

# Teacher

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Lead management has become a student affair at Richmond's Maple Lane elementary school. Here students plan their school sports day in co-operative teams.

Daphni Clifton photo

## Leading students to quality

### THROUGH THE QUAGMIRE OF EXISTING REALITIES

by Daphni Clifton

"**T**he Cold War is over. The Japanese won."  
I was tuned to CHQM's Sunday-morning Cambridge Forum on Japan Today listening to a panel of erudite speakers elaborate on the extent to which Japan's economic growth has affected world affairs. I became increasingly aware of the indirect role Japan and economics have played in glasnost and perestroika. Japan's post-war entrepreneurial and managerial policies are only half the age of Marxism. How did this country come so far so fast?  
In his recently published book, *The Quality-School — Managing Students Without Coercion* (March 1990), Dr. William Glasser claims that when we look into who taught the Japanese managers how to manage so that all workers do high quality work, one name stands out: Dr. W. Edwards Deming. According to Myron Tribus, one of Deming's disciples, after World War II, the Japanese had to "export or die." They located Dr. Deming, whose ideas his own country, the U.S.A. had rejected, and proceeded to learn the methods that sent them rocketing to frontline position as the most competitive economic power in the world.

#### What has all this to do with our kids and quality?

The secret of Deming's success was a non-coercive method of management, which Dr. Glasser calls *lead management*.



Lead management is based on the tenets of control theory which claims we are all internally motivated. Traditional manage-

ment, or, in Glasser terms, *futile attempts at forging quality*.

What is quality? Quality is in the person. It is not something conjured up by a committee, compiled into a manual, measured by a machine or a test, whipped into shape by punishment, or even demonstrated by a consultant. Quality lies within our students, and most children can recognize it if asked the right questions and given the time to voice their answers to a sensitive audience.

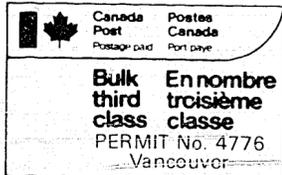
Glasser says effective teachers manage students without coercion. Effective administrators manage teachers without coercion; yet, "... it is a symptom of the illness that afflicts our self-destructive system that students are made aware in a variety of coercive ways that the low-quality work that is measured by machines is the top administrative priority in most school systems ... Coercion begets coercion; anyone who knows history knows it to be true."

Moving from boss management to lead management means breaking with tradition. This is not easy to do, but teachers like Jaime Escalante, portrayed in the movie *Stand and Deliver*, and John

*The dialogue between authority and individuals continues but becomes more insightful as they learn to ask the right questions.*

ment, which Glasser calls *boss management*, tries to motivate people from the outside. Standardized tests, master-teacher awards, honor rolls, merit pay, suspensions, detentions, top-down professional development, and educational policies are all forms of boss management,

See "Quality" page 2



## Quality from page 1

Keating (*Dead Poet's Society*) have helped us to "seize the day." Staff councils, peer-coaching, student-led parent conferences, self-evaluated report cards, metacognitive discussion, co-operative learning, and networking cell groups of inspired colleagues are all forms of lead management. Let's celebrate that we are dismantling walls. The dialogue between authority and the individual continues but becomes more insightful as we learn to ask the right questions.

Fifteen years ago, a bright, remedially labelled 10-year-old said to me, "I know all the answers, Ms. Clifton. They just don't fit the questions." Terry is probably out there somewhere reconstructing the world with his ideas and answers despite all I taught him from the top down. I thank him for teaching me that the secret lies in the question.

Training in lead management teaches the art of asking the right question. What are we seeking? What do we want? How do we recognize it when we get it? What effective strategies are necessary to achieve it? Have our present strategies worked? What can sabotage us? How will we effectively deal with that? Questions such as these pave the way to true *educere* (leading out), because they consistently call for self-evaluation of choices and behavior. Virginia Satir, popular author and caregiver, claimed that "if you haven't tapped the yearning in the individual, you have missed the important piece."

The Cold War is over because Pavlov's principles do not work. The authoritarian voice falls on deaf ears because it is concerned with the needs of the boss. Today's populace is full of autonomous, well educated, powerful thinkers. We are teaching their children — a new energy abounds. Surely, if one person could so widely influence the dismantling of the Berlin Wall, there is all the hope in the world that collegially, collectively, and persuasively, we can brick by brick, remove the barriers, policies, and agendas that obstruct our path to educational quality.

