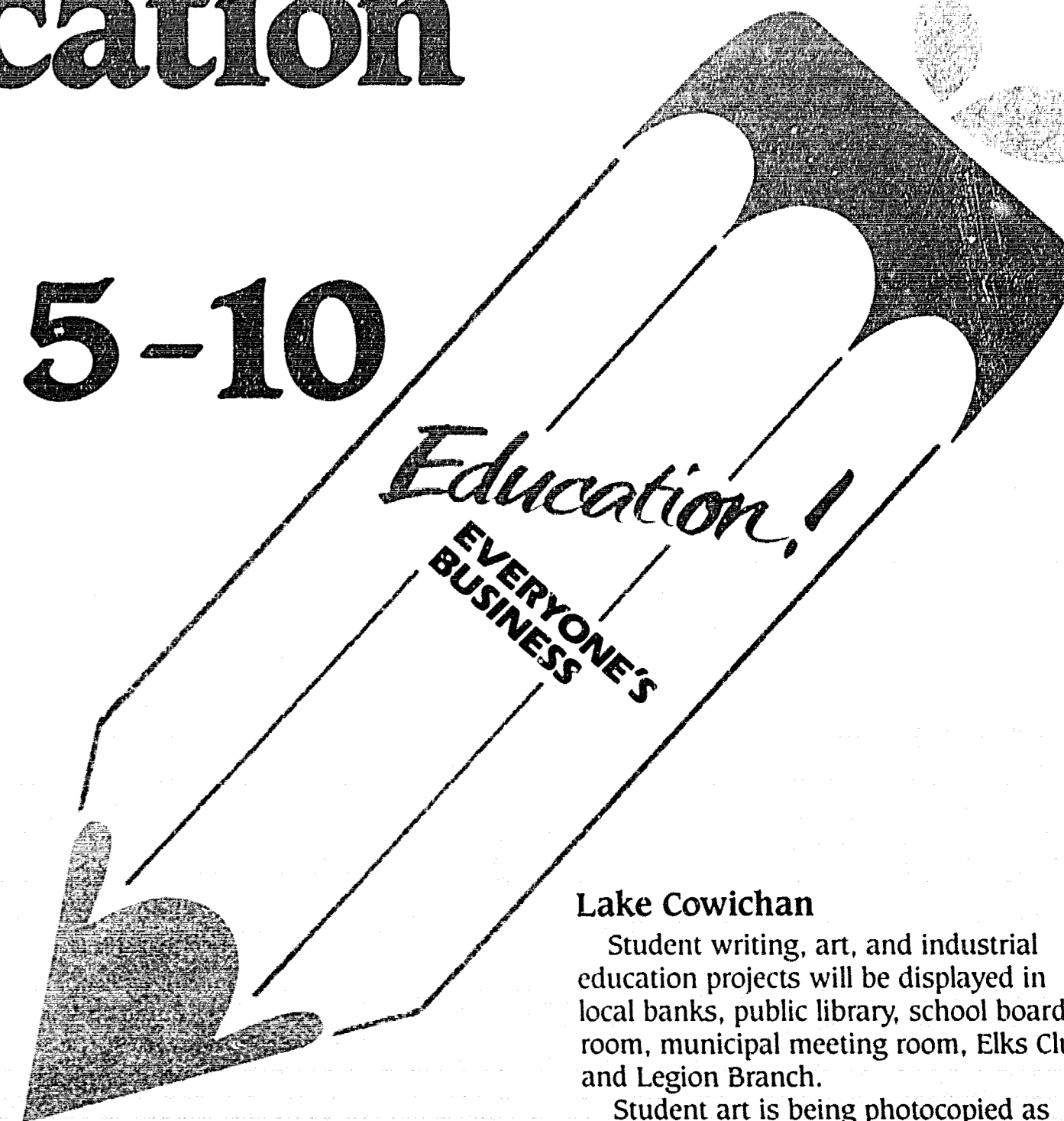
A 40-page Ideas Book that will help school districts and schools develop and implement ideas for Education Week. Each school in the province will be receiving this publication.

A bookmark featuring the theme of Education Week will be available on a one-per-student basis.

Education-Week stationery featuring the theme and listing partner groups will also be provided to all school districts.

Wear

Lapel buttons with the logo, "Education-Everybody's Business" that will be distributed to all schools.



Around the province

Sooke

CanWest Mall will be the setting for a week-long display of student art and writing, on an environmental theme. Joining the displays, on Tuesday, will be entire classes pulled from various district schools and set up lock, stock, desk, and computer for demonstration lessons. Wednesday of Education Week is planned as Open House Day at all schools. Senior citizens who wish to experience the excitement and vitality of a modern school will be picked up by bus and taken to Spencer Junior Secondary School for a visit and refreshments. Friday has been designated as Staff Appreciation Day and every school's home and school group is hard at work planning various ways of thanking those who teach, transport, and clean up after their children.

Ellen Cole
Sooke

Grand Forks

Each of the four schools in the district is planning separate activities:

Grand Forks Secondary is under major construction and as a result is stretched to the limit. It does plan to host tours during Education Week — the midpoint of the construction valued at \$4.5 million. Perley Elementary School will be hosting its annual Science Fair during the week. Hutton Elementary School is hosting a Curriculum Fair.

As a district we intend to have the mayor declare March 5-10 Education Week, begin dual entry registration for Primary Year 1, and sponsor radio ads developed by each school promoting each school and education.

Michael Strukoff
Grand Forks

Lake Cowichan

Student writing, art, and industrial education projects will be displayed in local banks, public library, school board room, municipal meeting room, Elks Club, and Legion Branch.

Student art is being photocopied as placemats for use in local restaurants, centre pieces will invite the public to attend schools, and a calendar of events will be presented.

Each school has scheduled events for its special days. Principal-guided tours of the schools will be available, and parent associations will provide coffee and cookies.

Wilma Rowbottom
Lake Cowichan

Central Okanagan

Mayor Jim Stuart will be proclaiming April as "Education Month" in Kelowna. A wide variety of activities will be presented by district schools, to which parents and the public will be invited.

Education Showcase will feature performances by elementary and secondary schools at Orchard Park Mall, April 18, 19, and 20. Banners made in district schools will be on display in Orchard Park Mall from April 17 to 21, and we are looking into the possibility of hanging a 30-foot banner (cost permitting) in the centre of downtown Kelowna.

Our theme and activities will be promoted through the local media, and a bulletin will be circulated to schools, parent councils, and the media, which will provide details of activities and schedules.

Marion Stolze
Central Okanagan

Kamloops

The district Community Relations Committee will be co-ordinating and producing newspaper supplements and a television program highlighting and focussing on enabling learners. Kamloops schools will extend Education Week to include the month of April, which has been designated Education Month.

Planned activities range from open houses and community breakfasts, to fine arts evenings and science fairs.

Gordon Lloyd
Kamloops

Voluntary contributions from districts were compiled by Mike Lombardi, BCTF representative on the provincial Education-Week Committee.



Don Richards, production services co-ordinator, and Belva Lee, co-ordinator of purchasing and facility services, are helping the federation implement its recycling program.

Alistair Eagle photo

THE LONG LOST AND PREVIOUSLY UNPUBLISHED FINAL PAGES OF CHAPTER SIX OF ORWELL'S ANIMAL FARM

by Don Tait

"The time has come," Jack Horner said, "To talk of thumbs and plumbs; Of lawyers, schools, and politics, And new curriculums."

The next morning, Napoleon summoned all five of the sheep dogs to his field office, located in a little shed beside the farmhouse. The dogs who were used to blind obedience stood patiently, wagging their tails in expectation of some exciting new task. Napoleon, well aware of the importance of the speech he was about to deliver, cleared his throat and paced up and down in front of his audience in dramatic preamble.

Sensing the right moment, he began in a somber tone. "Comrades, you are all aware that the building of the windmill is essential to the establishment of a more prosperous economy." As the dogs panted in affirmation, he continued, "It is also essential that we educate our young animals so that they may contribute to the success of this new prosperity. Therefore, until such time as the new school house can be built, the cowshed will be converted into temporary classrooms. You, as flock leaders, will report there at first light to receive your indoctrination in the New Education Plan." (NEP)

The dogs, keenly aware that something important was about to happen, cocked their ears, and sniffed the air.

"The old educational objectives were too concerned with the misguided attempt to make silk purses out of sows' ears by casting pearls before swine. The NEP will treat all animals as equals. Chicks, lambs, goslings, colts, calves, kittens, all will flow through the new system in total synthesis like meat by products through a well-oiled grinder."

"And that will be a lot of bologna," said one of the dogs, licking his lips.

Napoleon clapped his hands, the signal for dismissal, but as the dogs began to leave, he added with a theatrical squeal, "Remember, Comrades, the success of the NEP depends heavily upon your dedication. As Boxer always says, 'We must work harder!'"

Next morning, the dogs dutifully reported to the cowshed expecting to receive detailed instructions from Napoleon. In his place, however, they found Squealer, who informed them that Napoleon had been called away on more pressing matters. But he hastened to assure them that, as deputy minister, he perfectly understood the essentials of the NEP, and would explain everything they needed to know before classes the following morning.

One of the sheepdogs, a collie named Kenneth, who was not as timid as the rest, asked politely if it were absolutely necessary to begin the new system so

soon. "Absolutely!" bellowed Squealer. "Immediate implementation is crucial to the prosperity to follow the completion of our windmill. We cannot have one without the other. If you are successful as shepherds, then, in no time at all, pigs should graduate able to cluck as well as oink, cows to bark or bray with equal dexterity, and so on through the rest of our juvenile population. Proof of your success as flock leaders will be demonstrated on the final examination, which will require each young animal to recite the following poem three times in quick succession without stumbling.

Oink, cluck, bow-wow;
Lambs can quack,
And chicks can meow.

Noting some consternation on the faces of the sheep dogs, Squealer adopted a more patronizing tone as he introduced four large, colored posters containing some impressive looking words, graphs, and illustrations. The dogs gazed at them with a mixture of wonder and puzzlement as Squealer explained the intricacies of each poster.

The first illustrated how redecorating the cowshed in bright yellow instead of the traditional blues and greens would bolster the morale of both the flock leaders and their students. Another reminded the dogs that all animals are created equal and would be guaranteed a thoroughly well-rounded, democratic education. A third displayed a timetable indicating the

numbers and sizes of classes the dogs were to supervise. The fourth and final poster, a large red one with thick, black lettering, revealed a schedule by which the dogs were to report daily to the farmhouse with detailed progress reports on each of their students.

Kenneth, noting that most flock leaders had rather large numbers of young animals to herd into each stall, asked if some of the workers from the windmill project might be spared to help educate the young. The old sheepdog, Tom, wondered aloud if teaching chickens to moo would be at all feasible even assuming that all animals really are equal. A very timid collie, named Lassie, asked quietly if time would be allotted for the dogs to eat and sleep each day.

Squealer did not reply to any of the questions. Instead, he reached beneath his desk and brought forth a number of wooden sticks, each about two feet long, with a bundle of straw tied securely to one end. He issued one to each dog and waited in silence as they pondered the significance.

Finally, Kenneth, unable to hide his curiosity any longer, blurted out, "Surely this is a torch, a symbol of the educational enlightenment toward which we will be guiding our flocks!" And he glowed with patriotic pride as he thrust the stick high above his head.

Squealer took the stick from him with an almost imperceptible smile and said, "Well. You are partly right. You may use it as a symbol to boost pride and morale during your spare time. But you must

never light it." As he said these words, Squealer slowly turned the stick upside-down so that the bristles of straw were pointing toward the floor.

"During working hours, this symbol will have a much more utilitarian function," he continued, moving the stick back and forth with a sweeping motion. "For in reality it is your most important educational tool, known traditionally as the short-handled broom. You will find it invaluable when attempting to restore the cowshed to order at the end of each day.

"But why has the broom such a very short handle?" asked the ingenuous Lassie. "It is far too short for me to hold with my paws."

"That," replied Squealer will be evident to all of you by the end of the first week. But for now," he added, changing the subject, "let us march together into the fields, holding our torch-brooms high as we sing the NEP anthem I have just recently composed for the children of animal farm, called *Row, Row, Row Your Boat*. It is an ancient tune, once popular among the galley slaves of the Roman navy.

And so the sheepdogs obediently followed Squealer off toward the pasture as, at the top of his lungs, he sang, Row, row, row your boat Gently down the stream. Merrily, merrily, merrily, Life is but a dream.

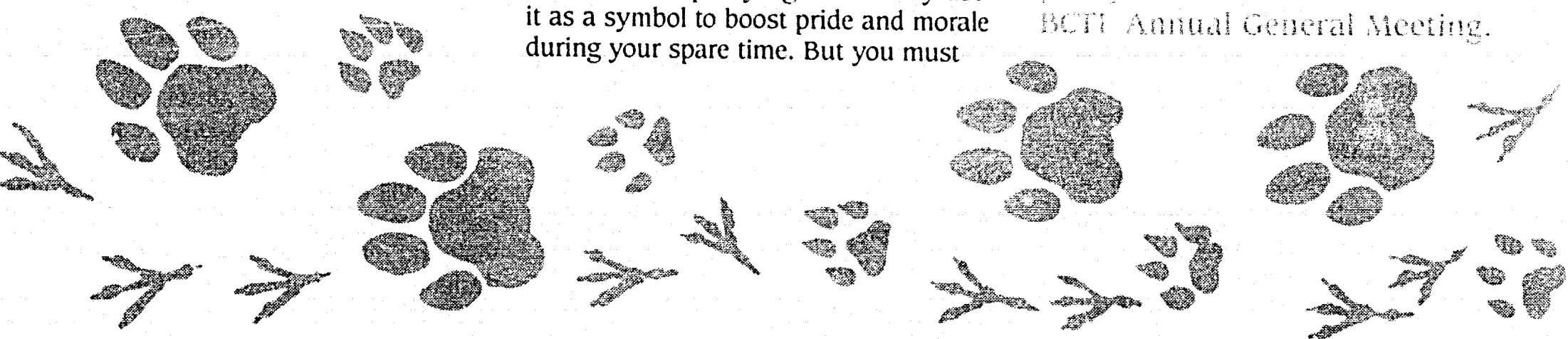
Each dog appeared to be trying to sing the new anthem as enthusiastically as possible, but, secretly, in his or her own mind, each was trying to memorize the ominous words.

Oink, cluck, bow-wow;
Lambs can quack,
And chicks can meow.

Except for Lassie, who was still puzzling over the purpose of the short-handled broom.

Don Tait teaches English at Ballenas Secondary School, in Parksville.

See AGM Reports and Resolutions Book 1, page 16 - 18, for recommendation 6 on education policy to be debated at the 1990 BCTF Annual General Meeting.



Teacher representatives on the Year 2000 steering committees met recently to update each other on plans underway in each program - primary, intermediate, and graduation. Shown here (back row, left to right), David Denyer(I), Dean Chat-terson(I), Ken Johnson(I). (Third row), Candace Morgan(I), Sally Marr(I). (Second row), Carol Johns(P), Dale Gregory(G), Patti Coldicutt(G). (Front row), Marie McLean(P), Soph Jeffrey(P), Doreen Young(P), Charon Gill(G), Marina Witt(G). Missing: Cheryl MacDonald(P), Mark Mahovich(G). As your representatives, they want to hear from you on any matter related to the proposals outlined in the Year 2000, the ministry's curriculum and assessment framework paper. Write to them, c/o Anita Chapman, the BCTF's Professional Development Division. Alistair Eagle photo

Executive supports open calculator use in secondary schools

Moved and carried
February 10, 1990



1. That the BCTF support the right of students to fair and equitable access to, and use of, appropriate calculators in school mathematics and other programs at all grade levels in class work, homework, and evaluation.

2. That the Ministry of Education ensure that curriculum development, student assessment policies and resources for mathematics and other programs reflect the following principles:

- a. non-restrictive use of calculators, including scientific, programmable, and graphing calculators;
- b. fair and equitable access by students to appropriate calculators;
- c. standards for calculators provided for students that specify minimum capabilities needed for the mathematical concepts, skills, and problem-solving strategies being taught and learned.

3. That the Ministry of Education be requested to provide calculators for students at all levels.

This motion was a response to the position presented by the B.C. Association of Mathematics Teachers (BCAMT). Its position is that all mathematics programs should incorporate the use of the calculator as a tool in all elements of the curriculum and in all forms of assessment with no restrictions. The BCAMT position does not just refer to the scientific calculator, but also includes programmable and graphics calculators, at the secondary levels.

The time has come for school programs to reflect the dynamic changes in society, due, in large part, to the advancements in technology. Curriculum must be modified and teachers must be trained to incorporate scientific, programmable, and graphics calculators into their daily routines. Mathematics and other related subjects in

schools will be made more meaningful if students are allowed to explore and experiment with ideas, patterns, and number properties using the newest calculators that make this experimentation possible.

Several recent international studies provide the rationale for this position:

- The University of Chicago School Mathematics Project (UCSMP) puts forward the opinion that "the calculator and computer change not only the approaches to content, but also the importance of that content. Some topics are no longer essential; other topics become accessible to more students; still other topics must enter the curriculum." The UCSMP study further finds that "the evidence shows that the appropriate use of technology enhances student mathematical understanding and improves problem-solving skills."

- In the study undertaken by the U.S. National Research Council entitled *Everybody Counts*, we are assured that "the ready availability of versatile calculators and computers establishes new ground rules for mathematics education." There is no denying this statement, and teachers must be the ones to establish the ground rules.

Everybody Counts further states, "Ten years ago, arithmetic fell to the power of inexpensive hand calculators; five years ago, scientific calculators offered at the touch of a button more sophisticated numerical mathematics than most students knew anything about. Today's calculators can do a large fraction of all techniques taught in the first two years of college mathematics. Tomorrow's calculators will do what computers do today."

It is not sufficient to steel ourselves and wait for change. As leaders, we must ensure that our students are given every opportunity to enjoy meaningful education.

The BCTF motion assures all teachers of the support that is required to continue to be regarded as caring, innovative, and progressive educators.

For further information or questions, contact Ian deGroot, President of the B.C. Mathematics Teachers' Association, c/o BCTF, 2235 Burrard Street, Vancouver, BC V6J 3H9.

Should elementary school pupils use calculators in school?

TWO EDUCATORS SHARE THEIR VIEWS

make students better problem solvers in Grades 11 and 12.

There is abundant evidence that students who have mastered the paper-and-pencil skills can be taught to use calculators effectively in later grades. There is also abundant evidence to show that students who have not mastered the paper-and-pencil skills cannot be taught to use calculators effectively or to be efficient problem solvers with or without calculators.

I have proved in thousands of schools nationwide that we can have huge gains in student comprehension at the elementary level without calculators. But the NCTM is more interested in pushing calculators.

I was especially disturbed recently by the teacher who wrote to ask me to change the formula in one of my books from $\frac{1}{2} BH$ to BH . He requested this

change because, as he stated, "My kids use calculators so much that they have almost no ability with fractions."

Sad, isn't it?
John Saxon is president of Saxon Publishers in Norman, Oklahoma. He is the author and publisher of a Grade 6-12 mathematics series used in more than 3,000 schools nationwide.

Speaking Out
No
by John Saxon

Calculators are being forced into elementary school by well-meaning people who are unable to see the long-range consequences of this mistake. The introduction of calculators in elementary schools causes some students to believe that calculators provide a magic shortcut that eliminates the need to learn paper-and-pencil arithmetic. Some children balk at doing problems "the hard way" when an "easy way" is available.