*Daphni Clifton is a part-time learning assistance teacher at Maple Lane Elementary School, in Richmond, and is engaged in lead management training throughout B.C. and Australia. Contact her for a copy of Glasser's book, The Quality School.*



*Students are at the centre of their own learning when the tenets of Glasser's control theory are applied. Two such beliefs are at the core of lead management: people are internally motivated, and quality lies within people.*

*Daphni Clifton photo*

The BCTF has an affirmative action program. Affirmative action, as I understand the explanations, can be of two types. In one type, if the applicants are equally qualified, preference is given to the minority. In the other type of affirmative action, preference is given to the minority applicant despite qualifications. As I understand it, the aim of affirmative action is to ensure that jobs at all levels reflect the society at large. Whichever type is meant, and whatever the reasons, I think affirmative action is a bad idea.

First, affirmative action is racist and sexist. To consider race or sex cannot be counted wrong only when it applies to one particular race or gender. It is always wrong. To support affirmative action is to entrench the principle that racism and sexism is fine, as long as it has popular support. For a while, I believe, we — particularly we teachers — should support the notion that individual merit and drive are the things that matter, and not color or sex.

Second, affirmative action will ultimately do a disservice to those groups it purports to assist. If, for a given position, the job goes to a minority applicant when the qualifications are the same, it follows that in that job, the non-minority member had demonstrably superior qualifications to achieve the same position. I think most people would choose assistance on the basis of employee quality rather than sex or race. From an affirmative-action employer, it's an easy choice.

When a position is awarded on some basis other than merit and qualifications, whether that basis be nepotism, old-boy favoritism, or affirmative action, whoever occupies that position is open to some degree of well-founded contempt. Many of my peers reading this now are women. Did you get your job because you were qualified, or because of your sex? Some people are darker than I. Were you hired on your abilities or your skin color? Because no B.C. school board I know of uses affirmative action, I can have complete confidence that all my professional peers are, in fact, my peers — irrespective of gender or race. Where there is affirmative action, there is doubt, and this doubt brings discredit to all those minority members whose achievements are earned.

If our aim is to have minorities fully represented in the higher-status and -income jobs, if we want young minority members to seek demanding occupations, we will not do it by patronizing non-white, non-male workers. We should ensure that gender and race are NOT hiring and placement considerations and recognize affirmative action for what it is — a short-term, high-profile fix for the benefit of some few, at the cost of the rights and dignity of us all.

*David Danylyshyn  
Atlin*

**The right of reply**  
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**The rite of reply**  
**A response to Stewart**

In a recent article entitled "In defense of the basal reader" (February/March issue) Agnes Stewart notes that whole language is not a new idea. Whole language is advocated not because it is new but because it is in tune with the natural learning abilities of children. Ms. Stewart

notes that many teachers have made the change away from repressive instructional practices without the benefit of whole-language dogma. However, she does not say how many teachers, nor how she knows.

Ms. Stewart then goes on to note the ideas of "one educator" and then cites me and my wife. We are then referred to by a singular masculine pronoun. Perhaps some drills on pronoun reference would help. She notes, out of context, that our observation that few children are sent to remedial walking school is irrelevant (*Literacy Through Literature*, p.12). She fails to note that walking was used as analogy in which skills such as walking, speaking, reading, and writing are learned by a predominance of practice over instruction. Learning to walk and talk, in the low risk environment of the home, produces few remedial cases.

In her pro-basal, anti-whole-language argument, Ms. Stewart asserts that children need to learn the correspondence between speech and print. She thus implies that whole language is "against" phonics. Agnes, if you read past page 12 in *Literacy Through Literature* and then go on to read *Bringing It All Together*, you will see that both books offer detailed descriptions of how teachers can teach and children can learn phonics while engaging in a meaningful way with meaningful text. *Whole*, Agnes, means whole. Phonics is an important part of the process. Together with word structure, sentence structure, cohesion, discourse structure, coherence, semantics, collocation, and reader response, it is fully incorporated into a whole-language philosophy.

Ms. Stewart notes that not all basal readers are created equal. There exists a sub-group of basals which, according to Ms. Stewart are "good" and "current." Unfortunately the article depicts title pages from *Language Patterns* (1976) and *Ginn 720* (1977). These materials are hardly current. Nor, according to a needs survey conducted by the Ministry of Education for B.C. (1989), are they regarded as "good" by a significant number of elementary school teachers.

Ms. Stewart does quote one document with which I agree. Unfortunately, she fails to cite its source. In part, it reads "[Whole Language] is the natural pathway of learning to read real books. It is a political activity." While true, this observation is somewhat limited. All instruction is political. The basal reader is political. Any material that encourages authority figures to propel children through a pre-packaged series of material according to an agenda selected and sequenced by powerful people many miles away from the communities in which the materials are used carries a loud and clear political message.

From the tenor of my response to Ms. Stewart I realize I am in danger of becoming hoist on my own petard. I do not believe that basal readers or any other form of textbook make good instructional material. I believe their monolithic adoption silences other voices — including those of teachers and children. Teachers who have spent thousands of hours and many years trying to humanize their teaching despite the oppressive material with which they are expected to work, have my admiration and sympathy.

*Terry D. Johnson  
Victoria*

Terry Johnson is co-author of two books, *Literacy Through Literature* (1985) and *Bringing It All Together*, (1989). Richmond Hill, ON: Scholastic. These comments are based on a response to Agnes Stewart's article.



## Newsmagazine pilots paper recycled on cover

### Editor's note:

On May 31, the *Teacher Advisory Board* meets to evaluate the 1989-90 issues and to plan next year's themes and priorities. The board will also decide on the type of paper to be used on the cover of the newsmagazine. To help them make their decision, this issue's cover has been printed on recycled paper.

This is the last issue of *Teacher* for this school year.

See you in September. Have a wonderful summer break!

*Nancy Hinds  
Teacher Advisory Board  
Marian Dodds  
Geoff Hargreaves  
Patti McLaughlin  
Joan Robb  
Anne Smith*

# Teacher

New magazine of the B.C. Teachers' Federation  
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ISSN 0841-9574

*BCTF Executive Committee (back row, left to right) Peter McCue, Gary Robertson (outgoing), Ray Worley, Maureen McPherson (newly elected), (front row, left to right) Richard Hoover (outgoing), Cathy McGregor, Ken Novakowski, Jan Eastman, Carrol Whitwell, Alice McQuade, and David Chudnovsky (newly elected). Missing from photo: Rina Berkshire and Bob Taverner.*



The debate continues. Does the teacher pass along the existing social and cultural framework, or does the teacher help students to create the framework for the future? In today's complex, multicultural society, the former is no easy job. With the vulnerability of our planet and the rapidly changing political map, the latter is inescapable.

Our country and our communities seem to be falling apart. The Meech Lake discord has us battling about who has rights to be a Canadian. The Montreal murder of 14 female engineering students was characterized as the aberrant behavior of one crazy person — until similar, though fortunately less violent, forms of misogyny occurred on other university campuses. That was followed by the rugby club scene of a racially-based lynching, two murders on the Akwesasne Reserve, and reports of squatters in vacant Vancouver houses who can't find affordable housing.

These stories are not on the foreign affairs pages of our newspapers. They are happening in our country, in our communities. We have some choices about how we respond to them.

Blame is popular. The feminists made Marc Lepine angry. "Them" and "us" is common. "They" are buying up "our" houses so we can hate/abuse "them." Denial saves some of us from the anguish that these issues raise. We don't have any First Nations students in our school, so racism isn't our problem.

If you chose teaching because you thought it was easy, you made a mistake. If you thought struggling with the matter of how we live together is not your job as a teacher, you made a mistake. If you thought there is a right answer, or a way to sort this out without self-examination, without risk, without pain, you made a mistake.

It is my personal observation that you have not made any of these mistakes. I know that you work each day to create the best environment for your students. I know that you set high standards for yourself. I know that you support your colleagues in their work. I know that you contribute to your local association or your federation because you understand the power of collective action.

The job is going to get harder. Forces in our society, some deliberate, some coincidental, are trying to divide us from each other, to take advantage of our uncertainties, to make a quick buck, to sacrifice some principles and some people. They want us to be suspicious of feminists or

people of color or the poor; to be annoyed with them for forcing us to re-examine our ways; to think of them as a burden; to hate them for asking us to share.