Research shows that the use of calculators significantly damages the ability of Grade 4 pupils to calculate; yet the National Council of Teachers of Mathematics totally ignores this research and says the findings for calculators outweigh those against. The possible long-term damage to some children cannot be justified by the short-term gains for other children. What would happen if the Federal Drug Agency approved a drug that would cause significant damage only to average Grade 4 pupils?

Calculators are being forced on elementary school children to teach them to be better problem solvers. There is absolutely no evidence, however, that introducing calculators in elementary school will

Yes
by Shirley Frye

As teachers, we are continually making decisions about which instructional tools best facilitate learning. Today, technology increases our choices. While the computer, the television, and the VCR are used in most classrooms, the calculator is just beginning to be accepted as a valuable instructional tool. Its use is limited in many elementary schools because of the misunderstanding that students will become dependent on the calculator for simple calculations.

There is no evidence to support the notion that students lose their computation skills if they use calculators. Calculators are the tools for calculating just as word processors are the tools for writing. The calculator is like a "fast pencil" that enables students to apply mathematics more quickly than they can using paper and pencil.

Even though technology extends students' ability to perform calculations, they must still learn the basic facts as well as how and when to add, subtract, multiply, and divide.

Students become decision makers as they determine when they need to calcu-

late. Then they must be able to select the appropriate tool - mental computation, paper-and-pencil, calculator, or computer - to perform the calculation. In solving problems, students must be able to choose the correct procedures, find answers, and judge the reasonableness of the result.

Calculators have the potential to motivate, extend, reinforce, teach, verify, enrich, and enhance. Most important, they enable students to gain confidence in learning mathematics through successful experiences and interesting applications. The use of calculators in school allows the focus of mathematics to be on the investigation and solution of problems instead of just on the mechanics of computation.

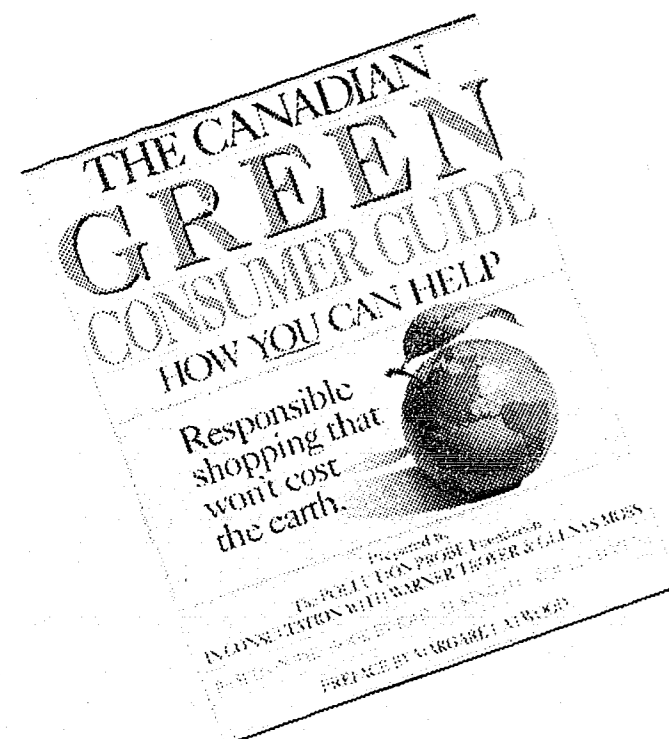
As this technology becomes an integral part of the learning process, our students will become adults who have confidence in their own mathematical skills.

Shirley Frye is president of the National Council of Teachers of Mathematics in Reston, Virginia, and director of curriculum and instruction for the Scottsdale, Arizona, public schools.

Source: B.C. Association of Mathematics Teachers Newsletter, November 1989.

Book reviews

The Canadian Green Consumer Guide



The Pollution Probe Foundation (in consultation with Troyer and Moss). *The Canadian Green Consumer Guide, How You Can Help.* McClelland & Stewart. 1988.

by Lisa Pedrini

The scene: Sunday morning, a comfortably untidy living room; newspapers and books strewn about, soft jazz as background music from the stereo, drizzly rain spotting the window. The couple, clad in housecoats, coffee cups in hand, lounge on the sofa. He is reading a book, she has her nose buried in a section of the newspaper.

He Did you know that Canadians use more energy per capita than any other people in the world, and that the average Canadian household throws away one tonne of garbage each year?

She Hmmmmmm...

He Good grief! Every week Canadians take home 55 million plastic bags from grocery stores! So that's why you always take that purple bag to the store.

She Yes, dear...

He Eegad! You know those little juice boxes the kids bring to school every day?

She You mean Tetra-Paks ... Now can I get back to my paper?

He Yeah, Tetra-Paks; they have three layers of different materials — plastic, cardboard, and aluminum foil, so they can't be recycled. Can you imagine all the Tetra-Paks thrown into B.C. school garbage cans every day?

She What are you reading?

He *The Canadian Green Consumer Guide*, your sister gave it to me for Christmas, remember? I think every teacher should have one! I'm going to order it for our school library.

She Good idea, and since we have already been recycling our newspapers, what else can we do right here at home?

Lisa Pedrini is an assistant director in the BCTF's Professional Development Division.

Information Anxiety

Richard Saul Wurman. *Information Anxiety.* Doubleday 1989.

by Tom McConaghy

For many years, I have been a chronic informationiac, a confirmed information junkie. Since retiring as co-ordinator of communications for the Alberta Teachers' Association, I have added to my office at home the equivalent of three, four-drawer filing cabinets. My office is filled with paper, magazines, and various periodicals to be filed and to be read, or at least scanned. I am always feeling anxious about not taking more time to read all this information that is piling up around me.

Not until I read Richard Saul Wurman's *Information Anxiety* did I begin to recognize the factors contributing to my obsession and distress over not keeping current with all the available information. Wurman cites tell-tale signs of behaviors that indicate we are suffering from information anxiety:

- Chronically talking about not keeping up with what's going on around you.
- Feeling guilty about the ever-higher stack of periodicals waiting to be read.
- Nodding your head knowingly when someone mentions a book, an artist, or a news story that you have never heard of.
- Finding that you are unable to explain something that you thought you understood.
- Filling out a form and feeling you should fill in each and every blank.
- Reacting emotionally to information that you don't really understand — like not knowing what the Dow Jones really means, but panicking when you hear that it has dropped 500 points.
- Being too afraid or too embarrassed to say, "I don't know."
- Or worse, calling something information that you don't understand.

The main theme running through this book is that we must understand the difference between *all* there is to know and what we *need* to know. The author takes us on a marvellous journey through the maze of data and information surrounding us and helps us to understand and to use it for our own benefit. He begins the journey with an unusual table of contents consisting of 21 pages. Reading it alone opens up new perspectives on our information age and how to cope with it.

One does not need to read this book sequentially to profit from it. Each chapter can be savored and enjoyed on its own. Two of my favorite chapters are Four and Seven.

Chapter Four, "Language: Babel, Seduction, Content," points out how we are limited by language if words mean one thing to one person and quite something else to another. Language, according to the author, should be used for organizing and communicating thought. He gives us many examples of how we can use it to improve our ability to understand and manage information.

Chapter Seven deals with education. Wurman believes we suffer from information anxiety primarily because of the way we were or were not taught to learn.

The single most counter-productive element of our educational system is the importance placed on puzzle solving and memorization. The predominant measure of success is the test; thus the mission of the schools is to raise students' test scores.... This places extraordinary emphasis on short-term memory, at the expense of long-term understanding.

Wurman considers guilt and anxiety as the greatest threats to learning. If learning can be compared to a journey, then "we should not try to make the trip as easy as possible by having every moment planned in advance, by turning over arrangements to someone else, by trying to turn travel into a neat package. This deters the traveller from *ownership of the experience*" (italics mine).

Another aspect of the book that I found enjoyable and enlightening was the use of marginalia. The margins of nearly every page are filled with wonderful quotes and anecdotes that expand the mind.

I recommend this book as essential reading for all teachers and educators. It could be the most important book you will read in the coming years. Now that I have had access to the wisdom in this book, I am on my way to being cured of being an information junkie.

Tom McConaghy, a retired Alberta Teachers' Association staffperson is currently writing for Phi Delta Kappan.

Source: *ATA Magazine*, November/December 1989.

The Learner's Way

Forester, Anne D. and Margaret Reinhard, *The Learners' Way*, Peguis Publishers. 1989.

by Chris Bischoff

This book by two B.C. teachers fits very well with our new primary program, and is recommended for all teachers who are moving in a whole-language direction. The book is based on years of experience teaching young children, and the authors clearly show us how, through their experiences and research, they have learned how young children learn. Throughout the

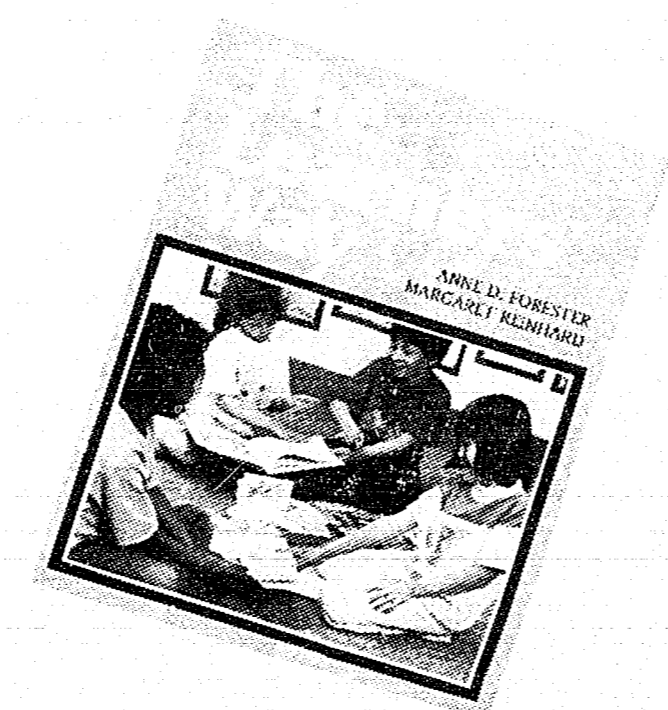
book, the ways children learn are reinforced and emphasized.

The topics dealt with in the book include the following:

- Developing a learning climate (making classrooms safe places to learn).
- Learning to read by reading (shifting to the learners' way).
- Learning to write, spell, and sound out (learning to spell by spelling).
- Moving toward combination classes and the ungraded primary.
- How whole language works, and day-to-day classroom management.

Throughout the book are many practical, classroom-based suggestions and ideas. The book seems repetitive, but the authors are really trying to emphasize that observing children and learning how they learn are keys to successful teaching. Frequently the authors mention how all their ideas are based on a child-centred approach. The book is very useful for all primary teachers, particularly for those who are just beginning to use a whole-language approach.

Chris Bischoff is a Kindergarten teacher in Central Okanagan.

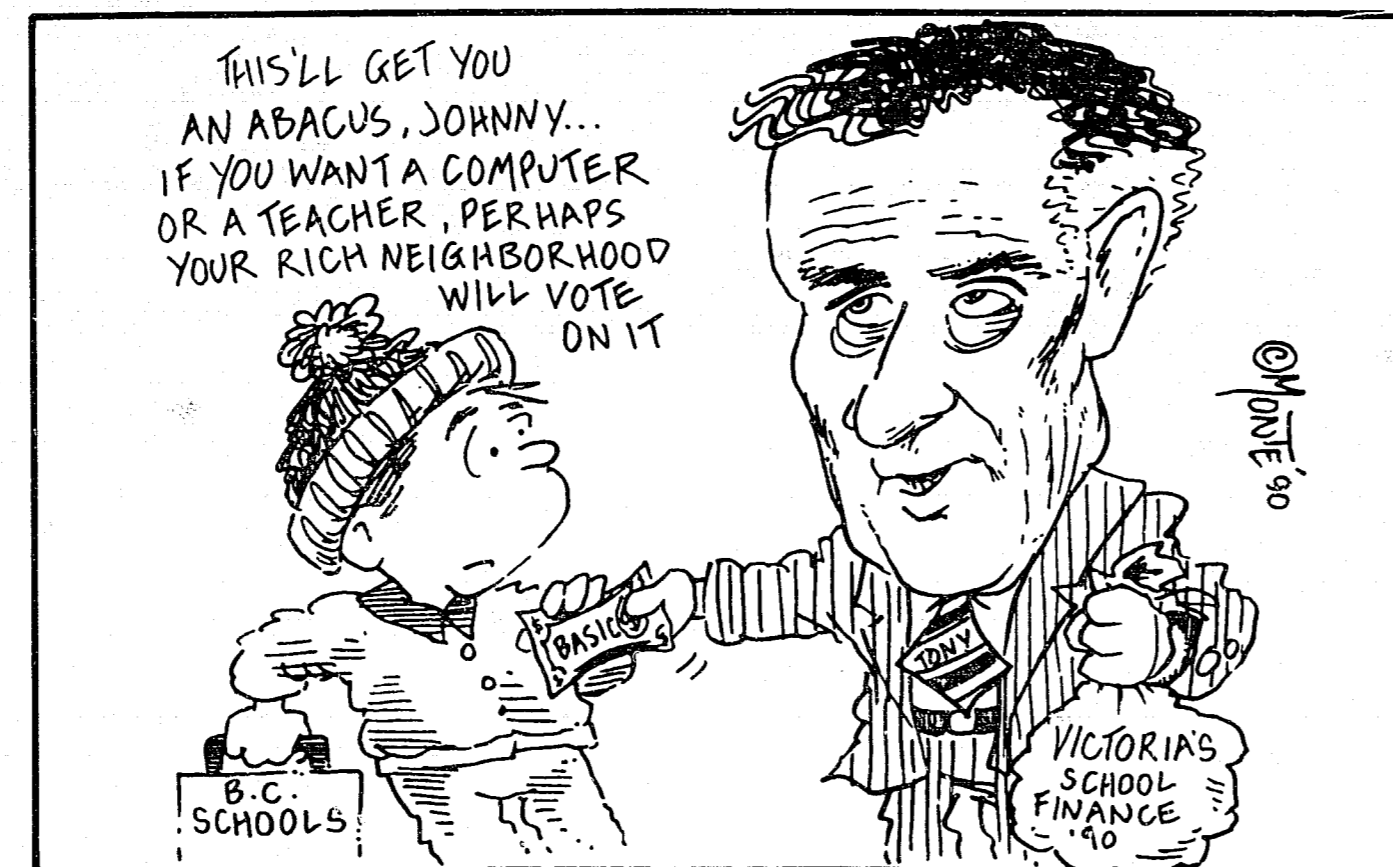


The seven deadly sins of the referendum system

- Referenda give the illusion of democracy, without the substance. They simply don't and won't work in making routine decisions about complex educational issues.
- They do not really measure the public's reaction to education at all; they measure the reaction to proposals for increasing taxes.
- They are expensive and time-consuming. It is not responsible to request school boards and their professional staff to divert significant amounts of money, energy, and time in this way, rather than

devoting it to the business of education.

- Referenda deny fiscal authority to properly elected school trustees.
- Singling out education for a referendum approach places it at the bottom of public priorities.
- Requiring referenda to fund educational services is disastrous. Denied stable, reliable tax revenue, school authorities are unable to budget with confidence.
- Experience in the United States shows that the referendum process increases the disparities between school districts.



Reprinted from *Surrey Now*, February 7, 1990.

PROFILES

by Victor Epp

After your first week in secondary school, please describe some of your feelings.

Now that you've completed your year in secondary school, how has your attitude toward the place changed?

List any jobs that you do around the house to help your family.

After completing the unit on flowcharts, write a few sentences about how you feel you did. Did you enjoy it? How could you have improved your project mark? What do you need more practice in?

Those are some questions I asked my students in tutorial, in mathematics, and in English to help complete their *Record of Achievement* when I taught in Britain on leave last year. Records of achievement, or profiling, is characterized as a grassroots phenomenon because many teachers in Britain believe it addresses some of the major problems they face. This British development is pertinent for us in B.C.

Much of my information on records of achievement, or profiling, as Gloria Hitchcock calls it, comes from a handbook Hitchcock wrote entitled *Profiles and Profiling*. She introduces the subject with the definition of *profile*.

A profile is not, in itself, a method of assessment. It is a document which can record assessments of students across a wide range of abilities, including skills, personal achievements, personal qualities, and subject attainments; it frequently involves the student in its formation, and has a formative as well as a summative function."

To be a proper record of achievement, the file must contain what the name suggests: *achievements*. It should not contain what the child cannot do, although in the formative stage it may highlight weaknesses that the student or the teacher in negotiation with the student feels the student has. I was surprised at the enthusiasm that the children had for completing the records of achievement once they realized that the records summarize what they *can* do. For example in my English class the children had to choose eight pieces of writing that they felt exemplified their best work. Most had to be rewritten in final-copy form. I expected a chorus of groans; instead students reacted positively, and a significant number, including some students who had not had a great year, voluntarily did the work for homework.

Another key phrase in the definition of *profiling* is "personal achievements and qualities." This non-curricular aspect is important. One of my students included in his file his achievements in Boy Scouts. That knowledge helped me deal with that student. Because I asked him about his weekend activities, he saw that I was taking a personal interest in him, and our relationship remained positive the rest of the year.

A FOCUS ON STUDENT SUCCESS

A pivotal concept in the definition of *profiling* is "formative." One could argue that this notion is essential to a legitimate record of achievement and to an understanding of the basis of the profiling movement.

Grades on report cards are the standard method of recording achievement; they are *summative*. They reflect what the student has done in a term or a year in a given subject. In profiling, assessments should help the students learn more about themselves. Hitchcock lists a number of

I was surprised at the enthusiasm that the children had for completing the records of achievement once they realized that the records summarize what they can do.

reasons why teachers in the U.K. saw the need for a more personal — *formative* — student record. Of primary concern were motivational problems with students who were not involved positively in exam writing. Hitchcock points out that exams create this negative effect in at least two ways. First, they put a strait-jacket on the curriculum, and second, they may motivate students who do well on tests, but they turn off those who do not.

These two problems with tests, the curricular and psychological, encouraged British educators to examine the whole educational philosophy of the U.K. schools. The issue: Do U.K. schools provide an education that recognizes only academic achievement that benefits primarily the top 20% of the students?

Clearly this is not the case, but so it seemed from the methods of assessment. Teachers were rewarding skills other than academic ones. Social skills such as co-operativeness and helpfulness were constantly encouraged, for example. But the tools of assessment were failing to measure those areas. Encouragement for recording *non-academic* achievements came from business representatives who admitted that exam tests results are less important to them than other attributes such as "getting along with other people, taking initiative, and capability for training," to list a few. The need was seen for a system of assessment that took a more humanistic, a more complete, look at the student's progress.

The profiling movement grew in different forms throughout the U.K. Some profiles were very personal with little input from the teacher, others contained negotiated inputs between teacher and student,

but completed by the teacher. Various types of profiles from highly formalized skill charts to handwritten paragraphs are still in the development stage.

The school where I taught has adopted a format drawn from a number of regions in the U.K. The record-of-achievement profiles begin in secondary school, with 12-year-olds, and are completed when the students graduate, six years later. The summary record of achievement is a computer-processed document that includes statements of the students' contributions to their school, their personal qualities, non-academic achievements, and academic grades including test scores. It includes statements written by the student, by teachers, and by administrators. The final document has the appearance of a professionally prepared résumé. Because of its appearance and because it contains the students' achievements in their school career, it will be treasured. Furthermore, such a summative record of achievement can only improve the image of the educational system.