We teachers are, and must be, a force that unites people. We help students as individuals; we help them learn their place in the global community. We model socially responsible citizenship. We model thoughtfulness. We model collaboration and support. We do it well or poorly on some days, but we challenge ourselves and each other to be teachers because our students, and our world, need us.

In this work look to your colleagues and your professional organization for encouragement and strength.

We face challenges not only as individual teachers clarifying and adjusting our roles in our classrooms, schools, and society, but also as the organization representing the teaching profession in this province. This year we have been supporting each other as we engage in the most extensive change process ever to occur in B.C. Although not pleased with government decisions to drop key Royal Commission recommendations important to teachers, we participated in the new "consultative" processes and directed our energy to facilitating teacher input and representation.

The Year 2000, initiated in the wake of the Royal Commission, marked a government commitment to "change B.C.'s education system." In spite of tight timelines and a lack of resources to facilitate response, teachers, through the BCTF undertook a constructively critical examination of the change proposals.

The old cynicism about government commitment resurfaced in all who had survived the decade of "restraint" when government tabled its plans for referendum funding of locally-identified educational needs.

In an independent survey of public attitudes toward education, we identified an overwhelming public desire for a quality education system, with the province ensuring equality of funding for all students in all parts of the province.

Referendums in education will mean inequities in funding — inequalities in opportunities for children.

Our Annual General Meeting gave focus to teacher concerns about referendum funding and other issues when it adopted the following motion:

That the BCTF encourage teachers to participate in the next provincial election in support of BCTF policies on public education, in particular with respect to: a properly funded system without referendums; a valid educational-change process; social-responsibility issues; full collective bargaining rights at the local level; a College of Teachers with altered

mandate and structure; improved pensions; implementation of Royal Commission recommendations that recognize the role of the BCTF in professional and curriculum development; conditions and strategies that attract and retain qualified teachers during a period of teacher shortage.

We should all view the next provincial election as our referendum, our opportunity to fill in a report card on government actions in education.

And while attention continues to focus on issues of curriculum change and education funding, almost every local association is negotiating a new collective agreement. The bargaining process is a means by which we can collectively establish conditions that will improve our teaching situation and our ability to deliver the quality public-education system so strongly endorsed by the citizens of this province.

And our own BCTF — fast approaching its 75th birthday — is itself facing changes in its structures, its services, and its resource allocations. Continued deficits in all but one of the last six years have resulted from significant membership losses — first a membership decline forced by restraint and then the legislated loss of principals and vice-principals in 1987-88. While adjusting our expenditures to match our revenues, we have committed ourselves to major examination of the kind of organization that we are. We are working to match member, local, and PSA needs with programs and services that ensure our continued strength as a provincial voice for teachers within a balanced budget. We must also implement an Annual General Meeting motion to allocate half a million dollars to provide release time for local association presidents in the smaller locals and enact priorities such as: examining our relationship with organized labour; seeking improvement in our pension plan; support for social-action and responsibility issues at the school level; provision of professional opportunities for our members in initiating and developing curriculum and professional change.

In the year ahead we will need people with vision and people with courage. As Uri Bronfenbrenner described the job, "Wanted: something of a planner, and a little bit more of a juggler, but at all costs a person with clear vision who can catch the right end of a sharp knife." There are 30,000 such people teaching in B.C. public schools.

Source: Compiled by Avelyn Pedro, BCTF researcher.

*Ken Novakowski*

## Summer reading on Year 2000

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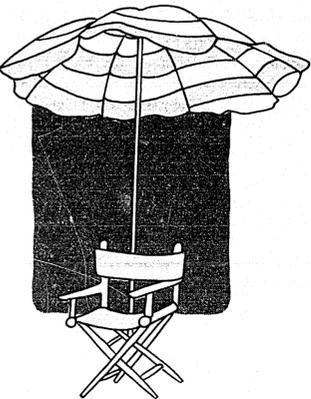
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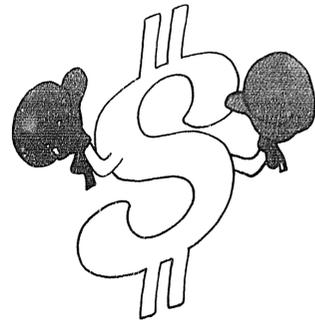
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Obtain titles listed from university libraries and book stores, or order through district professional centres.

Source: Compiled by Avelyn Pedro, BCTF researcher.