Does the record of achievement have relevance in B.C.? It could not replace report cards for summative assessments. But one problem with that method of recording a student's progress is that there is no room for direct student input. Report cards are something done to the student. This goes against the philosophy being adopted in language arts, in particular, and in the new curriculum, in general, to *empower* students, to make them feel in more control of their education and ultimately their lives.

Exams put a strait-jacket on the curriculum. They motivate students who do well on tests, but they turn off those who do not.

Can we afford to adopt a curriculum that professes to empower students and tie it to an assessment procedure that opposes that philosophy? Why not take advantage of the groundwork done by the U.K. teachers and administrators by adopting a package that fulfills the needs of the new curriculum? Records of achievement could help to make students both more positive and more in control of their education.

Reference:
Hitchcock, Gloria. *Profiles and Profiling Procedures: A Practical Handbook*. Longman.

Victor Epp teaches Grade 5 at Pinewood Elementary School, in Cranbrook.

RECORD OF
ACHIEVEMENT

Executive Committee leadership report to the 1990 AGM

Introduction

Traditionally, the Executive Committee report to the AGM has consisted of four or five priorities, each followed by a supporting statement. The priorities have become only partly specific to the coming year; essentially they express the objectives of ongoing federation activities. The priorities for 1989-90 could very well serve, largely unchanged, as the priorities for 1990-91.

Priority writing became an exercise in which a major object was to capture all of the ongoing activities of the federation in words that differed from the previous year's description of the same activities. Every activity was covered by a sentence or phrase somewhere in the priorities. Our "priorities" became a list of everything the federation does. The priorities did not always provide clear direction for new or unique activities to achieve specific goals for the year.

The Executive Committee decided this year to present an overall objective that covers the major ongoing work of the federation as well as specific priorities for the upcoming year, some of which may require several years to achieve. In this way, the AGM will have a greater opportunity to provide direction for the use of federation resources, human and financial, in 1990-91.

The context

The BCTF must make key decisions on the kind of organization it wants to be.

- The demands for service and support to locals, PSAs, and members are constantly increasing.
- With the removal of administrators went a significant portion of our membership, paying more than 10% of our fee revenue.
- The support for bargaining and the grievances following from those first collective agreements has stretched our capacity to cope.
- The response to a new School Act, the Year 2000 document, and other education-policy initiatives has further strained our resources.
- Legal bills continue to mount.
- The Goods and Services Tax will cost us approximately \$350,000 annually.
- Teachers are looking to the federation for initiatives in professional development and on an ever-expanding range of critical social issues.
- We must examine our relationships with the College of Teachers and the labour movement.
- We need to respond to the teacher shortage and the influx of new teachers as BCTF members in the '90s.
- We need to respond to a change in relationships at the school level, particularly as they affect staff reps and staff committees.
- The BCTF must strive to remain a model employer, and we must be able to attract administrative staff from all parts of the province.
- There will be a provincial election, and, for the first time ever, every school board in the province will be up for election simultaneously this fall.

Clearly, some issues the organization faces are more critical than others. The imperatives at work should be understood at the broadest level of decision making, the AGM. This leadership report was developed and is recommended in full awareness of both external and internal

pressures. The priorities reflect the fact that we cannot do everything at once, however desirable that may be. In successive years, we can set new priorities as our resources permit.

Recommendation 1

That the AGM adopt the following objective and priorities for 1990-91:

A. Objective

Overall Objective: Economic, Professional, Social

To continue through 1990-91 to fulfill the BCTF mandate, as a union of professionals, to represent the interests of all B.C. teachers by:

- supporting local bargaining and job actions;*
- supporting activities of locals and PSAs that increase teacher control over teaching;*
- maintaining the scope of federation involvement in social-responsibility issues including increased emphasis on environmental matters.*

Supporting Statement:

The federation must continue its traditional and essential activities in bargaining, in professional development and on social issues so that the goals of the federation are pursued. As we move through a second round of bargaining this year, we must ensure that all teachers are protected from the effects of School Act changes. Similarly, we must continue to participate in the ongoing educational change under way in this province through forums available to and created by teachers.

While our major social programs will continue the fight against sexism and racism in our schools, our internal operations and our public voice must reflect, to a greater degree in 1990-91, a more holistic, global perspective on environmental, social-justice, and economic issues and peace.

B. Priorities

Priority 1: Examination of federation services

To assess and reach wide consensus on the types, processes and levels of service provided by the federation to locals, to PSAs, and to members, including the most effective organizational structures to deliver those services.

Supporting Statement:

Since the legislative changes regarding our collective bargaining rights, we have had continually increasing demands from locals and members for bargaining services, particularly in negotiations and grievance processing and support. A new School Act and major education-policy changes have forced our organization to provide services and resources to locals, PSAs and schools at an unprecedented level. As well, the social and political environment may necessitate new initiatives in social action.

Federation policy has enabled the Executive Committee and the Representative Assembly to use the Reserve Fund to meet many of these demands in the first instance. To incorporate ongoing activities and services into our operating budget, however, requires that we establish clearly the types and levels of services we are able to provide. Determining levels of service will require input from all structures of the federation, in particular, from local associations. The process will also

require an examination of the best structures to provide those services including the cost and effectiveness of decentralizing services we provide to locals.

Priority 2: Labour affiliation

To provide information regarding BCTF affiliation with labour for broad membership discussion prior to consideration of a recommendation at the 1991 AGM.

Supporting Statement:

Now that the BCTF is firmly established as a union, it is time to examine seriously our relationship with other unions, specifically the question of formal affiliation with the labour movement. This examination would have to consider cost implications including necessary fee adjustments and other resource requirements.

Current policy 17.06 (p. 63) requires a referendum ballot before any affiliation with labour. The executive envisages a decision at the 1991 AGM as to whether or not to conduct a ballot of the membership following that AGM.

During 1990-91, the Task Force on Affiliation, the publications of the BCTF, the summer Leadership Conference, and the various structures of the federation will all be used to facilitate the widest possible discussion of the issue.

Priority 3: Relationship with the B.C. College of Teachers

To implement federation policies and procedures regarding the appropriate role of the college through working more closely with college councillors.

Supporting Statement:

In 1987, the provincial government established a College of Teachers with a clear political objective of establishing a competing teachers' organization. The supportive teachers elected to the College Council have so far largely avoided duplication by the college of services provided by the BCTF: we must further their efforts. Nonetheless, the college, with fees from teachers and other members, has established its presence in the B.C. educational community. It is a member of the Education Advisory Council and is invited to participate in other consultative bodies established by government. The legislation provides for the possibility of the college's expanding its activities at any time.

A greater awareness by members is required to strengthen teachers' influence on the college, with increased emphasis on the need for legislative changes in the college structure to reduce its costs and limit its functions.

Priority 4: Curriculum services/professional opportunities

To undertake significant initiatives to develop and deliver teacher-designed and facilitated workshops, curriculum, materials, and resources through a strategy of recovering costs from government and employers for such services.

Supporting Statement:

The demand for in-service education and professional development services has been increasing rapidly. The federation cannot meet the demand with available resources. Recommendation 6.11 of the Royal Commission, which calls on the BCTF to initiate professional-development services and programs paid for by the provincial government, under terms negotiated between local associations and school boards, must be implemented.

Teachers need opportunities for profes-

sional growth and service to their colleagues that do not necessitate their leaving the bargaining unit.

New methods of delivering professional development will enable teachers to take greater control of their profession and provide a wider range of leadership opportunities.

Priority 5: Implementation of education policy positions

To achieve teachers' goals for public education through provincial and local political action.

Supporting Statement:

This is an opportune time to use the democratic processes of our society to the benefit of teachers and public education. There is likely to be a provincial election within the next year. There will be school board elections in every district in November 1990.

This AGM will adopt leadership priorities, education-policy positions, legislative-change objectives, and recommendations flowing from the report of the Task Force on Teaching Conditions and Professional Practices. Together with our objectives for this round of bargaining and our demands for improved education funding, they will form clear positions to take to government and political parties. We can put these positions forward forcefully on behalf of teachers.

School-board elections will occur during what may be the peak of our bargaining season. The public will be afforded a direct opportunity to express a direction for public education at the community level. We need to ensure that local associations and members are well prepared to participate in activities around those elections.

Priority 6: Pension-plan improvements

To lobby for significant pension-plan improvements.

Supporting Statement:

The last major amendments to the Teachers' Pension Plan occurred in 1980. Since 1988, federation representatives have met with the superannuation commissioner, agreed on a number of items, and developed a package of recommendations presented to government in October 1989. There was an undertaking by government to bring legislative revisions in 1990. Activities must be developed to support the changes sought from government and to ensure their passage.

Amendments to the Pension (Teachers) Act would do the following:

- improve the purchase of service provisions;
- achieve an increase in government contributions of at least 1.11%;
- reduce the pension entitlement period from 10 years to five or fewer years;
- provide for a non-reduced pension from age 55 when age plus contributory service equals 85 or more;
- provide for reduced pensions of 5% per year under age 60 or "85";
- allow multiple reinstatements; and
- provide MSP, extended health benefits, and dental benefits with full government payment.

See AGM Reports and Resolutions Book 1, pages 4-6 and 46-57, for the executive and other BCTF committee reports to the 1990 Annual General Meeting.

Annual General Meeting

As required by the Society Act, the following formal notice of the 1990 Annual General Meeting is being made to all BCTF members, pursuant to by-law 8.1 by publication in this AGM edition of *BCTF Newsletter*.

The Society Act and by-law 8.1 require that the notice of meeting include:

- (1) notification of the time and place of the meeting;
- (2) notification of any special resolutions;
- (3) the audited financial statements for the year ended December 31, 1989 (mailed under separate cover).

Notice of meeting

The 74th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel,

Vancouver, beginning on Sunday, March 18, 1990 at 19:00 and continuing to Wednesday, March 21, 1990.

Special resolutions

The Annual General Meeting will be asked to consider seven special resolutions. These resolutions are:

Recommendation 2

That by-law 6.10 be amended to change "general fund" to "general operating fund."

Recommendation 3

That the BCTF by-laws be amended to include the following new by-law 5.14.1: Except as expressly provided in By-Law 5.14.2, a Provincial Specialist Association shall not operate or maintain a bank account nor invest funds in any form of investments whatsoever. All funds received by a Provincial Specialist Association except those received as a result of a conference sponsored by that Provincial Specialist Association shall be placed on deposit with the federation.

Recommendation 4

That the BCTF by-laws be amended to include the following new by-law 5.14.2: The President of a Provincial Specialist Association approved by the federation in accordance with By-Law 5.14, may nominate and appoint a branch of a Canadian chartered bank, or a branch of a credit union incorporated under the Credit Union Act of British Columbia to be the banker of that Provincial Specialist Association for the sole purpose of operating a conference bank account. Such a conference bank account shall be operated in accordance with the policies and procedures approved by the Executive Committee of the federation.

Recommendation 5

That references to "principals and/or vice-principals" be changed to read "administrative officer(s)" in by-law 1.1(d) (page 13) and by-law 1.6 (page 13).

Recommendation 53:

- That By-law No. 5 be amended as follows:
 - That By-law 5.1(a) be amended by deleting the number of "7.2" at the end thereof and replacing it with the number "7";
 - That By-law 5.7 be deleted.
 - That By-law 5.10 be amended by:
 - deleting the words "Investigation Committee" and replacing them with the words "Judicial Council;"
 - deleting the words "the Federation Appeals Board" in the two places they appear, and replacing the first with the words "An Appeal Panel of the Judicial Council" and the second with the words "the Appeal Panel;"
 - That By-law 5.19 be amended to read as follows:

"5.19 The Executive Committee shall be empowered to grant legal aid to any member. The Executive Committee may by policy delegate to the president, the executive director, or a specified member of the administrative staff the power, subject to review by the Executive Committee, to grant or refuse legal aid to members pursuant to policies adopted by the federation in respect of legal aid. A member dissatisfied with the decision of the president, executive director and/or designated administrative staff member may, within 60 days of the receipt of the decision, appeal that decision to the Executive Committee by notifying the executive director of such appeal in writing. The decision of the Executive Committee in respect of a request for legal aid shall be final and binding and notwithstanding any other provision in these by-laws there shall be no appeal of a decision of the Executive Committee to the Representative Assembly, the Annual General Meeting or the Judicial Council in respect of a member's request for legal aid."

Recommendation 54:

- That By-law No. 7 be deleted and replaced by the following:

"By-law No. 7 — Judicial Council

 - There shall be a Judicial Council which shall, except as provided in By-law 7.8, have the jurisdiction to consider and deal with complaints against members in respect of alleged breaches of the Code of Ethics, or of alleged conduct harmful or prejudicial to the interests of the federation.
 - The Judicial Council shall be composed of a chairperson, who shall be elected by the Representative Assembly, and an additional 15 members who shall be elected by the Representative Assembly. All members of the Judicial Council shall be active members of the federation entitled to vote, and must receive a majority of the votes cast by the Representative Assembly.
 - The chairperson of the Judicial Council may constitute panels to consider complaints, consisting of no less than three other members of the Judicial Council. Such panels may be designated as Screening Panels, Hearing Panels, or Appeal Panels. The Judicial Committee may, subject only to the direction of the Annual General Meeting, establish rules and procedures for considering complaints, provided that all such rules and procedures comply with the principles of natural justice and the duty of fairness.
 - The decision of a Screening Panel with respect to dismissal of a complaint, or with respect to the process by which a complaint shall be resolved, is final and binding on all parties.
 - Where a complaint is referred to a Hearing Panel, and after the panel has considered the matter in accordance with its rules and procedures, the panel shall be empowered to:
 - dismiss the complaint; or
 - where the member who is the subject of the complaint has been found in breach of the Code of Ethics or of conduct harmful or prejudicial to the federation's interests;
 - determine appropriate publication of the finding of such breach;
 - issue a warning to the member;
 - issue a reprimand to the member;
 - impose a monetary fine on the member;
 - suspend the right of the member to hold office in the federation and/or any subsidiary bodies;

- suspend other specified privileges of membership in the federation;
- suspend membership for a specified period of time;
- expel from membership or, impose a combination of the foregoing penalties, commensurate with the gravity of the breach found by the Hearing Panel.

7.6 A member found in breach by a Hearing Panel may, within 30 days of notification of the decision, appeal to an Appeal Panel by notifying the chairperson of the Judicial Council in writing of such appeal. The appeal may be with respect to the finding of breach, and/or with respect to the penalty imposed. The Appeal Panel may confirm, reverse, or modify the decision of the Hearing Panel. An Appeal Panel shall also be established to consider appeals from decisions of the Executive Committee pursuant to By-law 5.10, and the Appeal Panel may confirm, reverse, or modify such decision.

7.7 The decision of an Appeal Panel shall be final and binding and notwithstanding any other provision in these by-laws. There shall be no appeal of the decision of an Appeal Panel to the Representative Assembly or to an Annual General Meeting.

7.8 The executive committee of a local association shall have the jurisdiction to consider a complaint...at a member of that association has breached the Code of Ethics and acted in a manner harmful and prejudicial to the interests of the local association by crossing a picket line established by or recognized by that local association in respect of the member's employer. The local association executive committee shall consider the complaint in accordance with the principles of natural justice and the duty of fairness, and after such consideration it may:

- dismiss the complaint, or
- where such a breach by the member who is the subject of the complaint is found,
 - determine appropriate publication of the finding of the breach;
 - impose a fine on the member up to the amount equivalent to the gross salary the member would receive from the employer for the days on which the picket line was crossed;
 - suspend the right of the member to hold office in the local association and/or to receive specified benefits of membership in the local association for a period not exceeding two years or impose a combination of the foregoing penalties, commensurate with the gravity of the breach found by the local association executive committee.

7.9 A member found in breach by a local association executive committee shall, within 30 days of being notified of the decision, have the right to appeal to an Appeal Panel of the Judicial Council by notifying the chairperson of the Judicial Council and the president of the local association in writing of such appeal. The Appeal Panel shall consider the appeal in the same manner as if it were an appeal from a Hearing Panel pursuant to By-law 7.6.

7.10 A fine imposed by a local association executive or the Judicial Council pursuant to this by-law shall be a debt due to the local association or the federation as the case may be, and may be collected with costs of the suit in the name of the federation or local association, as the case may be, in any court of competent jurisdiction."

Recommendation 55:

That By-law 16 be amended by deleting the second paragraph and replacing it with the following:

"Complaints of possible breach by a member of the Code of Ethics or of conduct harmful or prejudicial to the interests of the federation may be submitted by any person having a legitimate interest in the complaint and not having available a more appropriate recourse. The right to file a complaint shall expire six months after the complainant knows of or can reasonably be expected to know of the events upon which the complaint is based. Complaints shall be directed to the chairperson of the Judicial Council and/or designated administrative staff."

For President



Richard Hoover

Important decisions must be made about the type of union we want the BCTF to be. I believe we must make the BCTF a less bureaucratic and a more democratic, participatory, socially responsible union. How can we do this?

- We must enhance shared decision making and teacher autonomy through improved training of staff representatives and staff committees.

- We must strengthen local bargaining, professional development, and grievance advocacy through training teachers and supporting committee networks to fulfil these roles.

- We must direct a larger share of our resources to strengthening smaller locals through providing them with adequate release time for local presidents.

- We must develop hiring procedures compatible with our policy that "working on the professional staff of the BCTF is to be regarded as part of a career in teaching, not a career in itself."

- We must establish the BCTF as an organization that will stand out among unions as a progressive force for social change in areas such as child poverty, peace education, rights of women, protection of the environment, anti-racism, and international teacher assistance.

I believe we can increase member participation in, and ownership of, the union by providing services and resources where they make a real difference — in schools, locals, and committees. I would welcome the opportunity to work with you to achieve these goals.

Experience: *Provincial:* Member-at-large, Executive Committee (4 years); Local association representative (2 years); Fergusson Memorial Award Committee (7 years); AGM delegate (10 years). *Local:* President (Burnaby) (2 years); Negotiating teams for collective agreements and W/LC contracts, chairperson and chief negotiator several times (7 years); Bargaining committee chairperson; Grievance committee; Advocate to salary-arbitration boards; Staff representative; Staff committees. *Education and Teaching:* B.Sc. (mathematics) and teacher training, UBC. 19 years teaching secondary in Salmon Arm (2 years) and Burnaby (17 years).



Ken Novakowski

This past year, teachers were confronted with major government initiatives for educational change. The federation provided human and financial resources to local associations and provincial specialist associations to facilitate the most extensive teacher discussion and debate possible within government timelines. We heard from our members and developed a collective response to government on behalf of the profession. This kind of democratic consensus building allows us to remain a strong, united provincial voice for teachers.

In bargaining, locals will require continued support from the BCTF: communications, advice and co-ordination in negotiations, and, when necessary, job action.

A looming teacher shortage requires teaching conditions, professional rights, and salaries that will attract and retain qualified teachers within our schools and our union.

I believe the work we have done on education policy, social responsibility, the key recommendations of the Task Force on Teaching Conditions and Professional Practices, and the objectives we have set for ourselves in bargaining reflects a teacher view of the kind of public-education system we seek. I am prepared to offer my experience from the last round of bargaining, and my experience in education-policy and funding issues to help take that view forward to the government and the public in the year ahead.