## A return to "school wars"?

by Larry Kuehn

The new education finance legislation — Bill 11 — could well set off new "school wars" affecting classrooms all over B.C.

The defeat of seven of nine referendums on May 5 is only one symptom of the problems created by the bill.

The current Social Credit government has again grabbed control of the level of education to be offered in school districts. School boards have lost power over their budgets. Local property tax rates will now be set directly by the provincial government.

The Vander Zalm government has reclaimed the school board budget limits the Bennett government used to set off the school war conflicts, teacher layoffs, and cuts to educational services in the early 1980s.

Under the new finance bill, the only budget amounts school boards fully determine, and the only taxes paid directly to boards, are those approved by referendum.

To add insult to injury, Bill 11 allows the government to keep boards in the dark. The ministry can withhold, until after the board has decided on whether to run a referendum, the information about the tax rates it intends to set and the grants the board will receive.

If a board runs a referendum it is unable to answer taxpayer questions about school tax rates — other than the referendum portion.

The government has two aims with this legislation:

- blocking teacher attempts to improve teaching conditions through bargaining, and
- stopping school board efforts to meet the full educational needs of the community.

"The B.C. Teachers' Federation will renew its efforts to bring an end to this system of school financing," BCTF President Ken Novakowski said in response to Bill 11 being adopted by the legislature.

Larry Kuehn is the director of the BCTF's Organization Support Division.

# Bargaining crucial to the profession

by Al Cornes

At the time of writing a bare majority of our local associations have been to the bargaining table this year. School board responses are varied, but predictable. Most boards would prefer to see no new rights added to contracts, in spite of the new powers conferred upon school boards because of the School Act changes last summer and in spite of the radical changes proposed in the Year 2000 education-change initiatives of the Ministry of Education.

It is imperative that every local negotiate a collective agreement that contains the following critical features:

### 1. Firm class size limits, including multigraded-primary-class sizes and processes and resources for incorporating mainstreamed students.

Teaching is becoming increasingly complex given the changed nature of our clientele, the expectations of the community, and the proposed government changes in curriculum and school organization. Teachers must have the resources and a voice in the decision-making to deal with these new and increasing demands.

### 2. Adequate preparation time expressed as hours of instruction.

New demands significantly tax our time and energies. Many locals made some gains in elementary preparation time, but most contracts simply enshrined the pre-existing status quo.

Because of the Metro Toronto strike in 1987, the norm in the Ontario system for elementary preparation time is becoming two hours per week — double the norm in B.C.

In addition, School Act Regulation changes eliminating the limits on the length of the school day and setting the minimum hours of instruction for students, make it important for us to get clauses that specify the maximum hours per week of instruction.

### 3. Full professional autonomy and professional control over educational change, with the assurance of adequate resources.

Given the profound changes being proposed and implemented within public education, every local is urged to carry forward objectives that ensure that the profession, not the bureaucracy, controls both the rate of change and the conditions under which the change is to be implemented.

Primary teachers are experiencing first hand the frustrations of introducing dual-entry Kindergarten with inadequate resources and time. Ministry plans will soon affect all teachers in the system, making it imperative that we secure rights and resources in this significant field.

### 4. Securing due-process rights, including those lost in the most recent School Act changes.

For allegations of misconduct, teachers should have the right to know in advance what they are accused of and the evidence that will be used by the board in making a decision, and they should have a full opportunity to challenge the evidence at a meeting of the school board before action is taken.

The new School Act does not require a board to have just cause for suspending an employee charged with an offence "that the board considers renders the employee unsuitable to perform" his or her duties.

Contract language must be modified to provide due process in all circumstances.

Similarly, effective processes must be established, in contract, to ensure that the due-process rights of teachers are protected by school boards when dealing with parental complaints under the new provisions of the School Act (Section 11).

Tenure provisions also have been substantially altered and provide a clear opportunity to make gains in job security, especially for those teachers currently holding temporary contracts.

### 5. Establishment of our work year and the duration of the school day.

As a result of School Act changes, the minister of education no longer establishes the school calendar. Without a clearly defined work year and calendar dates and number of teaching days.

Since the regulations no longer define the duration of the school day, contracts also must deal with this matter.

This round of negotiations gives us an opportunity to set the school year; the number of teaching days; the number of professional days; and the duration of the school day.