Experience: *Provincial:* Currently BCTF president; BCTF First vice-president (1 year); Member-at-large, BCTF Executive Committee (1 year); Local association representative (3 years); *Local:* President, Langley (3 years); Chairperson Langley class size committee (1 year); President, B.C. Social Studies Teachers' Association (2 years). *Education and Teaching:* B.A., B.Ed., University of Alberta. Teacher in Langley since 1971.

For First Vice-President



Linda Shuto

My most important experience and perspective is that of classroom teacher. I say that because I believe that it is now time for the BCTF to focus on making our union more relevant to classroom teachers.

Our sign-up campaign was a new beginning for the BCTF and time for teachers to join together. Now we must begin the hard work of forming a positive identity for our union.

I see three challenges for the coming year:

- to build an effective, democratic, and socially responsible union of which teachers are proud.
- to support teachers through strong locals and collective agreements.
- to advocate for students and teachers as the changes represented by the Year 2000 document unfold.

Three major issues must be examined to address these challenges:

Social issues - how our policies are promoted and supported with classroom teachers.

Finances/fees - how we can insure that teachers feel they have control over a budget that is well spent.

BCTF/locals - how the BCTF addresses the relationship of provincial and local bodies.

My personal goal as first vice-president is to ensure that teachers feel they have a voice in creating a positive identity for our union. I would enjoy the opportunity to meet that challenge.

Experience: *Provincial:* AGM delegate (11 years); Status of women task force; Commission on governance; Judicial committee; W.R. Long international solidarity committee; Local association representative (4 years); PD associate; Staff representative trainer; Union made workshop facilitator. *Local:* Bargaining committee; Public relations/political action committee; Resolutions committee; Pensions committee; Executive council (7 years). *Education and Teaching:* PDP, SFU. 20 years teaching in B.C. BCTF staff: S/W co-ordinator (2 years); assistant director, PD Division (2 years); assistant director, Bargaining division (1 year).



Ray Worley

Our common task is the strengthening of our union of professionals, based on the continued involvement of classroom teachers in locals, PSAs, and committees. We should approach this task by looking inward at our own structures, processes, and resources and by reaching out to other groups.

Our approach to Year 2000 issues, where extensive debate led to broad consensus, is the model to follow on key issues including the appropriate balance between local self-sufficiency and provincial support and the topic of formal affiliation with labour.

We must examine new ways to meet ever-increasing demands for professional development.

Bargaining will require extensive effort as we grapple with the implications of the new School Act, Year 2000 initiatives, and referenda.

BCTF's relationships with other unions, parent groups, trustees, the College of Teachers, and the ministry will require effort next year.

Elections will have special significance for teachers.

The BCTF must continue to express teachers' views on all issues that affect students and teachers, both in and out of classrooms. Our professionalism demands it.

Staff representatives and staff committees will play important roles in all of these activities.

We have come a long way in three years. By working together, we can meet new challenges with confidence. As a member of an executive team, I offer my experience and dedication to the welfare of teachers.

Experience: *Provincial:* Currently BCTF First vice-president; Member-at-large, Executive Committee (2 years); Local association representative (3 years); AGM delegate (8 years); Member, Bargaining and professional rights task force (2 years). *Local:* Vernon, Bargaining committee (11 years); RA chairperson (1 year); First vice-president (2 years); President (2 years); Past-president and chief negotiator (1 year). *Education and Teaching:* B.A., M.A., University of Canterbury (NZ); 23 years teaching; 15 in B.C.

For Second Vice-President



Alice McQuade

Last year, I said we had a great deal to be proud of and that this year would bring more and difficult changes.

Well, it did, and it looks as if 1990-91 will bring more of the same. Amidst all of the changes, challenges, and the government initiatives, our organization must face some fundamental issues:

- What is the best way to provide service to locals and teachers?
- How can we remain leaders in all aspects of education policy?
- How can our organization best respond to recent education-funding announcements? (referendum)
- Should we affiliate with organized labour?
- How can we continue to pursue our economic, professional, and social goals and maintain some kind of financial control?

To develop answers to these questions, I am committed to providing strong, responsive leadership and to building consensus on issues.

I am proud of the work of the BCTF this year; by working together, we will again meet and overcome all challenges and remain a strong federation.

Experience: *Provincial:* BCTF Second vice-president (1 year); Member-at-large, Executive Committee (1 year); Finance committee (2 years); Pensions committee (6 years); Labour affairs advisory committee (1 year); Labour education committee (2 years); PD associate (2 years); S/W workshop facilitator (6 years); PSA executive (4 years); AGM delegate (13 years). *Local:* President, vice-president, treasurer, secretary, Chairperson-public relations committee and staff rep assembly; Member-W/LC committee, bargaining, French language program committee; LSA President. *Education and Teaching:* B.A. and PDP, SFU; preparatory work for MBA, SFU. 10 years teaching secondary in B.C.



Joan Robb

Change is the watchword. Change dizzies, confuses, and throws us off balance, yet it alerts us, stimulates, and challenges.

In the BCTF, externally-produced electric shock has caused molecular shakeup and reconstitution: catalysts, analysis, synthesis, catharsis.

The opportunity in our identity crisis and new reality is to choose, with courage and imagination, to be something new. We need not follow models developed in other circumstances. We can create a democratic, professional federation of unions responsive to the needs of our members.

Our decision-making must be grounded in the classroom, the core of the education system, where teachers' and students' needs converge. We must not overcentralize, but continue to strengthen local unions by co-operating to provide the co-ordination, communication, information, advice, and training we value so highly.

Rethinking what we wish to achieve with the resources available, we must curb our over reliance on the expertise of staff and maintain voluntary participation — historically our strength. Committees and networks must have a real and recognized role.

Throughout my involvement with the BCTF, I have been inspired, challenged, encouraged, and rewarded. I have learned a lot about democracy.

I believe it to be fragile. It depends upon respect, tolerance, and participation. It requires effort, and needs structures that uphold these elusive ideals and encourage their practice.

I am willing to work toward these ends.

Experience: *Provincial:* Member-at-large, Executive Committee (2 years); AGM delegate (11 years); CTF director (1 year); CTF AGM delegate (2 years); Bargaining committee (2 years); Working and learning conditions committee (1 year); W.R. Long committee (4 years); *Teacher* advisory board (1 year); Education policy associate (1 year). *Local:* President (3 years); Vice-president (1 year); Secretary (2 years); S/W contact person (1 year); Staff representative (5 years); Bargaining committee/negotiating team (7 years); Working and learning conditions committee (5 years). *Education and Teaching:* B.A., Dalhousie University; PDP, SFU; B.J., University of King's College. 17 years teaching primary in B.C.

For Member-at-Large



John Bogunovic

I strongly support the goals of the BCTF and will work hard to attain them. I hope that a priority for 1990 is to develop individual leaders within each school who are union-oriented, educationally and professionally strong.

Several immediate concerns are evident. Can we continue to provide present BCTF services and cope with emergent needs while staying within the restrictions



David Chudnovsky

Our federation is at its best when it provides direct services to locals. When we train staff representatives, bargainners, and grievance advocates to deal with unique local concerns, we are serving classroom teachers in the most effective way.

The strength of the BCTF lies, not in an increasingly expensive bureaucracy in Vancouver, but in the hundreds of teacher volunteers who defend colleagues' rights every day across this province. This must be reflected in the budget, the allocation of resources, and the very structure of the federation.



Jan Eastman

These are the times that try our souls (apologies to Thomas Paine, 1776!). Challenges to, and demands on, our federation continue to be the norm, despite our significant achievements.

The kind of union we are developing is determined by how we choose to meet the challenges from government and the needs of our members.

Working together, we have met many challenges. We achieved first contracts with improvements in teaching conditions and professional rights. We influenced education policy, taking charge of the profession — not just talking about it but doing it!

The federation must continue to

imposed by our fee-setting budget-setting processes? How will we provide the extra time and necessary support to small locals so that a strong BCTF presence is maintained province wide? Will we reach consensus on the use and adequacy of the reserve fund, affiliation with labour, and social-action policies?

The solution to these problems will be found within our democratic organization, within ourselves. The same principles adopted by the 1989 AGM for successful implementation of educational policy can be applied to the concerns noted and to those yet to confront us. Our greatest asset is that we are teachers. We plan, we communicate, we encourage, we evaluate, and we will advance the cause of quality public education for all, together.

Experience: *Provincial:* AGM delegate (many years); Alternate local association representative (2 years); Summer conference participant (3 years). *Local:* President (2 years); Sign-up certification chairperson; Bargaining chairperson (4 years); Bargaining committee (2 years); Treasurer (1 year); Local benefits officer (13 years); Social co-ordinator (1 year). *Education and Teaching:* B.Sc. (mathematics, physics) UBC. 19 years teaching in B.C.

Proposals to decrease BCTF grants to small locals are short sighted. Every local, large or small, rural or urban, must have the resources to advocate for its members. If not, each of us is threatened.

Our collective agreements are important new tools for advancing members' interests. But we should not forget all the other tactics and strategies we used to advantage throughout the last difficult years. It's vital that we build coalitions on social issues, pursue public relations creatively, engage in political action, and, above all, commit ourselves to democratic participation and debate among our membership. In this way, we will never lose sight of our federation's primary purpose: advancing the interests of classroom teachers.

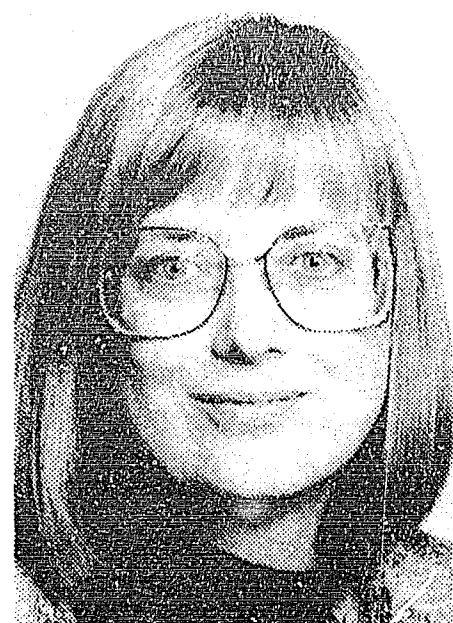
Experience: *Provincial:* Local association representative (2 years); Staff representative trainer (1 year); Substitute Teachers' Association; BCTF Committee Against Racism; Member of the Association for Community Education; Adult Basic Education Association; Surrey-Delta Immigrant Services Society (board of directors). *Local:* President (2 years); Vice-president; Secretary; Chairperson of anti-racism and bargaining committee; Member, working and learning conditions committee and economic welfare committee; chief negotiator (3 years). *Education and Training:* B.A. (honors) York University; B.Ed. University of Toronto. Taught nursery school, elementary school, secondary school, and university level in Ontario, England, and B.C.

support teachers' efforts. We must speak strongly at the provincial level while aiding the development of strong locals and strong PSAs. We must provide leadership and initiative on educational and social issues in our public school system, and we must address challenges in a democratic and progressive way.

Our federation works! The broad-based discussion at school, committee, PSA, and provincial levels in response to legislative changes and the Year 2000 document indicates we have a vital, active union.

I offer a wide range of experience and a broad perspective to an executive team that provides strong and progressive leadership. It is crucial that this executive listen, inform, and involve members. Only through leadership responsive to a committed membership can we achieve our professional, social, and economic objectives.

Experience: *Provincial:* Member-at-large, Executive Committee; CTF director, Charter-challenge plaintiff; Program for quality teaching facilitator; Professional relations advisors, teacher personnel and labour liaison committees; Political action task force; AGM delegate; PSA executive; PD associate. *Local:* Vice-president; Bargaining committee; RA chairperson; Local association representative; Sign-up and certification organizer; Bulletin editor, and other executive and committee positions in Delta, Langley, and Kitimat. *Education and Teaching:* B.A., Diploma of Education (Aust); M.A. (Ed) SFU. 21 years teaching and 2 years as a faculty associate, SFU.



Maureen McPherson

Becoming a union of professional teachers has given us an unparalleled opportunity to create a unique model to best serve the needs of individual members and the needs of public education. Blending the experience of other unions with our own wealth of experience and tradition can only increase our strength and our purpose. We must work on encouraging more member participation at local and federation levels.

Concrete goals must include the following:

- bargaining ever-better collective agreements, and ensuring their enforcement.
- developing ongoing staff representative training to ensure effective collective

agreement monitoring, and skill in first-step grievance handling.

- member identification of professional development needs and a strong federation response to meet those needs.

Careful consideration must be given to the most effective structure for handling more advanced grievance/arbitration cases.

Social issues such as sexism, racism, poverty, and the environment must be acknowledged and countered within the classroom, within the local, and with the full support of our federation.

We now see a renewed government assault on public education. We have survived and won past battles because of membership commitment. It is clear we must call on that member commitment to fight unfair referenda and to defend collective-bargaining rights.

I believe I have the experience and knowledge to make a useful contribution. I seek your support.

Experience: *Provincial:* Chairperson, Code of ethics discipline task force (1 year); Labour education committee (2 years); AGM delegate (7 years); Program against racism contact person (2 years); RA attendance (2 years); Member, English PSA (13 years). *Local:* President (2 years); Vice-president (4 years); Human rights chairperson (2 years); Bargaining committee (1 year); Sign-up and certification organizer (1 year); Staff representative (4 years); Advocacy during teacher lay offs. *Education and Teaching:* B.A., SFU, PDP, SFU. 14 years teaching in B.C.

locals. I want to serve *all* teachers and bring small locals' needs to the Executive.

Our federation is as strong as its locals, which, in turn, are as strong as their members. Through good collective agreements, we will continue building our locals. Through contract enforcement and awareness, we can build local membership support. The BCTF has supported local initiatives in these areas. That support must be continued. This is the basis of our strength.

Educational changes offer us many unique opportunities for professional growth. We must continue to support locals, PSAs, and members as we formulate our vision of the future.

There is much to do. I offer my experience and energy to continue building a strong Union of Professionals.

Experience: *Provincial:* Bargaining committee (3 years); Bargaining planning committee (2 years); AGM delegate (2 years); Alternative education association regional representative (1 year). *Local:* President (2 years); Bargaining committee (5 years); Bargaining chairperson (3 years). *Education and Teaching:* B.A., Professional certificate, UVic; 15 years teaching primary, intermediate, and junior secondary in B.C.

Control and power can then be shared by a large number of teachers rather than be concentrated in the hands of a few.

New legislation and expanded collective agreements have resulted in an increased workload for staff representatives. The federation must, through increased funding, expand the training of staff representatives accordingly. A strengthened staff representative training program is critical to keep the power where it belongs: at the grassroots.

Local autonomy has been and must continue to be a cornerstone of teacher trade unionism, and with strong locals we will have a strong federation.

I believe that my years of experience in a small northern local will enable me to bring to the executive table a unique point of view and fresh perspective on the future course of the federation.

Experience: *Provincial:* AGM delegate (4 years); Local association representative (2 years); Bargaining committee (1 year); Working and learning conditions committee (2 years); Staff representative trainer (3 years); Task force on teaching conditions and professional practice (1 year). *Local:* Bargaining chairperson (1 year); Working and learning conditions chairperson (1 year); Status of women co-chairperson (2 years); Social committee chairperson (2 years); Strike preparation committee (1 year). *Education and Teaching:* B.Sc., Memorial University, Nfld., PDP, SFU. 10 years teaching in B.C.



Bob Rosen

Being a teacher in B.C. seems to be an exciting, if somewhat exhausting, experience. Our current challenges include dealing effectively with a whole new education curriculum which is hastily conceived, poorly implemented, and underfunded. Demonstrating an incredible degree of duplicity and incompetence, the provincial government plans to bring back the bad old days of "restraint" by centralizing education finance and restricting the taxing power of local school boards, while at the same time pretending to "reform" the system through the Year 2000. Here we go again, for another ride on the Social Credit educational merry-go-round.

What can teachers and the federation do about it? I believe we need three ingredients to face the challenge: unity, democracy, and a social conscience. First is unity. We need to work together provin-

cially to combat the government's finance and curricular moves, co-ordinate a difficult round of bargaining, and ultimately take political action to help throw Social Credit out of office.

The second element is democracy. We need to democratize our own structures to ensure commitment and involvement of teachers in the federation's work. This means term appointments for federation staff, BCTF staff paid at the level of the classroom teachers they represent, greater emphasis on staff representative training, and a greater portion of dues revenues in the hands of local associations.

Finally, we must retain and expand our social-action programs and networks. The BCTF must continue to demonstrate a real commitment to equality and social justice in the educational system and in society as a whole.

I seek your support as member-at-large to help implement this kind of vision for the federation.

Experience: *Provincial:* AGM delegate (16 years); Local association representative (3 years); Committee against racism (2 years); Expanded bargaining committee (1 year); Provincial steering committee, Teachers' Viewpoint (2 years). *Local:* Surrey Teachers' Association executive (5 years); Working and learning conditions committee (3 years); Multicultural and anti-racism committee (3 years); Labour liaison chairperson (3 years); Bargaining and negotiating committee (1 year); Grievance committee co-chairperson (2 years); Surrey solidarity coalition chairperson (1 year); delegate to Lower Mainland Solidarity Coalition (1 year). *Education and Teaching:* B.A., SFU; PDP, SFU. 16 years teaching in B.C.

opment opportunities, and assistance to individuals — unsurpassed in scope and quality by teacher organizations anywhere else in Canada.

I believe that ours is a federation to be proud of. It has survived many obstacles placed in its path, and although it will no doubt continue to face difficult challenges, I believe it will continue to survive and improve in effectiveness in all three of its major roles.

I believe that the "secret" to our continuing success as an organization lies in keeping our membership informed and involved, and, if re-elected to the Executive Committee, I will do my part to maintain that democratic tradition.

Experience: *Provincial:* Member-at-large, Executive Committee (2 years); CTF delegate (1 year); College task force chairperson (1 year); Local association representative (3 years); Professional development advisory committee member and north central PD co-ordinator (4 years); AGM delegate; Member of social studies and teacher-librarian PSAs. *Local:* Prince George (2 years); First vice-president (2 year); D and LSA council chair (3 years); Teacher-librarian LSA president (1 year); vice-president (1 year); Fernie: President (1 year); Vice-president (1 year). *Education and Teaching:* Teacher certificate (S. 1 Australia); M.Ed. (curriculum) and B.Ed. (elementary), UBC; 25.5 years teaching primary, intermediate, secondary, and teacher-librarian in Australia and B.C.

mine the grassroots networks that have carried us so far.

The democratic base of our organization has ensured decisions that are fully supported by the membership. For this to continue, our first priority must be to build strong locals. Our federation must provide adequate funding so that each local can maintain a full-time president. Locals must also be helped to slowly build a pool of members trained to carry through the vast majority of grievances.

Concerns regarding federation staffing must also be addressed. As a matter of policy, the federation should fill a majority of staff positions with temporary appointments. This practice provides the advantage of returning fully trained union advocates to the teaching force. Finally, no matter how good the intentions, members holding elected federation positions should be restricted from applying for staff positions while still in office.

If elected to the Executive Committee, I

will work to see that the federation builds upon its strengths, and I will serve as a vigilant watchdog to ensure that the federation does not lose sight of the classroom teachers it serves.

Experience: *Provincial:* AGM delegate (9 years);

Working and Learning Conditions Committee (1 year); Local association representative and alternate (2 years); Summer conference participant (5 years); presenter (1 year). *Local:* President (2 years); Bargaining chairperson (2 years); Working and learning conditions chairperson (3 years); Picket co-ordinator (1986). *Education and Teaching:* B.G.S. SFU; 11 years teaching in B.C.