### 6. Securing professional control over teaching.

The 1989 School Act amendments authorize school boards to contract for any educational services currently performed by certificated teachers within local-association bargaining units. Since any service can be contracted out, the list of programs that could be taken away from certificated BCTF members is limitless.

#### No Contracting Out

We must act at the bargaining table to ensure that no services are contracted out and that teaching remains in the hands of certificated teachers who are ongoing professional employees of the school board.

#### Teachers' Assistants

New Section 18 of the School Act authorizes school boards to hire teaching assistants to help teachers carry out their responsibilities and duties under the School Act and Regulations.

While, on the surface, this provision may appear benign, these employees may work under the supervision of either a teacher or an administrative officer.

Since neither the legislature nor the ministry of education is prepared to specify the scope of the duties of teachers' assistants, there have already been instances within school districts where teachers' assistants are now undertaking work that looks suspiciously like teaching.

Our next contracts, therefore, must spell out a clear division of labour between teachers and teachers' assistants to ensure that certificated classroom teachers continue to carry out teaching functions.

### 7. Elimination of inequities for women.

In a variety of fields, locals must, through this round of negotiations, redress inequities for women; solutions include, but aren't limited to, reduction and compression of salary scales, increases in elementary preparation time, improvement in leave and job-sharing provisions, achievement of paid maternity/paternity-leave clauses, improvements in substitute-teacher rights and benefits, and elimination of part-time-teacher eligibility restrictions on benefit plans.

### 8. The achievement of a fair salary increase.

The following factors are identified as a basis for determining a fair salary for teachers for the coming period: CPI, catch-up, attraction and retention of teachers, the proposed Goods and Services Tax, other wage settlements, and economic trends.

Even with the increases of 1988 to 1990, teachers are far behind the Consumer Price Index for the period 1983 to 1991.

Besides the traditional inflation factors, our incomes for the coming period must reflect the impact of the proposed Goods and Services Tax. Some economists have estimated that Canadians might face total inflation rates in the first year of the GST's implementation of more than 10%.

Teacher salary demands will address the need to bring teachers back to the real salaries they were earning at the start of the 1980s. They also will provide some added inducement for others to enter the profession and for all teachers, both ongoing and substitute, to remain there for the benefit of public-school education in B.C.

Given the cumulative effect of these changes, this round of negotiations is critically important to every teacher in the province.

Your local's bargaining team will need your support.

Al Cornes is the director of the BCTF's Bargaining Division.

## GRADS SPEAK PERSONALLY

Graduation symbolizes a positive end and a fresh beginning. It is the end of casual friendships and scattered hallways filled with recognizable faces. It is the beginning of a new world filled with unfamiliar faces, new choices, and complicated responsibilities. Lost are the childlike games and carefree activities of youth.

Graduation is not just a fancy ceremony where a few tears are shed and laughter prevails; it is a milestone in our lives. Not only have we achieved scholastically but also we have experienced strong friendships, peer pressure, and a degree of maturity.

With the prospect of a release from school as a graduate, I must decide on a path to follow. Will I work on furthering my education? Graduation has pushed this decision to the surface and given me the motivation to make major choices.

Graduation marks 12 years of learning and developing as an individual, but as it concludes and becomes a part of my past, I know that leaving school will have its drawbacks. My friends will go in different directions as they pursue their goals, and classroom acquaintances will vanish into the woodwork. The bonds that have developed may break.

Graduation is a time to remember and time to look forward to the future. It will be an experience filled with emotions, affecting all the different strands in my life. It will give me a feeling of exhilaration and of sorrow as I reflect on my school years and remember the people who have helped me to develop into the person I am today.

Rhonda Berg  
Max Cameron Secondary School  
Powell River

one is the grad celebration of yesterday. A simple certificate, a nice dinner with friends and family, and one hell of a party afterward. Say hello to the grad of today. Grad, like the economy, is based on money — a lot of it. A day of congratulations has been turned into a lesson in peer pressure. Forbid the thought that her dress might be the same as Jane's. She spent \$450 trying to prevent that very occurrence. And her hair! Did you see it? For \$80 that was the worst buzz cut I ever saw!

One girl's parents offered her \$500 cash in lieu of the grad dinner, dress, and other grad-related items. Teens are not entirely to blame; parents play a part. I tell my parents that grad is just another step in a long line of steps in my life. A quiet dinner with them and friends, a party, and I would be satisfied. They won't hear of it, though. They have waited 12 years for this moment, and they are going to celebrate it to the limit; even if I won't. Nice enough, till they turn around and accuse me about the cost and the waste of money. Parents!