Carol Whitwell

Once again teachers face a series of challenges and change from both the external and internal environment. The new School Act and Year 2000 initiatives are still dominating factors, while the newest threat to us and public education, referendum funding, lies in wait.

Internally we face the constant challenge of meeting the ever-growing and changing needs and expectations of locals, PSAs, committees, and members, all within constrained finances. Collectively, we've met the past challenges of Bills 19 and 20, certification, first collective agreements, and internal reorganization. Collectively and with continued responsive and responsible leadership, we'll emerge from

these newest challenges strengthened and renewed.

We must continue to be, and be seen to be, educational leaders, defenders of public education and the teaching profession. We must continue to build strong locals through training programs and staff support, involve classroom teachers as volunteer trainers and committee members, and evaluate our use of staff and clearly define their role and function within the system. We must maintain strong Bargaining and Professional Development divisions and, through the Social Action and Responsibility Task Force, find ways to improve the federation's performance in these areas.

I believe that my demonstrated local and provincial experience will be beneficial in strengthening our federation and that together we can build a federation that is respectful of diverse opinions, but guided by a unity of purpose — a strong democratic union!

Experience: *Provincial:* Member-at-large, Executive Committee (1 year); Local association representative (3 years); AGM delegate (7 years); Staff representative trainer (1 year); Intermediate teachers' PSA executive (3 years). *Local:* President (2 years); First vice-president (2 years); Bargaining committee (7 years); Bargaining team (3 years); Secretary (2 years); PD chairperson (3 years); Staff representative (3 years). *Education and Teaching:* B.Ed., UBC; M.A. (in progress); 20 years teaching all levels in B.C.

BCTF Fee

After several years with a membership fee of 1.25% (1.05% to operating and 0.2% to Reserve Fund), the 1987 AGM altered the allocation of the amount for one year so that 1.15% went to operating and 0.1% to the Reserve Fund. The additional money to the operating fund would help improve our deteriorating cash flow.

Shortly after that AGM, government legislation radically altered the composition of BCTF membership by removing principals and vice-principals from our ranks. That change also had a dramatic impact on our revenue; we lost approximately \$1.5 million or more than 10% of our income. The 1988 AGM voted to continue with the 1.15% and 0.1% allocation to compensate for the impact of the loss of membership on operating revenue. That same AGM passed a resolution increasing BCTF support for local presidents' release time by a total of close to \$500,000 annually, without a corresponding fee increase.

The legislation that took administrators out of our organization gave us full collective-bargaining rights, including the right to strike. That reality has had two significant effects on the resource question. With the right to strike, we need a healthy Reserve Fund from which to draw our strike pay and support. The 1989 AGM decided to restore an increased proportion of the fee to the Reserve Fund, reducing the amount available for operating (1.10% to operating, 0.15% to Reserve

Fund). At the same time, full collective bargaining, including grievance processing, has created increased local demands on the federation for staff support, advice, and assistance. The deficits of the last two years verify that current operating revenues cannot meet the demands.

As well, if the Goods and Services Tax becomes law, it will increase our costs by about \$350,000 annually.

That is why the Executive Committee and the Representative Assembly decided to recommend a new fee to the AGM — an increase of 0.1% overall to 1.35%. This fee would establish an operating budget (1.175%) that is balanced with revenues and also increase again the amount directed to the Reserve Fund (0.175%).

Because our fee is a percentage of our salary, it goes up every year when our salary increases. This amount generally covers increased costs due to inflation, but it does not deal with the loss of revenue and other, identified increases. The Executive Committee and Representative Assembly has tried hard over the past two years to trim expenditures and effect savings wherever possible. What is now clear is that unless the fee is adjusted, as is being recommended to the AGM, the BCTF will have to reduce its programs and services so significantly, that reductions will seriously impede our ability to serve and represent the concerns of B.C. teachers effectively.

(AGM decisions for implementation the following year.)

	AGM FEE	OPERATING FUND	RESERVE FUND
1983-86	1.25%	1.05%	0.20%
1987	1.25%	1.15%	0.10%
1988	1.25%	1.15%	0.10%
1989	1.25%	1.10%	0.15%
1990 (proposed)	1.35%	1.175%	0.175%

Annual general meeting agenda

March 18 - 21, 1990

Sunday, March 18 19:00

Preliminaries

- (a) Adoption of chairpersons, scrutineers, tellers, Resolutions committee

- (b) Adoption of agenda

Report of the President (Ken Novakowski)

Constitution and By-laws

- (a) Recommendations 2-5

Policies and Procedures Recommendations

- (a) Recommendations 28-33

Membership

- (a) Recommendation 22

Teacher Certification

- (a) Recommendations 45-46

- (b) Resolution 147

Education Finance

- (a) Resolution 151

21:30

Election statements from candidates for

Table Officer positions

22:00

Adjourn

Monday, March 19 09:00

Leadership Report

- (a) Recommendation 1

12:10

Report of the Executive Director (Elsie

McMurphy)

12:30

Lunch

14:00

CTF Address (Kitty O'Callaghan)

- (a) Resolution 101

BCTF Financial Report

Discipline Task Force Report

- (a) Recommendations 47-56

- (b) Resolution 104

Status of Women

- (a) Recommendations 36-44

- (b) Resolutions 150, 154, 155

Children with Special Needs

- (a) Resolutions 118-119, 125, 137

16:45

Election statements from candidates for

Member-at-Large positions

17:30

Adjourn

20:30

Dance

Tuesday, March 20 09:00

Greetings from:

- B.C. School Trustees Association
- B.C. Home and School Federation
- B.C. Federation of Labour

Education Policy

- (a) Recommendation 6

Environmental Issues

- (a) Recommendation 7

- (b) Resolutions 139-141, 156-158

12:30

Lunch

14:00

Finance

- (a) Receipt of Financial Statements

- (b) Recommendations 8-16

- (c) Resolutions 103, 130, 149, 152, 153, 163

Health and Welfare of Teachers

- (a) Recommendations 17-21

- (b) Resolutions 109-111, 121, 128, 159

17:30

Adjourn

Wednesday, March 21 09:00

Elections

- Task Force on Teaching Conditions and Professional Practices

- (a) Recommendation 57

Working and Learning Conditions

- (a) Resolutions 138, 146

Organization of the BCTF

- (a) Recommendations 23-27

- (b) Resolutions 102, 105-106, 115-117, 120, 131-135, 142, 145

12:00

Guest Speaker (Peter Mahlangu)

12:30

Lunch

14:00

Program Against Racism

- (a) Recommendations 34-35

College of Teachers

- (a) Resolutions 107-108, 112-114, 122, 127, 129, 136, 160, 162

International Assistance

- (a) Resolution 124

Labour Affairs

- (a) Resolutions 126, 148

16:00

Unfinished Business

- Late Resolutions

- New Resolutions

17:30

Adjourn



Ernie Oliver

I am continually amazed by the accomplishments of teachers working through the BCTF! The government constantly shifts the playing field, but, somehow, we keep pace. It is difficult to predict our next direction and the associated costs. That is why I believe we need a strong federation — working within a balanced budget, having a strong reserve fund.

As president of a small Kootenay local, I know first hand the needs of dispersed



Lydia Picucha

The last few years have shown that the strength of the BCTF rests in its strong and committed local associations. The local associations negotiate the collective agreements; the local associations enforce those agreements; the local associations influence school boards in matters of education policy.

For local associations to be truly effective, the BCTF must commit more of its staff and material resources — particularly in bargaining, professional development, and programs dealing with social issues — on a decentralized basis to the locals.

Affirmative action

IT'S ABOUT TIME

by Nancy Lagana

he call to affirmative action as a means of achieving gender equity or racial equity in the workplace challenges the education community and its structures. Although it is tempting to hold onto or to want to go back to the "good old days," we cannot go back. As disconcerting and threatening as it may be, we must scrutinize the basic structure of our community if we want to emerge changed and victorious.

The education system has been operated by women but managed by men (in 1986, 15% of principals were women, over 50% of teachers were women), so naturally women are paid less (MacLeod, 1988). A woman's trying to move into a position of management seemed unnatural, and conversely, a woman devoted to the classroom seemed uninterested in career advancement (Haddad, 1987). A more frustrating double bind exists for a woman who attempts to combine career with family and opts to maintain her connection to teaching by working part time (90% of part-time teachers are women). Such a woman does not easily re-enter the mainstream teaching force, much less establish a management career path.

The status quo results from organizational barriers against women such as discrimination, overt and covert sexual harassment, or lack of encouragement. Social barriers, stereotypes, and myths, such as fear of success, inability to handle emotional or physical stress, lack of desire, sexuality, lack of competence, or lower personal expectations, are also said to keep women from choosing career advancement (Calabrese and Wallich, 1989). "Women have become a convenient scapegoat to deflect attention from organizational and structural defects" (p. 105).

Affirmative action looks past this scapegoating. "Affirmation action is a result-oriented program adopted by an employer in order to increase the representation of women or minority groups at all levels in the workplace" (Hill, 1988, p.2). Affirmative action says that to address the structural inequities of our system, we must act consciously and purposefully. We must make an effort to hire women or members of minority groups, and we must make an effort to assist individuals to gain the confidence and skills necessary to meet the criteria for jobs that interest them. Criteria must be clearly stated and must be job-related, not gender or race related.

Affirmative action is not about hiring unqualified individuals; it is about hiring qualified people who may have been overlooked because organizations tend to preserve the status quo. It is about identifying potentially qualified individuals and offering assistance as they become qualified.

Those who benefit from the current status quo can find affirmative action threat-

ening, because producing justice in hiring practices levels the previous imbalance. What justification can there be for advancing a qualified and capable woman or a member of a minority ahead of a likewise qualified candidate who happens to be white and male? If only 15% of principals are women, but more than 50% of teachers are women, what justification can there be for not taking that conscious action? It is unjust that any person in our society be barred from participating in any activity for which he/she is suited, either by overt discrimination or by covert belief. Because the 'he' side of the equation has controlled education (and society) for centuries, a truly just society can be achieved only by deliberately tipping the balance. If we don't take deliberate action, we haven't changed the rules; we have only reformulated them and covered the structural inequities with more layers of stereotype and myth. "Different treatment at certain times can be justified if it leads toward a greater degree of equality in society" (Bennison, et al. 1984, p. 15).

We live in a time in which rapid change is threatening and challenging every aspect of our lives, especially in education, which is the strongest possibility we have as a society for coming to grips with the future in a controlled and positive way. Can we afford to turn away from the leadership potential of half the world to perpetuate a structure already crumbling, could we admit the reality? Affirmative action allows us to rebuild the structure quickly and strongly, based on justice rather than inequity and supported by the efforts of individuals as autonomous and valued participants rather than hopeless cogs on obsolete wheels.

References:

- Bennison, A., et al. "Equity or Equality: What shall it be?" in Fennema, E. and Ayer, M.J. (Eds.) *Women and Education: Equity or Equality?* McCutchan Publishing, Berkeley, p. 1-16. 1984.
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- Haddad, J. *Women in Educational Administration in Saskatchewan: Lack of Career Commitment or an Internally Segregated Profession*. Written for The Women in Education Advisory Committee, Saskatchewan Teachers' Federation, Saskatoon. 1987.
- Hill, A. *Affirmative Action: It Works!* CTF Status of Women Conference, November 10-12, 1988. Federation of Women Teachers' Associations of Ontario, Toronto. 1988.
- MacLeod, L. *Progress as Paradox: A profile of women teachers*. Canadian Teachers' Federation. 1988.

Nancy Lagana is a member of the BCTF's Status of Women Committee and is a substitute teacher in the Courtenay School District.

See AGM Reports and Resolutions Book 1, pages 40-42, for recommendations related to gender equity and affirmative action to be debated at the 1990 Annual General Meeting.

Wide range in substitute teachers' wages and conditions across B.C.

by Don Fodor

he present demand for substitute teachers provides an opportunity to bargain equal and improved working conditions and wages for substitutes. We first need to shatter some myths and educate ourselves about the real situation of substitute teachers. Since the advent of Bills 19 and 20, the inclusion of substitute teachers in local collective agreements has facilitated the gathering of provincial data about their working conditions and wages. Here is a short overview of substitute-teacher wages and other relevant collective-agreement provisions throughout the province.

Wage range

Upon analyzing the data, one is struck by the incredible range and variety of contract provisions. Foremost is the seemingly unbelievable range of substitute teachers' wages. The average daily wage for a TQ5 substitute teacher in B.C. is \$116.35. That is 28% higher than the lowest daily wage (Powell River) of \$91. The highest daily wage (Nisga'a) of \$164 is 80% higher than the lowest. For TQ5 permanent contract teachers at category maximum, the average salary (\$48,156) is merely 3% higher than the lowest (Greater Victoria \$46,697), and the highest (Stikine \$52,798) is 13% higher than the lowest. In other words, the provincial wage range for a TQ5 substitute teacher is over six times as large as the salary range for a TQ5 permanent contract teacher at category maximum.

Non-certificated

Of districts reporting the wages of non-certificated substitute teachers in their collective agreements, five districts (Kamloops \$94.70, Bulkley Valley \$99.14, Sunshine Coast \$100.14, Kitimat \$102.19, Prince George \$111.47) pay their non-certificated substitute teachers more than the lowest four districts (Powell River \$91, Nechako \$91.50, Nicola \$92, Trail \$94) pay their certificated substitute teachers.

Method of assigning wages

Another source of variance is the method by which substitute wages are determined. Some 21 districts use an across-the-board daily rate method (e.g., \$91 per day all substitutes) regardless of teachers' qualifications or experience. Another 26 districts use a fraction of the annual salary for a particular salary category, usually 3 or 4, (e.g., 1/295 of minimum category 3) for all substitutes regardless of training or experience. A further 27 districts use a fraction of the substitute teacher's category minimum (e.g., 1/250 of category 5 minimum). Only one district, Campbell River, uses a fraction of the substitute teacher's category at his/her own experience increment (e.g., 1/250 of category 5, third increment). It is apparent that even though they benefit from substitute teaching, a majority of school

districts fail to recognize the teachers' training and experience.

Non-wage provisions

In addition to wage disparities, we find similar differences with regard to (1) number of days to scale (ranges from after 2 days to 11 days), (2) length of pay period (bi-weekly, semi-monthly, monthly), (3) access to benefits (none, sub pays full premium, wage per diem in lieu of), (4) sick-leave accumulation and use (none, accumulated per day worked, accumulated per scale day worked) (5) service recognition (none, only if in one position over eight months, only scale days, all days worked), (6) non-instructional days (no mention, doesn't interrupt assignment, paid if attended) and (7) access to information (list of substitutes, semi-annual disclosure of substitute assignments, monthly print-out of all substitute assignments).

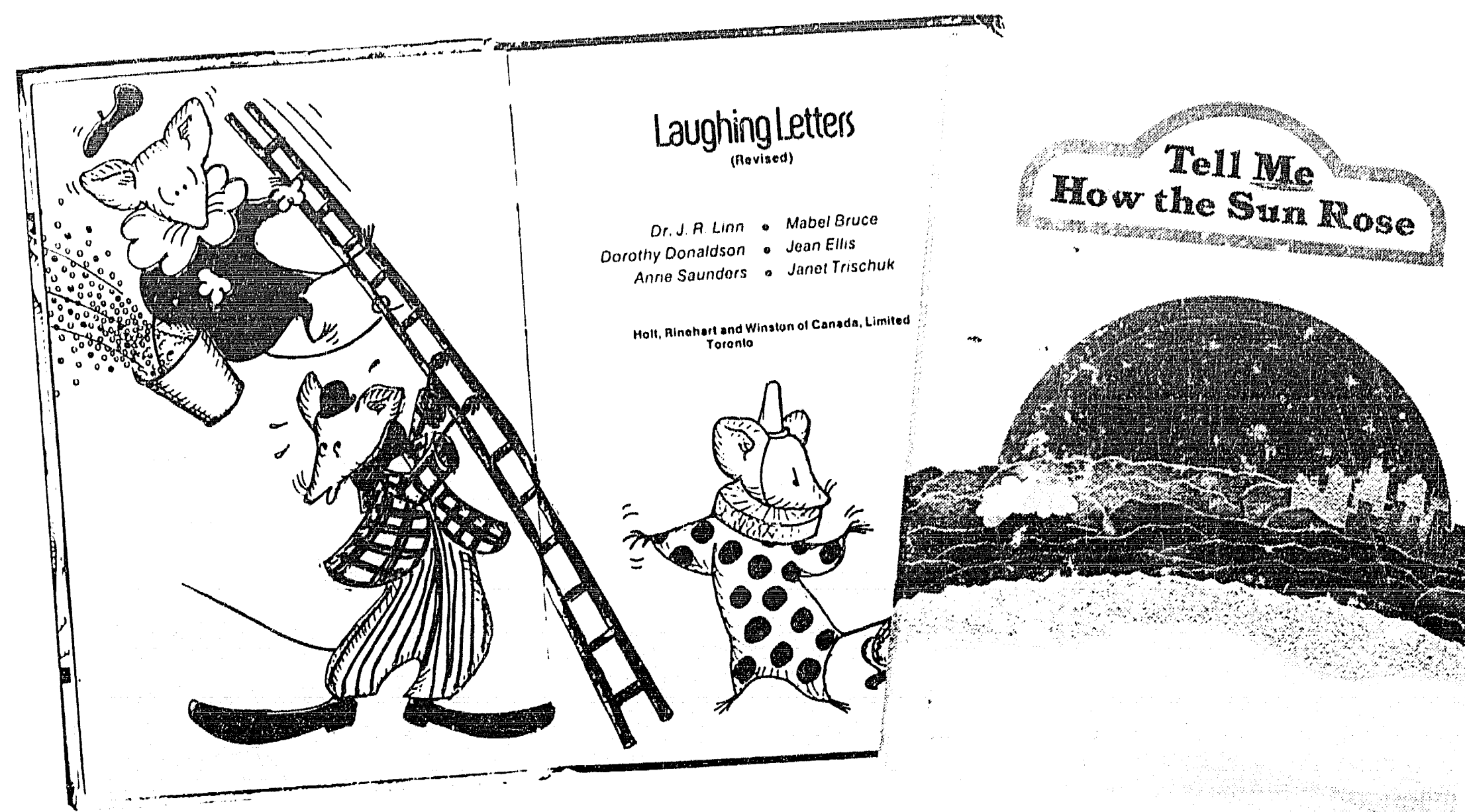
Further analysis of the data fails to present an understandable reason for any of the above disparities. District size, geographical location (i.e., isolated or able to draw on resources of other districts), type of economy at district level (diverse or single industry), and supply of substitutes (number of certificated substitutes as a percentage of total teachers in a district) do not establish themselves as the determining factors for the disparities across the province in substitute-teacher wages or working conditions.

Substitute teachers, employed in inequitable and unacceptable situations, find themselves in a type of job ghetto relative to other teachers. In the absence of a logical explanation from the data as to why these situations exist, I will speculate on two possibilities. The first is that historically, on whom, individual district administrations have chosen to undervalue the contribution of substitute teachers. The second is the priority, or lack of it, placed by local associations on substitute teacher issues. Given that the vast majority of substitute teachers are women, I believe that both these possibilities could have sexist origins. For this reason, the principles of pay equity deserve future examination for their relevance to substitute-teacher issues.

I hope that the information presented in this article will result in a high priority for the improvement and equalization of substitute teachers' working conditions and wages during the upcoming round of collective bargaining. It is also a request for your support in backing their demands.

Don Fodor is a substitute teacher in Powell River.

See AGM Reports and Resolutions Book 1, page 29 (recommendation 22) and page 43 (recommendations 45 and 46), for recommendations on substitute teacher issues to be debated at the 1990 Annual General Meeting.



In defence of the basal reader

by Agnes Stewart

he basal reader is under attack. The verbal onslaught by whole-language proponents has resulted in debate about how to teach reading. The debate is not only useful; it is essential, because any popular movement that promises so much calls for a careful look at the assertions it makes.

Whole-language teaching, in its break from traditional ways — in particular from using basals and basal materials — is evidently based on literature and writing experience.

This is not a new idea in education. Nevertheless, the renewed focus on the importance of literature and composition has had a positive impact on current classroom practice.

Some valid changes in teaching practice may have been strengthened by the whole-language momentum. The departure from rigid homogeneous grouping, with its excessive use of workbooks and worksheets, is educationally sound. Many traditional teachers, however, had already made such changes without the benefit of whole-language dogma.

Finding out what is *new* in whole language, apart from the rhetoric, may be revealed in its definitions:

Various described as a philosophy, a child-centred program, and a belief system, it is also a perspective, an attitude, and a concept. It has been called a lens for viewing, involving real people using real language. It is the natural pathway of learning to read real books. It is a political activity.

The principles of whole-language instruction are evidently quite simple. Observing that children learn to walk and talk naturally, by being exposed to walking and talking, whole language supporters claim that children will therefore learn to read and write in the same natural way, by being exposed to reading and writing. Moreover, one educator reminds us, "Few children are sent to remedial walking school" (Johnson, T.D. and D.R. Louis,

1988). One might as well say the moon is bright. His statement is irrelevant.

Because children conveniently come to school walking and talking is not evidence that they will, as a natural progression, learn to read and write with the same apparent ease and naturalness. Reading and writing are not the same kinds of activities.

Whole-language supporters might argue, however, that the process is what counts, and they will explain that their belief is logically based on what they call natural holistic learning. They say we must keep language whole, working from whole to part, without segmenting it. Of

It is time to reconcile the differences between the whole-language and basal camps by using research and knowledge gained from experience, to examine, and then to establish, educational practice.

course children need to be exposed to the whole language, so to speak, to stories, ordinary everyday conversation, and the whole range of oral communication from which they obtain knowledge and language experience. Yet, toddlers learning to speak do not begin with sentences or paragraphs. Prompted by family members to imitate, children begin with little sounds and simple words imperfectly uttered, practised again and again as they gradually learn more complex structures. Speech is not learned incidentally, but with daily guidance in a setting where the ratio of learner to mature speakers is

usually very much in the learner's favor. Children who come to school talking have by no means mastered oral language. This process of improving and refining speech depends on growth and continuing instruction with practice.

Beginning readers who have acquired basic oral-language skills for their age face learning a graphic system and, while they have already had casual encounters with print, learning to extract meaning from the markings on the page is a new and complex task. Children will not generally "intuit" reading through exposure and immersion (however important these are), occasionally requiring a little lesson in phonics to fill in the gaps here and there. Some children will learn to read with relative ease — though they will still require instruction — but the majority will need to be taught the correspondence between speech and print.

This instruction is critical. Plenty of evidence exists to show that "early code emphasis" in beginning reading, as provided in a basal program, is necessary and that this skill "is considered a prerequisite" for comprehension. Graphic competence is essential for the development of both reading and writing, and to neglect this training is to impede a child's progress. Instruction with a good current basal provides the basis for such training.

But basals, we're told, are boring and, because they are, children should be taught using their own language. Trade books are recommended, but there is no assurance that these contain a higher level of literacy than do basals. Some might. The language of print, different from oral language, is widely diverse, depending upon its many functions. Basals, having a unique function, have been much maligned because they contain "artificial language passages" created for instruction. Instruct is precisely what they are designed to do and their use for this purpose has been shown to be successful. Good current basals appropriately reflect the results of research translated into practice.

The argument that whole language without basals is more fun for pupils and teachers is not necessarily a recommendation for it, or a measure of its worth. That the teacher is having a good time is

not evidence that the children are learning.

Traditional teachers have often been criticized not only for their use of basals but for their attitudes. They are accused of holding to old-fashioned ways, resisting new ideas, and opposing change. They are assumed to be teaching in the same old way every day, damaging the self-esteem of children, hindering pupil achievement, obstructing creativity, and making parents feel unwelcome. These teachers are contrasted with enlightened whole-language teachers who are not guilty of such sins. Some enthusiasts have even developed charts that show, in simplistic terms, these good guy/bad guy distinctions. The tone of much of this negative comparison rings with a religious fervor that, in the end, harms pupils and teachers. Whole-language proponents claim there is research to support their beliefs. Other serious researchers report there is no such evidence.

Teaching reading, our common focus

It is time to reconcile the differences between the two camps by using research and knowledge gained from experience, to examine and then to establish, educational practice.

Teachers can make judicious use of current basals, many of which are interesting anthologies. Designed for the reality of the classroom in which the teacher-pupil ratio is one-to-many, the basal can provide part of an instructional program that includes literature and composition.

The current whole-language focus on writing is too much in the hands of pupils. Daily journal writing, fostered in both traditional and whole-language programs, can become a self-indulgent exercise allowing children to reinforce poor writing habits. Pupils do not learn by practising errors (except, perhaps, to make more errors). They need to be taught correct forms, and they will not be harmed by some necessary kindly intervention by a teacher who is helping them develop literacy skills.

The whole-language approach cannot be defended on the basis that illiteracy results from too much phonics and not enough meaning. To suggest a causal relationship to explain the complex phenomenon of illiteracy requires a long leap of faith. A district that uses this premise to announce it is going whole language is standing on very shaky ground.

Education has suffered from the bandwagon syndrome. Fads have come and gone, generating considerable controversy, and much of this wasted passion has given teaching a bad name. Often the system is saved by competent teachers who use their knowledge and experience to make responsible choices about instruction. Such teachers are wary of the easy appeal of extravagant claims that promise too much. A teacher shows the greatest respect for learners by teaching them to read and write as well as they are able.

For the benefit of the pupils, the "whole-language" term, and other such exotic terms, along with their baggage of exaggerated jargon, should be discarded. Whether we are teaching whole language or basal, or whatever else is currently fashionable, should not be an issue. The essence of the task is that we are teaching reading and writing and that alone should be our guide.

Reference:

- Johnson, Terry D. and Daphne R. Louis, *Literacy through Literature*. Heinemann Educational. 1988.

Agnes Stewart recently retired after many years as a classroom and reading teacher in Surrey.

(Note: For further information on "Perspectives on Basal Readers," see *Theory into Practice Journal*, Volume XXVIII, Number 4, Winter 1990.)

Pension changes sought

by Ken Smith

Discussions are under way with the B.C. government to improve the Teachers' Pension Plan.

A brief, prepared for the Executive Committee by the federation's Pensions Committee, has been forwarded to the Minister of Government Management Services, Carol Gran. Negotiations will be held over the coming months.

The major changes sought are:

1. **Compulsory participation of all part-time teachers.**

Currently teachers who work less than half time in a month, including substitute teachers, must apply to join the pension plan. Once a teacher begins to contribute while in the employ of a school district, continuing contributions are compulsory.

2. **An increase in the government's contribution rate.**

The 1979 BCTF AGM approved the *Intermediate Level of Funding* on the understanding that the teacher-contribution rate would be 6.5% (an increase) and the government would contribute at least 8.5% plus the amount required to maintain the unfunded liability at a constant percentage of payroll. The actuary estimates that this would require an increase of 1.11% of payroll, in addition to the current government contribution of 9.4%.

3. **A reduction in the vesting period to 50 months of contributory service.**

At present, one must have 100 contributory months of service to be eligible for any of the pension-plan benefits. The federation is seeking a change to 50 months but is also aware that pension benefits standards legislation in other provinces and federally is moving toward two-year vesting. A contributory month of service is a month in which a contribution is made to the pension plan, even if only for one day of work. Pensionable service, as reported on the annual contributor report, is the actual amount of time worked in the contributory-service period. Pensionable service is used to calculate the pension.

4. **That contributions be locked in when a vested pension is achieved.**

Currently, contributions are not locked in until after age 55. The federation's position is that provision for retirement is an integral aspect of work and that to allow refunding of contributions weakens savings for retirement. Refunding of contributions may contribute to poverty in retirement, and in some cases reliance on other social-assistance programs. Refunds taken at an early age are often very costly to reinstate as one approaches retirement. The federal pension plan and teacher pension plans in New Brunswick, Nova Scotia, and Ontario have similar lock-in provisions.

5. **The right to a non-reduced pension from age 55 when age plus contributory service equals 85.**

Today anyone retiring between age 55 and 60 with fewer than 35 years of contributory service will receive a reduced pension. The reduction is based on the number of months that the retiree is from age 60. If this right were attained, a teacher with 30 years service at age 55, or 29 years service at age 56, etc., would

be entitled to a non-reduced, or 2% formula pension. The federation is aware that the attainment of this provision will require an increase in contribution rates of about 2.3% of salary. Who will pay will be a subject of the negotiations.

6. **That the penalty for a reduced, early-retirement pension be 5% per year under age 60 or under "85," whichever is less.**

The present penalty is 5% per year under age 60 (calculated in months). What is proposed is that a teacher who almost makes the "85" rule will not be penalized as severely as currently happens. For example, a 55-year-old teacher retiring today with 29 years service will receive a pension reduced by 25% (5% X 5 years), but under this proposal, since age plus service equals 84, the pension would be reduced only 5%.

The total cost of this proposal and the "85" rule is 2.7% of salary.

7. **To allow purchase of service of up to 20 months while on extended maternity, adoption, or parenthood leave in addition to the current provisions.**

The current provision allows purchase of up to 20 months of service for all leaves (except maternity leaves purchased under the Employment Standards Act).

8. **To allow retroactive purchase of all leaves at any time prior to retirement.**

Teachers often miss the deadline for purchase of leaves, or find the cost unmanageable in the year immediately following the leave. Another group of teachers never had the opportunity to purchase leaves which pre-dated the effective date of the current rules.

9. **To allow for the reinstatement of multiple refunds.**

Currently only one refund of pension contributions may be reinstated. The federation believes that teachers should be encouraged to provide for their retirement and this is one step in that direction.

10. **To provide a pre-retirement death benefit to the estate or beneficiary of a single teacher similar to that provided a married teacher.**

The spouse of a teacher who dies in service will receive an immediate pension based on the teacher's service at death, reduced to the joint-life-last-survivor option. The estate or beneficiary of a single teacher receives a refund of the teacher's contributions plus interest. This inherent discrimination based on marital status should be eliminated.

11. **The indexation of the CPP offset.**

The CPP offset is a temporary annuity calculated at the date of retirement and paid until the earlier of death or age 65. An integral part of the pension plan, it should be indexed along with the pension.

12. **That the government pay the full premiums for medical, extended health, and dental care plans.**

At present, the government pays 50% of the medical plan premiums. Retirees pay half of the medical, and all of the EHB premiums. Currently no group dental plan is available to retirees.

The combined cost of all of the proposals approaches 4.5% of payroll, or \$6.6 million per year. Some of these new costs may be offset by the anticipated increase return on the pensions fund resulting from the diversification of fund investments. The remainder will have to be paid by teachers and the government. How much each is prepared to pay will be a matter for the ongoing negotiations.

Stay tuned.

Ken Smith is the BCTF's Pension Co-ordinator.

The salary indemnity plan:

WHAT IS IT, AND WHAT CAN YOU EXPECT FROM IT?

by Karen Harper

All federation members contribute 0.7% of salary toward a wage-loss-replacement plan called the Salary Indemnity Plan. The plan provides members who are ill with income after all available sick leave is used. The plan has three parts: short-term; long-term; disabled from all occupations. All benefits are tax free.

At the end of June 1989, more than 450 teachers were in receipt of short- or long-term benefits, or one in every 61 teachers. The plan fills a definite need, and it is important for teachers to be aware of the plan and what it offers.

Short-term benefits

Short-term benefits are available to any teacher who misses work because of illness and has no sick leave available. The benefits include replacing a portion of lost salary, and a contribution by the plan to the Superannuation Commission on the teachers' behalf to maintain full pensionable service. The wage loss benefit received by the teacher is based on a sliding scale. The scale appears on page 60 of *The Members' Guide to the BCTF, 1989-90*.

There is no waiting period for short-term benefits. A teacher can apply even if he/she only misses one day of salary because of illness. Short-term benefits are paid for a maximum of 120 working days for any one illness. Benefits are only paid during the school year, not during July and August. Application forms and more information are available through the Income Security Department of the BCTF.

Long-term benefits — general

If a teacher continues to be unable to work, because of an accident or illness, after the expiry of short-term benefits, he/she may apply for long-term benefits. A stricter medical adjudication pertains to long-term benefits. Long-term benefits are administered by the Great West Life Assurance Company according to the regulations adopted by the BCTF AGM.

Long-term benefits — disabled from teaching

If a teacher is considered to be disabled from teaching, benefits are payable for up to 12 calendar months, including July and August. Benefits are 65% of the first \$25,000 and 50% of the balance up to a maximum salary of \$50,000. The maximum annual benefit is currently \$28,750 (non-taxable), and it continues to earn the usual pensionable service.

Once accepted on the long-term portion of the plan, the teacher may return to other types of work or to a part-time teaching assignment on what is known as *rehabilitative employment*. The teacher must apply for permission to undertake such employment, and his/her doctor must support the activity. Benefits are offset by a part of employment earnings so that the teacher does not net more than 100% of salary.

Long-term benefits — disabled from all occupations

If, at the end of the first 12 months of long-term benefits, the teacher is still unable to return to teaching, the question then becomes "is he or she disabled from all occupations, or any gainful employment?" Regulation 16.2 defines gainful employment as:

"Work which the member is medically able to perform and; (a) for which the member has the requisite qualifications by reason of education, training, or experience, and (b) which provides a gross income of at least 60 percent of the pre-disability gross employment income."

Thus, the teacher unable to teach because of a hearing problem, but who has accounting skills, might still be able to work in an accounting position. Such a person would be ineligible for further long-term benefits. The question is not whether the position is actually available, but whether the teacher is medically fit to do the work for which he/she has the necessary qualifications. This is probably the least understood part of the plan. Many teachers are unaware of the number of positions for which they could qualify, given their university education and job experiences. The ability to undertake part-time teaching of 60% or more of the original assignment would also invalidate further benefits.

Options for teachers who are not totally disabled, but who continue to be disabled from teaching:

1. A teacher's disability pension.
2. Unemployment insurance sickness benefits for up to 15 weeks if available.
3. Canada Pension Plan disability if available.
4. Working at another job until able to return to teaching.

For anyone who wishes more protection against being disabled from teaching only, it is possible to buy additional insurance (prior to becoming ill) through the various major insurance companies. Members will find that such coverage is quite costly.

The Income Security Committee is currently reviewing the plan's provisions for possible amendment recommendations to the 1991 AGM. Among these changes are increases to the amount of benefit on short and long term, elimination of the \$50,000 maximum salary for benefits, elimination of the two-year limitation on psychoneurotic benefits, and increasing the length of the "own occupation" period for benefits. Each of these items has cost implications to the plan and the committee will be looking at the costs as well as the improvements before making its recommendations for 1991 because full funding is an important component of our plan.

The increase in fees from last year is being used to help reduce the unfunded liability accrued by the larger use of the plan than was anticipated.

If you have further questions on the plan contact your staff representative, your local association president, or BCTF income security staff.

Karen Harper is the administrator of the BCTF's Salary Indemnity Plan.

MARCH

March 30-April 1

BCAMT Math Enrichment Camp, North Vancouver Outdoor School, Brackendale. Contact Ivan Johnson, c/o Schou Education Centre, 4041 Canada Way, Burnaby, BC V5G 1G6, 437-4511.

APRIL

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 5-7 BILLINGS

National Council of Teachers of English (NCTE) Northwest Regional Conference, Holiday Inn Plaza, Billings, Montana. Contact Dick Adler, conference chair, English Department, University of Montana, Missoula, MT 59812, (406) 243-5231.

April 6

Provincial Intermediate Teachers' Association regional conference, Fraser Lake. Keynotes: Dr. Roger Taylor, Contact Janice Tapp, Box 185, Fraser Lake, BC V0J 1S0.

April 6-7

Vancouver/Lower Mainland Regional Science Fair, Richmond Secondary School, 7171 Minoru Blvd., Richmond. Contact Science World, 1455 Quebec Street, Vancouver, BC V6B 5E7, 687-8414, fax: 682-2923.

April 6-8

"Environmental Education for the Year 2000," conference and workshops, North Vancouver Outdoor School. Registration of \$105 includes accommodation and all meals. Contact Roger Hammill, Box 149, Errington, BC V0R 1V0, 248-5347.

April 10-12 YELLOWKNIFE

Circumpolar Conference on Literacy, The Community Context, the Process, and the Purpose of Literacy, Explorer Hotel, Yellowknife, Northwest Territories. Contact France Benoit, Circumpolar Conference on Literacy, Department of Education, Policy and Evaluation Section, Box 1320, Yellowknife, NT X1A 2L9, (403) 920-3128.

April 18-21 SALT LAKE CITY

National Council of Teachers of Mathematics (NCTM) Annual meeting, Salt Lake City, Utah. Contact Ian

deGroot, c/o Sutherland Secondary School, 1860 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

April 25-27

B.C. School Counsellors' Association Conference '90, Capri Hotel, Kelowna. Contact Ron Ford, registrar, 715 Rutland Road, Kelowna, BC V1X 3B6, 765-2988.

April 26-28

B.C. Teacher-Librarians' Association conference and AGM, island Hall, Parksville. Contact Marta Williams, 2950 7th Avenue, Port Alberni, BC V9Y 2J4, H: 723-2520, S: 723-6251.

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. Some of the many topics are women in science, global ecology, space and earth science, elementary science, and technology and computers. Contact Lon Mandrake, 8526 117B Street, Delta, BC V4C 6G2, H: 591-5839, S: 591-6166.

April 28

Association Provinciale des Professeurs de l'Immersion et du Programme Cadre conference, (Lower Mainland location TBA), Contact Mario Cyr, c/o W.E. Kinvg Elementary School, 13266 70B Avenue, Surrey, BC V3W 8N1, H: 531-8885, S: 594-1135.

MAY

May 3-5

B.C. Business Education Association spring conference, "1990 and Beyond," Sheraton Landmark Hotel, Vancouver. Contact Royce Shook, c/o Queen Elizabeth Senior Secondary School, 9457 136th Street, Surrey, BC V3V 5W4, H: 467-3051, S: 588-1258.

May 3-5

Early Childhood Educators of B.C. 20th annual conference, for preschool and Kindergarten teachers, "Expanding Horizons," Westin Bayshore Hotel, Vancouver, Contact J. Wade, 879-8185.

May 3-6

B.C. Library Association Conference, "Working in Interesting Times," Victoria Conference Centre. Contact BCLA conference office, 110-6546 Bonsor Avenue, Burnaby, BC V5H 1H3, 430-9633, fax 430-8595.

May 5-6

Environmental Educators' Provincial Specialist Association Interior conference, Project WILD, McQueen Lake Environmental Centre, Kamloops. Contact Ernie Cordonier, 2510 Skeena Drive, Kamloops, BC V2E 1V5, H: 828-9495, S: 376-6224.

May 5-6

B.C. Teachers for Peace Education retreat, Gabriola Island. Contact Beverly Davis, 515 Obed Avenue, Victoria, BC V9A 1K6.