Max Cameron has the reputation of producing the cream of the crop, be it in scholastic achievement, drama, sports, or music. This image is reflected in a new, annual, drug-free grad party. The whole party has been designed to provide people with a good time; one that does not include drugs. This is fine because I believe that drugs are hardly an integral part of having fun. However, the amount of money spent on such activities is excessive and wasteful: even after a \$50,000 party, people are going to go out and have their own grad-related party — one where the people will likely use drugs and alcohol. I submit that while it is

# Looking back: looking forward



Clockwise from upper left:  
Rhonda Berg  
Michael D. Morgan  
Hanna Musslick  
Jeremy Page

almost impossible to contain the use of drugs and alcohol at grad, it is possible to prevent accidents and outbursts of violence.

It is paradoxical that grad is viewed as both the highlight of your life and the starting gun for a race that will take you to even greater heights.

So, while people agree that grad is becoming excessively costly, they also feel that it is a once in a lifetime event, and worrying about money and peer pressure can only dampen this special moment.

Michael D. Morgan  
Max Cameron Secondary School  
Powell River

have completed 13 years in the school system, some good and some not so good. What am I going to do now? Well, I don't exactly know. Most of the people I've talked to are going to university. That may be fine for them, but I've had enough of school for awhile. I think that a lot of people go to university because it represents security. They've been going to school for 13 years; it has been their support structure; they are terrified at the thought of being out in the wide world and responsible for every minute of every day.

That attitude is a result of the school system's destroying a part of people so that they cannot plan for themselves. They must rely on an outside source to provide a blueprint to shape each day.

I don't need this, so I'm going to attend university when I really have an urge to go. There's much more to learn from life that can't be learned at a university. I want to travel, to expand my horizons, and to stretch my mind. School has limited my opportunities by suppressing my creative energy, by emphasizing scholastic achievement rather than creative thinking.

I'm going to travel and write and learn to mountain climb, sail, and do whatever pleases ME. I don't know whether I will do everything I want to do, but I'll leave my options open. By saying that I haven't a voice to sing, or that I'm not strong enough to climb mountains, I would be selling myself short. Life is only as exciting as one makes it, and I don't find the thought of going to university for five years and then getting a job to make lots of money very exciting.

Jeremy Page  
Max Cameron Secondary School  
Powell River

When we leave high school, we will face a much different world than our parents faced. There are fewer tensions in Europe and the threat of communism has decreased. From the depletion of the Amazon and the ozone hole, to plastic diapers, we have a lot of work ahead of us on the environment. At a more personal level, we are threatened by Aids and the power of drugs. These are all big problems, but we can try to start solving them. I would like to try to help. I see grad not as an end or a beginning, but as the stepping stone to many more challenges to come. I wish more people would see grad like this. Precious few go on to a post secondary education, maybe because of the high cost, but more likely because of lack of incentive. Their parents are split up, or they don't want to go home because there is nothing but turmoil there. Why should such people care about what goes on in the world? They have enough problems of their own.

When I sit in a group with five friends, only two people there have parents who aren't divorced or separated. Of those still married, some are definitely unhappy. We hear so much about incest and other sexual and physical abuse. People who have gone through all that have much greater challenges than I do. Every person is

important, but if we do not work together, it will be much harder to try to solve the bigger problems. I hope that, even with all their problems, the people in my generation, in my class, do not become a "me" generation, but instead become a generation that cares about problems that will affect us all in the future. I wish all the people in my grad class could become what they want to become and reach their goals, but with the obstacles some of them have to overcome, that is probably not possible. Still, I am looking forward to facing the challenges and trying to do something good with my life. It certainly doesn't hurt to try.

Hanna Musslick  
Cornelius Secondary School  
Quesnel

thanks secondary teachers Jeanette Scott (Powell River) and Janet Reinsdorf (Quesnel) for obtaining these pieces of student writing from Grade 12 graduates.

# Understanding "2000"

by Patti McLaughlin

Almost a year has passed since we first heard of *The Year 2000: A Curriculum and Assessment Framework for the Future*. The changes it brings are so numerous and complex that many British Columbians feel left by the wayside.