Teachers retired

Astrid I. Allen, Lake Cowichan
Edward M. Archibald, North Vancouver
Marion Armstrong, North Vancouver
Harriet Bawtinheimer, Penticton
Michael A. Beauregard, Vernon
Josephine A. Boichuk, Peace River North
Rudolf H. Born, Kamloops
Maria Brown, West Vancouver
Diane M. Buckley, Vancouver Island North
Charlotte Y. Calderwood, Vancouver
John F. Carruthers, Coquitlam
Eileen M. Cassidy, Central Okanagan
Elizabeth A. Caulton, West Vancouver
Alfred R. Champion, Burnaby
Lorine V. Chatwin, Campbell River
Ella H. Clarke, Comox
Jacqueline M. Clarke, Vancouver
Pauline B. Clitheroe, Burnaby
Richard Collins, Coquitlam
Streb Collins, Burnaby
Sarah J. Conrow, Creston
Donald C. Creamer, Kimberley
Janet M. Crozier, Mission
Henry W. Cupido, Nanaimo
Glenn C. Danbrook, Saanich
Gordon H. Davis, Central Okanagan
Beverly J. Dayton, Alberni
Virginia L. Diggon, Burnaby
Frank Dolman, Fernie
Kathleen V. Dulmage, Burnaby
Ernest Dyck, Chilliwack
John Dyck, Maple Ridge
William L. Edwards, Burnaby
William V. Edwards, Comox
Barbara M. Elias, Campbell River
Abram Esau, North Vancouver
Elwin Evans, North Vancouver
Tegwin J. Evans, Burnaby
Elsbeth J. Farey, Vancouver
Walter R. Fee, Delta
John L. Ferrari, Vancouver Island North
Walter W. Firth, North Vancouver
Jytte J. Flag, Maple Ridge

Shirley L. Fletcher, Vancouver
Marguerite A. Fox, Prince George
Jack S. Fraser, Vancouver
Douglas R. Geidt, North Vancouver
Geraldine W. Gilmore, Greater Victoria
David E. Glackin, Nelson
Eileen P. Goring, Mission
Beverly I. Greening, Terrace
Rubena A. Hallett, Abbotsford
John K. Hardy, Vancouver
Edwin B. Harp, Maple Ridge
Mary A. Hedley, Burnaby
Patricia M. Hepburn, Vancouver
Arthur D. Hitchen, Burnaby
William Ho, Richmond
Ruth E. Hodge, Vancouver
Audrey J. Holder, Surrey
Arthur H. Hoving, Terrace
Thomas B. Howes, Nicola Valley
Kathleen C. Hunter, Vancouver
Josephine S. Huseby, Surrey
Rudolph C. Isaac, Golden
Henry Ivanisko, Burnaby
Alexander H. Jones, Coquitlam
Milena B. Kermod, Vancouver
Robert B. Knowles, Maple Ridge
Wilma Korbie, Saanich
Benjamin A. Laidlaw, Central Okanagan
Frances J. Lane, Nanaimo
James P. Law, Coquitlam
Patricia M. Leadbeater, Surrey
Helmut B. Lenke, Burnaby
Mary R. J. MacDonald, Vancouver
Malcolm C. MacKay, Burnaby
Helen E. MacKay-Smith, Summerland
Leslie J. MacLean, Vancouver
Shirley R. Maedel, Powell River
Eva Mammone, North Vancouver
Peter Martens, Central Okanagan
Diane D. Maxwell, Vancouver
Elnore L. McDonald, Kitimat
Amelia H. McEachern, Surrey
Beverly A. McEachern, Richmond

May 25-27

14th Annual B.C. Conference on the Teaching of Physical Education, University of Victoria. \$85; \$75 For PEPSA members.

JUNE

June 14-17 OTTAWA

Canadian Library Association conference. Contact Jane Cooney, CLA, 602-200 Elgin Street, Ottawa, ON V2P 1L5, (613) 232-9625, FAX (613) 563-9895, Envoy 100 CLAHQ.

JULY

July 1-4 CALGARY

Canadian Home Economics Association convention and annual general meeting, Calgary.

SEPTEMBER

September 22

"Fall Fiesta," B.C. Off Chapter, Seaforth Elementary School, Burnaby. Contact Deborah Kerr, c/o Seaforth Elementary School, 7881 Government Street, Burnaby, BC V5A 2C9, H: 421-2240, S: 420-1214.

September 27-28

B.C. Rural Teachers' Association annual conference, Fort St. John. Contact Brian Fox, Box 6865, Fort St. John, BC V1J 4Y3, H: 785-9479.

September 27-29 SASKATOON

1990 Western Canadian Early Childhood Conference, "Building Bridges to the 21st Century," Saskatoon. Contact Lorraine Street, 1990 conference, Box 1563, Saskatoon, SK S7K 3R3.

September 29

LOMCIRA (Lower Mainland Council of the International Reading Association) fall conference, Hyatt Regency, Vancouver. Contact Shirley Choo, c/o Montroy Elementary School, 5310 Sonora Drive, North Vancouver, BC V7R 3V8, H: 420-7967, S: 98P-6377, or Merydth Kezar, 266-5381.

OCTOBER

October 11-13 PORTLAND

29th Northwest Mathematics Conference, Portland, Oregon. Contact Ian deGroot, c/o Sutherland Secondary School, 1860 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

October 19 is a province-wide professional day.

October 19

Learning Assistance Teachers' Association regional conferences:

Vancouver Island North, Challenge of the '90s," Port Alberni. Contact Donna Olstie, 723-3565.
Central, "Challenge of the '90s," Kelowna. Contact Marion McCraig, 762 0753.

October 19

Math conference (for elementary and secondary school teachers), North Vancouver. Contact Ken Mayson, c/o Leo Marshall Curriculum Centre, 987-6667.

October 19

Third Annual Quality Daily Physical Education Conference, Douglas College, New Westminster. Contact Chris Johnson at the college.

October 19

Lower Mainland School Counsellors' conference.

October 19

B.C. Social Studies Teachers' Association conference, Coquitlam. Contact Bruce Kiloh, c/o Terry Fox Senior Secondary School, 3550 Wellington Street, Port Coquitlam, BC V3B 3Y5.

October 19-20

B.C. Primary Teachers' Association conference, Vancouver Trade and Convention Centre.

October 19-20

B.C. Business Education Association fall regional conferences.

October 19-20

B.C. Association of Teachers of Modern Languages conference.

October 19-20

B.C. Technology Education Association conference, Prince George. Contact Jim Rose, RR 8, Site 23, Comp 15, Prince George, BC V2N 4M6, 963-9258.

October 19-20

Provincial Intermediate Teachers' Association conference, Prince George. Contact Carol Heibert, 6058 Trent Drive, Prince George, BC V2N 2G3.

October 25-27

Peace River South Teachers' Association Conference, "Aiming for Excellence: Kids First," South Peace Secondary School, Dawson Creek. Contact Craig Young, 782-5585.

NOVEMBER

November 4-5

Computer-Using Educators of B.C. conference, Horizons '90, Hyatt Regency Hotel, Vancouver. Contact Sharon Koshman, c/o Jarvis Elementary School, 7670 118th Street, Delta, BC V4C 6G8, H: 266-9916, S: 594-3484.

November 8-10

Congres de l'ACPI '90, Hotel Vancouver and Hotel Meridien. Contact Lionel Daneault, Winslow Centre, 1100B Winslow Avenue, Coquitlam, BC V3J 2G3. Compiled by Debby Stagg, PSA Services Co-ordinator, Professional Development Division.

Shirley P. Stapff, Surrey
Robert V. Stevenson, Vancouver
Robert L. Stewart, Surrey
Gerald P. Stolar, Vancouver
Goldie V. M. Street, Chilliwack
Eileen F. Stubbe, Delta
Harvey A. Swenson, Abbotsford
Diane M. Symes, Sooke
Gek Choo Tan, Vernon
Robert C. Thomson, Maple Ridge
Jacob J. Toews, Abbotsford
Donna E. Tyson, Delta
Timothy Urchenko, Peace River North
Lois M. Vance, Creston
Robert E. Vance, Creston
Joseph Varro, Burnaby
Paul L. W. Von Wittge, West Vancouver
William J. Voth, Prince George
Jack H. W. Wainwright, Vancouver
Beverly M. Walker, Vancouver
J. Doreen Walker, Maple Ridge
Lise G. Walker, Vancouver
David G. Wallace, Comox
Arnold R. Walters, Burnaby
Steve S. Warchola, Shuswap
Peter Warkentin, Vancouver
Ronald D. Warn, Burnaby
Bruce C. Warson, Burnaby
Agnes E. Weeks, Nanaimo
Patrick D. Welsh, Coquitlam
Frederick W. M. West, Burnaby
Agnes Wicki, Prince George
Esther L. Wiebe, Burnaby
Aldon R. Wiens, Vancouver
Geoffrey H. Wilkins, Burnaby
John D. Wilkinson, Vancouver
Audrey M. W. Wilson, Sooke
Beatrice L. Wilson, Vancouver
Robert J. Winkenhower, Sooke
Tony D. Worthington, Comox
Nancy N. Yamamura, Kettle Valley
George W. Yntema, Abbotsford



College of teachers

Teacher education review

One of the responsibilities of the College of Teachers under the *Teaching Profession Act* is to co-operate with the faculties of education in the design and evaluation of teacher education programs leading to certification. The professional development committee has developed a process for reviewing teacher education programs at Simon Fraser University, the University of British Columbia, and the University of Victoria, over the next two years.

Certification information conference

At press time, a Certification Information Conference is planned for February 23, 1990. The conference will assist applicants and school district personnel who are responsible for hiring, understand the process of evaluation for a B.C. teaching certificate.

The conference will provide information and discussion on the procedures of the College of Teachers for certification evaluation, and the certification criteria. A similar session for presidents of local associations is proposed (possibly at the Presidents' Summer Conference) to assist presidents when members need help with the certification process or wish to appeal a certification decision.

Name-change procedures

We are taking steps to simplify the process for members who wish to have their College of Teachers' certification and membership file revert to a birth surname. After reviewing the matter with legal counsel and with the Department of Vital Statistics, the college has simplified the process. We will accept a signed and witnessed declaration from a member that he/she wishes his/her College of Teachers' file to revert to a birth surname. Forms for the declaration of change of name are available from the college office.

Membership

Substitute teachers who made application for deferral of the College of Teachers' fees until January 31, 1990 are reminded that the fee is now overdue. If the fee is not received, members are subject to suspension of membership. They would then be required to make application for reinstatement and pay the \$150 reinstatement fee.

*Doug Smart
Registrar*

Teachers teaching teachers

BCTF ASSOCIATE PROGRAM BENEFITS ALL

by Dean Chatterson

The ad says, "You don't go to the florist to buy a new suit" — so who would you turn to in order to learn about training teachers? My experiences have given me a definite answer: the BCTF. The incredible resources, both human and otherwise, of the federation, have made the BCTF a leader in training people.

When I saw the call for applicants for the BCTF Associate Program, I was uncertain of what is involved. My inquiries led me to find a program to train facilitators for workshops on a variety of topics such as co-operative learning, critical thinking, education policy, and assessment. Facilitators are then available, at BCTF expense, to help staffs all around the province implement their professional development plans. By applying, I hoped I would further my own professional development. I have not been disappointed.

The training program is well organized, effective, and stimulating. Just being together with the enthusiastic, personable people is rewarding enough. Add to that the well-modelled sessions on experiential learning, effective presentations, group processes, etc., and you have a Pro-D experience rarely equaled.

The training session is just the beginning. Setting out to give my first workshop had that element of risk and potential for growth inherent in many of our most worthwhile and memorable experiences. Would I be able to meet the professional needs of a staff I'd never met? Working with a co-facilitator to design, facilitate, and then debrief and improve the session reduced the risk. Once again, the outcomes were exhilarating. Our workshops/presentations were well received by the participants, and we found that we, as presenters, had learned much by listening to practising teachers, seeing how they reacted to our presentation, and reflecting on the results. We also had a lot of fun.

Giving workshops has many indirect benefits, too. The more you give, the more you receive in perspective, ideas, research, networking, stimulation, and growth. The opportunity to travel and see other districts in our province and to rub shoulders and minds with the dynamic people in local Pro-D is pretty heady stuff. There has also been opportunity for ongoing training, with the BCTF staff's providing encouragement and support.

The BCTF has shown leadership in developing and funding its successful associate program. Everyone has benefited: students, teachers, facilitators, and districts. This is some of the best professional development around.

Dean Chatterson teaches at McKim Middle School, Kimberley and is a BCTF continuing education associate.

When I'm preparing for a workshop, I sometimes wonder why I'm doing this — it's a lot of work. At times, in the middle of the workshop, I realize that I have something valuable to offer. I can see that the participants are getting excited about the new ideas and new ways of working together. That's when it becomes an incredibly worthwhile and energizing experience.

Theresa Goode
Program-Against-Racism Associate

Working as an associate is a tremendous opportunity to interact with students and teachers throughout the province, and it provides for personal growth.

June Chan
Program-Against-Racism Associate

I enjoy the challenge of giving workshops to teachers, trying to meet the needs of the staff representatives of a local, in the process, learning more about the problems that a local faces and

improving my own understanding of the diverse needs of teachers across the province. I like to work with my trainer colleagues to improve the workshops that we give. I have learned much about my ability to deliver workshops, and the staff representatives trainers provide support for our modelling workshops before presenting them to teachers, thereby building our confidence.

Jacquie Worboys
Staff-Representative Trainer



More than 272 workshops have been offered this year through the BCTF Professional Development Division. PD support staff are kept busy booking workshops: (back row, left to right) Mary McClure, Laurie Ducharme, Debbie Omand (seated front) Marion Shukin. Missing: Liz Lambert. See the posters in your staffroom for workshop listings and procedures.

Alistair Eagle photo

Leadership Opportunities for Teachers Become a BCTF Associate

Every year thousands of teachers attend workshops facilitated by teachers just like you. Volunteer BCTF Associates are trained by the BCTF and provided release time to offer the workshops throughout the province.

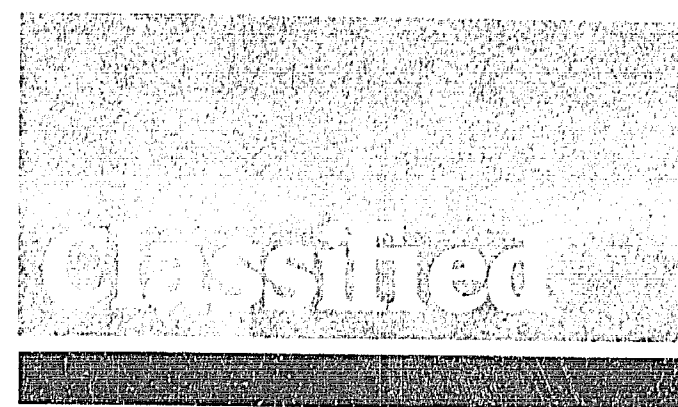
The BCTF invites you to apply to become a BCTF Associate for the 1990-91 school year. Associates are required for each of the following programs:

Continuing Education—Co-operative Learning Education Policy—Implementation Staff Representative Training Program Status of Women Program Program Against Racism

Teachers selected as Associates will receive training in both generic facilitation skills and content specific to one of the four programs listed above. The training session is scheduled for May 24-26, 1990. Release time, travel, meals, child care and accommodation expenses are provided by the BCTF.

Further information, including specific criteria and application forms, is available by writing or calling Linda Lawton at the BCTF.

**The deadline for receipt of applications is
April 12, 1990.**



Travel/Vacation

Gabriola Island. Cozy, neat, 2 bdrm. bungalow. Self contained with electricity and plumbing. Ideal winter hideaway with spectacular ocean view and convenient beach access. Daily, weekly, or monthly rates available. B. Kilbey, 2980 Nechako Drive, Prince George, BC V2M 3A8, Phone 562-6520.

Puerto Vallarta Mexico, 3 bdrm., 2 bath, condo. Teacher-owned, tasteful, near beach, shopping, tennis, golf, pool, 1-743-5256 Mill Bay, 1-386-3495 Victoria.

Apartment in Spain. Furnished, 2 bedroom in sunny Malaga. Monthly rental. Phone 876-4383, write Annemarie Segura, 745 West 26th Avenue, Vancouver, BC V5Z 2E7.

Aegean Cruise, 4 days; archeological tour, 4 days: Athens and London. Organizers and leaders are teachers, July 6 July 22, \$2995. More information, 271-2951.

Kenya in August. Join me for a fabulous 14 day camping safari exploring the heart of Kenya's game parks and the magnificent Rift Valley. For more information call Lauris Stephens, 277-8242.

Ecuador/Peru. Exotic pacific coast, majestic Andean highlands, mysterious Amazon jungle, enchanting Galapagos Islands. Enjoy small Groups-Touring to Trekking-Inca ruins to Thermal baths-Nightlife to Wildlife. July — Andean Explorer Special 24 days \$2495 + air. Canadian Andean holidays 984-0026, 3086 William Avenue, North Vancouver, BC V7K 1Z6.

For Rent

Apartment rental short or long term. Comfortable, safe, sleeps 3, available most weekends (Thurs.-Sun.) and school/summer holidays. Sliding scale, references. Leave message 873-5389.

For rent in the summer! Owners would like to rent their 3 bdrm townhouse for the month of July only. \$800. We border the University of Victoria. Perfect location for a Master's student in the summer. 2000 sq.ft., includes everything. Please call David Harvey: 721-0454 or 721-1605, 39-3987 Gordon Head Road, Victoria, BC V8N 3X5.

One bdrm ground floor apartment with patio. One block from Stanley Park. Available July 1 to August 17. \$600 per month. 684-2247.

Mountain retreat 75 miles south of San Francisco. Canadian teacher has 2 bdrm modern solar home with panoramic valley and ocean view available to rent July 10-Aug 12, 1990. You will be 20 minutes from Northern California's finest beaches and an easy drive to Berkeley, Carmel, Yosemite, etc. \$1200 US/(\$1800 w/car). Contact Lynn Dalrymple (408)462-6215.

Furnished house for rent in North Vancouver. July and August. 3 bdrm. 2 1/2 bath. No pets. Non-smokers only. \$1500 for summer. Phone 988-6898.

Whistler Spring Break. 2 bdrm condo. \$100/night. Phone 420-0725 - Maureen.

New Kitsilano townhouse. Ideal for UBC summer school. 2 bdrm, 1 1/2 bath, nicely furnished, security system, gardener. 20 min. drive to UBC. July 2-August 14, \$1500. Phone 733-4845.

House in Tsawwassen. 2 bdrm and separate studio. 2 cats. Private yard. July 6-Aug. 24 (flexible). \$1150 inclusive. Phone Barbara, (604) 943-5615 eve.

For rent, fully furnished. 3 bdrm house. July & Aug. \$700/month. 15 min. from UBC. Call Leyanne 873-6186.

Sublet room. 5 min. walk Carleton University. May, June, possibly longer. (613) 563-3817, K.D. Struthers, 147 Alymer, Ottawa, ON K1S 2Y1.

Sailing charters available weekends, evenings July/August. 30% discount for BCTF and union members. Call Terry Eastman 530-2966.

Wanted to Rent

Serious student attending accounting course seeks room near UBC May-August. N/S, N/D. 462-9527 evenings.

For Sale

EASELS for the primary Big Books. They are \$69.95 with a green, magnetic chalkboard. Brown chalkboard available for \$10 extra. They have a removable ledge to allow charts to be hung, with a tackboard on back. Send

for information. Also available: magnifying glasses \$9.99 or 12/\$10, Pinatas \$9.95. Contact, Alder Distributing, 2599 - 160 Street, Surrey, BC V4B 4Z5. Phone: 536-7773.

Affordable Apple II series software: only \$2 each. For catalog, send \$2 or S.A.S.E. to: Cider Software, Box 6148, Ft. St. John, BC V1J 4H6. **Taking a statistics course this summer** or doing simple statistical analysis? Here is an IBM-PC type program that is menu driven and easy to use. "Statistics for Researchers" includes 10 tests such as: Anova, T-Tests, Correlation, Chi-Square, Wilcoxon, Mann-Whitney. Cost: \$24/5.25" diskette. Taylor Testing, 3750 Crestview, Victoria, BC V8P 5C6.

Environmental Resource Directory lists environmentally relevant books, periodicals, factsheets, audio visuals, performances. Each chapter covers one topic: ecology, energy, air pollution, acid rain. Entries list: number of pages and illustrations, precis of contents, a.v. running length. Materials are rated by comprehension level. Durable, 3-ring binder allows easy insertion of March, September updates and new indices. Cost: \$20/Directory; \$5/year for updates. Public Focus, 489 College Street, Ste. 500, Toronto, ON M6G 1A5. voice: (416) 967-5211 fax: (416) 967-4450.

Help Wanted

Teacher/Educators, spend your summer working in the exciting field of international student exchange. Co-ordinate a student homestay program in your community! Must be highly motivated with a good network of community contacts. Work July or August. Good compensation. Contact John Roberts 684-4144.

Miscellaneous

Need help with personal or public writing? Contact M.E. Aitken and Associates for immediate editorial help. Letters, resumes, reports refined/polished. "Ghost" writing services: journal/magazine articles for professional publication. Absolute privacy guaranteed. Write M.E. Aitken and Associates, 3184 Woodburn Ave., Victoria, BC V8P 5B7, phone (604) 595-7925.

Income tax returns. Please phone Gyan Nath, certified general accountant, business educator (retired), at 435-1905 or visit his office, 2nd floor, #3 - 6344 Kingsway, Burnaby, B.C. Evening appointments are possible.

Reunions

Highlands Community School, North Vancouver, seeks former students/staff for 40th Anniversary Reunion, November 2, 1990. Phone 985-3514 or 3150 Colwood, North Vancouver, BC V7R 2R6.

Glen Elementary School 75th Anniversary Reunion, May 25, 1990 from 7:00 to 10:00 p.m., at 3064 Glen Drive, Port Coquitlam. \$10 pre-registration fee. Information 464-6608.

King George Secondary School, Vancouver, 75 Year Reunion, May 18-19, 1990. Former teachers and students please call 643-8433.

Bed and Breakfast

Need to get away? Experience spring time in the beautiful Gulf Islands. Hummingbird Hollow Bed & Breakfast on Pender Island offers privacy and comfort in a lovely, quiet, and natural setting. 1-629-6392.

Wanted to Rent/Exchange

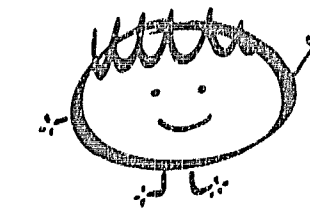
House exchange Summer 1990 - Ottawa. Vacation 2 min. from capital. 2 bdrm log house on river very pretty, available July-August for house in Vancouver or area. Interested? Phone (613) 253-1905. Write RR3, Almonte, ON K0A 1A0, Jonathan Robinson. Car available negotiable.

Nottinghamshire, England. British teacher and family seek home exchange in B.C. for 6 weeks in late July and August. James and Margaret Presley, 10 Richmond Road, Nottinghamshire, England.

Teacher Exchange

Switzerland. Swap your job/home/car with a Swiss teacher for a year. She would take over your German and/or French classes, you would teach English at a teachers' training college (ages 16-22) near Berne. Susanna Dehler c/o 1067 Jefferson Avenue, West Vancouver, BC V7T 2A6.

New Zealand Secondary School teacher seeks position in B.C. for 1990/91 school year. Business and Economic College is located in a prosperous farming district 80 km. south of Auckland. Write P.W. Keith, RD2, Tekauwhata, South Auckland, New Zealand.



B.C. Playthings

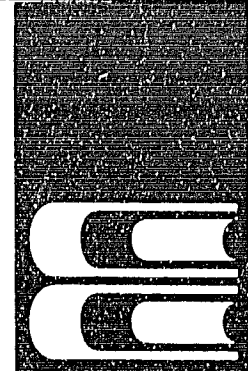
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EGYPT

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2 weeks, Christmas break

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1990 MATERIALS DEVELOPMENT FUND

Awards of \$250 are available from the BCTF Lesson Aids Service for the development of curriculum support materials. Materials should be suitable for use with any or all students from Primary through Grade 12, reflect a development process that is duplicable by other teachers and be classroom tested.

Applicants must be BCTF members. Interested teachers may obtain an application form from the BCTF Lesson Aids Service, 2235 Burrard Street, Vancouver, BC V6K 2A6 or telephone 731-8121 or toll free 1-800-663-9163. The deadline for submission of application form and description of proposed project is **March 31, 1990**. Completed projects are to be submitted to the BCTF Lesson Aids Service by June 30, 1990.

School Field Trips

SAN JUAN ISLANDS CRUISE WHALE MUSEUM—FRIDAY HARBOR (from Resort Semiahmoo, Blaine, WA)

A six hour tour and cruise aboard the Star of Semiahmoo vessel focusing on the wildlife, history and current facts of the San Juan Islands. We'll explore the northernmost boundary islands of Sucia, Potos, Clements Reef, the rugged coastlines of Orcas, San Juan, Waldron, Speiden and Wasp Islands, and visit Friday Harbor for a tour of the Whale Museum. We should have many opportunities to view the marine life that abounds here; seals, porpoise, and seabirds. Binoculars and route maps are provided.

Cost per Student and Teacher: \$15.00 US
10:00 AM Tues., Thurs., Fri., May 3 - June 8

Gray Line Water Sightseeing
Blaine: (206) 371-5222



YUKON

Your next move up

TEACHING OPPORTUNITIES SEPTEMBER, 1990

The Yukon Department of Education employs 340 teachers who work in the public and separate schools of the Territory. There is usually a 10 per cent turnover in staff each year and applications are invited for the following general types of teachers.

Teachers for the Public Schools (Kindergarten - Grade 12)
Teachers for the Separate Schools (Kindergarten - Grade 9)
Teachers of French Immersion (Kindergarten - Grade 9)
Teachers of French As A First Language (Kindergarten - Grade 9)
Administrators (Kindergarten - Grade 12)

GENERAL INFORMATION

- All applicants must hold a valid teaching certificate from a Canadian province.
- There are 26 schools in the system. All of the schools, except one (Old Crow), are accessible by road.
- Salaries and conditions of employment are determined by the terms of a Collective Agreement which is negotiated by the Yukon Teachers Association and the Government of the Yukon.
- The Schools are in session for 190 days and follow the British Columbia programme of studies with some local adaptations.
- The Department of Indian Affairs does not operate any schools in the Yukon.
- Prospective teachers should be capable of considering all aspects of their pupils' development. This must be interpreted from a position of educating pupils in a system which encompasses two cultural perspectives.
- The Government of the Yukon has a generous package to assist with relocation costs.

Initially, applicants should request an application form and a copy of an illustrated brochure "Teaching in the Yukon".

Requests should be sent to:

Teacher Recruitment Officer
Department of Education
Government of the Yukon
Box 2703
Whitehorse, Yukon
Y1A 2C6

Yukon
Education



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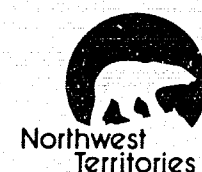
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	104	104.00	68.00	<input type="checkbox"/>	Golf Digest	12	34.10	26.60	<input type="checkbox"/>
Newsweek	52	51.48	41.00	<input type="checkbox"/>	Golf Illustrated	10	30.00	22.77	<input type="checkbox"/>
	104	92.56	82.15	<input type="checkbox"/>	Harrowsmith	6	19.98	19.98	<input type="checkbox"/>
TIME	52	69.16	46.28	<input type="checkbox"/>	Instructor	9	32.94	22.10	<input type="checkbox"/>
READER'S DIGEST	39	51.87	34.71	<input type="checkbox"/>	L'Actualité	20	25.00	19.98	<input type="checkbox"/>
	12	25.46	20.46	<input type="checkbox"/>	Learning '90	9	28.60	16.90	<input type="checkbox"/>
Geographic	6	20.75	18.75	<input type="checkbox"/>	Omni	12	35.40	24.40	<input type="checkbox"/>
LIFE	13	39.00	19.50	<input type="checkbox"/>	Outdoor Canada	9	25.95	21.00	<input type="checkbox"/>
Financial Post daily (MT, Ott, Tor, Ed, Cal, Van)	260	130.00	65.00	<input type="checkbox"/>	Outdoor Life	12	21.75	15.60	<input type="checkbox"/>
weekly (elsewhere)	52	44.98	22.49	<input type="checkbox"/>	Owl Magazine	10	16.95	16.95	<input type="checkbox"/>
Discover Magazine	12	36.00	19.80	<input type="checkbox"/>	Parents	12	32.94	25.95	<input type="checkbox"/>
Châtelaine (English)	12	17.00	13.50	<input type="checkbox"/>	People	52	98.28	98.28	<input type="checkbox"/>
Financial Times	52	35.00	18.00	<input type="checkbox"/>	Photo Life	11	21.95	19.95	<input type="checkbox"/>
Saturday Night	10	28.00	22.00	<input type="checkbox"/>	Prevention Mag	12	21.97	21.97	<input type="checkbox"/>
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Baseball Digest	10	29.25	25.60	<input type="checkbox"/>	Runner's World	12	29.00	19.97	<input type="checkbox"/>
Basketball Digest	8	23.34	20.76	<input type="checkbox"/>	Select Homes&Food	8	16.95	16.95	<input type="checkbox"/>
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Car & Driver	12	34.16	27.30	<input type="checkbox"/>	Sports Magazine	12	30.55	18.16	<input type="checkbox"/>
Châtelaine (français)	12	17.00	13.50	<input type="checkbox"/>	Tennis	12	21.75	15.60	<input type="checkbox"/>
Chickadee	10	16.95	16.95	<input type="checkbox"/>	TV Guide	52	37.98	37.98	<input type="checkbox"/>
Consumer Reports	12	31.20	31.20	<input type="checkbox"/>	Us Magazine	26	37.63	23.37	<input type="checkbox"/>
Crafts Plus	8	16.95	13.95	<input type="checkbox"/>	Young Miss	10	26.85	16.00	<input type="checkbox"/>
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Government of the Northwest Territories

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Inuvik Region

Inuvik - the Place of Man - is the largest Canadian community north of the Arctic Circle. Inuvik is the administration centre of the Western Arctic, with a rich blend of native and non-native cultures. The cultural, geographic and economic diversity of the Inuvik Region offers endless challenge and opportunities to the qualified professional.

The Beaufort Delta and Sahtu Divisional Boards of Education and the Department of Education, Inuvik, invite applications for the following positions for the 1990/91 school year:

Teachers

Teaching positions will be available at all levels from K-12, with most being in small communities in K-9 schools. Experienced teachers are preferred, but new graduates will be considered.

Principals

Principals are required to be in-school curriculum leaders and facilitators of school-community interaction. Previous leadership in educational and community activities is desirable.

Program Consultants

Applicants should be exceptional generalist educators with a variety of teaching and program support experience at different grade levels.

For all these positions, training and experience in cross-cultural education, whole language, integration of special needs students and child-centered approach to curriculum as well as a willingness to interact with parents and the community are desirable assets.

Salaries range from \$30,051 to \$63,390 plus allowances and an excellent benefits package.

Ref. # 3-0047

Submit applications to: Regional Superintendent, Department of Personnel, Government of the N.W.T., Inuvik, N.W.T. X0E 0T0 Fax # (403) 979-4152

Telephone inquiries may be directed to: Jim Maher, Director, Beaufort Delta Divisional Board of Education/Superintendent of Education, Inuvik, N.W.T. (403) 979-7130 or Craig Hurst, Director, Sahtu Divisional Board of Education, Norman Wells, N.W.T. (403) 587-2167

The Government of the Northwest Territories also provides a generous benefit package including relocation costs, a dental plan, vacation travel assistance and an accommodation allowance of \$5,400.

CATALYST '90 Conference of BCScTA "Science in the Year 2000"

Simon Fraser University
April 27-28, 1990

Opening Addresses

Andrew Fraknoi, Astronomer and Professor Julia Levy, Cancer Researcher

Over 95 presentations in

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Registration Form for CATALYST '90

BCScTA and Faculty of Science, SFU
"Science in the Year 2000" April 27-28, 1990

Pre-registration before March 15, 1990

Name _____
Address _____
postal code _____
Phone: _____ home _____ school _____ fax _____
School or organization _____

Fee schedule: Pre-registration: BCScTA member: \$50, Non-member: \$75, Student: \$30, Retired: \$35. On-site registration: an additional \$10.

(Two luncheons included. One day attendance is 50% of above.)

Make cheque payable to "Science Teachers' Conference." Mail to:
Lon Mandrake, Seaquam Secondary School, 11584 Lyon Road, Delta, BC V4E 2K4

The Durham Region Roman Catholic Separate School Board
Invites Applications for September, 1990
from

Elementary Teachers for its English Language Schools

Durham Region includes the rapidly expanding areas of Pickering, Ajax, Whitby, Oshawa, Port Perry and Uxbridge in Ontario, with close proximity to the entertainment centre of Toronto, Ontario. It is community oriented and provides a safe, affordable and attractive alternative to stressful city living.

The board provides education for over 18,000 students from J.K. to O.A.C. and offers numerous opportunities for career growth and development to teachers joining the system at this time.

Teachers holding, or eligible to hold, an Ontario Teacher's Certificate or Temporary Letter of Standing should forward their curriculum vitae to:

Mrs. Mary Goddard
Teacher Personnel Officer
The Durham Region R.C.S.S. Board
650 Rossland Road, West
Oshawa, Ontario L1J 7C4
Phone: 416-576-6150
Fax: 416-576-0953

Interviews will be held in Calgary, Edmonton and Vancouver the week of March 12th. Applicants with completed application packages on file with our Board will be contacted and interviews arranged in those areas.

JOIN OUR FAMILY AND MAKE A DIFFERENCE WITH US!

E.J. Lagroix, Director
C. Tunney, Chairperson

We are an equal opportunity employer.

Unmasking racism

ART HELPS DEEPEN HUMAN UNDERSTANDING



Tim Felling photos

Every student at Lord Nelson Elementary School, Vancouver took part in the school's mask project. These intermediate students (left) display their completed masks with pride.

glue, and brushes are also shared by the students in order to reinforce co-operation and communication skills.

Celebration with the masks was an exciting extension of the mask project. Students used their masks in storytelling, drama, and dancing to the music of different ethnic groups.

To use the term *race* as a synonym for *culture* is inaccurate. Anthropologists have delineated races based on physical characteristics. The three largest, best known races are Negroid, Mongoloid, and Caucasoid. Members of the same race share inherited physical traits, which they pass on to their offspring through their genes.

Racial differences do not reveal anything about a person's culture. When human beings live together with common bonds of customs, language, and life style, people recognize among themselves unity resulting from shared similar experiences and backgrounds. Culture is a particular human group's accepted way of living. Culture, too, is passed from generation to generation through learning. Children pick up the accepted habits of thought, speech, dress, and behavior from their environment. Hundreds of cultural groups make up the mosaic of Canadian society. Each group contributes fascinating variety, excitement, and color to the wonderful richness of the Canadian people. "When each member of the society is able to celebrate his or her own uniqueness, and sees himself or herself as a part of humanity in all its fullness, the dream of equality will be realized," said Gaiters. "I hope that my work with the children will help them to understand themselves, and to create themselves with the respect each person deserves." The dream is shared by the teachers at Nelson School.

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Contact Nora Greenway or Averlyn Pedro, at the BCTE, for more information on how to eliminate racism from your school.

by Helen Kelsey-Etmanski

An imaginative approach for addressing racial discrimination is under way at Lord Nelson Elementary School, in Vancouver. By creating masks, students are exploring their cultural backgrounds and learning about living together.

"When each member of society is able to celebrate his or her uniqueness, and see himself or herself as a part of humanity in all its fullness, the dream of equality will be realized," said Theresa Gaiters, artist and project worker.

Using mask-making as the medium, the students are bringing to life a project conceived and developed by Gaiters (artist-in-residence with the Vancouver School Board), the teachers, and the school's multicultural committee.

In conjunction with an international mask festival held at the Cartwright Art Gallery located on Vancouver's Granville Island, Gaiters prepared lessons to help students celebrate the wonder, meaning, and diversity of international mask-making traditions. "Mask-making is a wonderful vehicle through which children can make a visual statement about their beings," said Gaiters.

The mandate of Lord Nelson's multiculturalism committee is to build positive race relations in the school. It secured an innovative grant from the district and supplementary funds from the art co-ordinator to cover the artist's time and the costs of ensuring that all masks were completed.

To understand why masks are so helpful in overcoming the barriers between people, it is helpful to see what happens

when a child puts on a mask. Imaginative play with masks fuses experience with inner and outer reality: the child transcends the logical details and grasps a link between the vehicle (the mask) and the content (the internal and external drama). The wearer of the mask moves beyond experience into creative assumption. The child becomes someone or

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Theresa Gaiters, Artist-in-residence
Vancouver School District

something else by a process of transfiguration. He/she uses the disguise to lose inhibitions and thus unites with the character of the mask.

The students at Lord Nelson participated enthusiastically in the project. All students were responsible for the creation of a mask. All classes, including Kindergarten, the ESL classes, and the special education classes participated in the activities. Many students spent their time at recess and noon hour constructing their masks. The process of making the masks was differentiated for the grade levels. The elaboration of the masks was extended according to the ages of the children, with

the Grade 7 students making the most sophisticated masks. Children in Kindergarten used face paints, and with the help of their teachers and Gaiters, painted the face of a friend. The friend was then given the opportunity to paint the partner's face. Children in Grades 1 to 3 used paper plates to make their masks. By adding imaginative details through recycled supplies purchased at the Imagination Market, students created unique and distinctive characters. Incorporated within the lessons was an exploration of differences and similarities among the students. Colors of the masks were discussed extensively by Gaiters, who instructed students "to acknowledge that we are all very different in appearance yet have the same human needs."

Children in the intermediate grades made papier-mâché bases on which to build their masks. From layers of crepe paper and many applications of rhoplex glue, shiny, multicolored masks emerged. Individualized details were then added with the recycled materials (corks painted gold, colored paper, plastic flowers, wooden beads, pieces of fabric, and wool). The features were attached to the bases by means of hot glue guns. Students worked on their masks for several periods to bring the work to completion.

"Racism may have its roots in scarcity of a commodity," said Ms. Gaiters. When issues around ownership arise, people start pointing fingers at cultural or racial groups who are the haves or have nots."

A way to help students learn to share resources is to give them opportunities to share materials within the classroom. A technique Gaiters used is the "mask exchange." Students start their work with one mask, but halfway through, they exchange their work with another student. In this way, one's work is seen as collaborative rather than individualistic, and students learn that they have a stake in the final product of at least one other person. Resources such as paint,