Teachers are not the only group with questions and concerns about the Year 2000 document. Wading through it, without fluency in the language can be daunting, and for many non-teaching stakeholders in education, it can be frustrating as well.

As a result, the BCTF recruited a team of education-policy associates last year — their principle mandate was to demystify the document. The associates addressed many groups of teachers, administrators, trustees, and parents to help everyone concerned understand the proposed changes, and how to prepare for subsequent phases of implementation.

Beginning mid-November, 1989, **George Fedorak** (Howe Sound), **Alice Rees** (Kelowna), and **Janet Reinsdorf** (Quesnel) began five-month appointments. Twelve other associates were trained and sent out as needed.

The associates spoke to whoever invited them. Nearly all audiences were mixed groups, so questions and discussions invariably reflected a wide interest.

George Fedorak feels strongly that the presentations were a uniting force in federation work. "While some regional situations were unique, wherever we went, the same issues emerged again and again: time, money, and staffing."

Reactions around the province are varied because the facilitators' principal role was to provide information on the Year 2000 document, allowing participants to draw their own conclusions.

Without doubt, the exercise was a resounding success. Participants in the workshops conducted throughout the province were enthusiastic in their response. **Ann Beer**, a Vancouver school board trustee, was very impressed with the scope of the BCTF's presentation. She felt that the information provided to the trustees by the ministry was inadequate. "Having someone go through the document with you, for content and intent was very helpful," she said. "Trustees need teachers' perspectives."

**George Taylor**, president of the Oliver local association, was also pleased with the results of the federation's presentation. "We had an excellent response to the workshop. Parents and trustees liked it very much — particularly the fact that it was non-political." Like Beer, he felt that the ministry's presentation fell short of the mark. "The Janet Mort presentation was glitzy," conceded Taylor, "but it contained little substance."

**Art Weseen**, is not a teacher. He's a member of the Council of Professional Engineers. The BCTF presentation that he attended was the result of several concerns raised by the dean of applied sciences at UBC. Because of those concerns, both the ministry and the BCTF were invited to address the council on the Year 2000 document, and the effect that issues within the document may have on academic standards in both secondary schools and universities. It impressed Weseen that the BCTF facilitator was a

teacher himself, and therefore had a practical understanding of the reality of the proposed changes. Content with the answers provided, Weseen concedes, "Change always rattles the status quo. Engineers are by-and-large very conservative people...but people in the universities and schools are equipped to evaluate the changes."

**Georgina Erikson** is a teacher at Signal Hill Elementary School, in Pemberton. Signal Hill is a lead school — having leapt directly into dual-entry and multigrade and multiage groupings in September 1989. Because Erikson sees teachers as advocates within the community, she feels that the BCTF presentation was particularly beneficial for herself as a professional and for the parents of the children she teaches. The information did much to allay many fears of her students' parents. Still, Erikson feels strongly that

*Many wonder at the practicality and meaning of the many terms bandied about in the Year 2000 document. Concepts introduced in it may not mean the same things to all people.*

the document contains many serious inconsistencies. She is not alone.

Integration, multigrade classes, physical space, and assessment are just a few issues in the document that have not been clarified to the satisfaction of many.

Many wonder at the practicability and meaning of the many terms bandied about. "There are still undefined terms," comments **Norm Rutherford**, principal of Howe Sound Secondary School, in Squamish. "We still don't know what continuous progress and integration will mean to us...and the timelines keep changing."

What's also clear is that concepts introduced in the document may not mean the same things to all people. The age-old problem of urban/rural inequity may loom again. **Millie Mullholland** and her husband are ranchers outside Clinton. Mullholland has participated in parents' groups at both elementary and secondary levels, and as an informed parent, she is concerned about the effects of the document on her children's secondary school — total enrolment 90 students. "It's hard to see how small upcountry schools could have the same advantages as urban schools. How can they possibly offer the same options?" At the same time, there is an urgency to keep the small school alive, and not bus the students to the large neighboring school in Ashcroft. "The school helps maintain a sense of community, to say nothing of property values.

Other education policy associates: **Brenda Balahura**, **Bev Gess**, **Patti Holm**, **David Gunderson**, **Alix James**, **Carol Johns**, **Andy Krawczyk**, **Joyce Lang**, **David Mitchell**, **Joan Robb**, **Jeanette Scott**, and **Wendy Whittaker**.

The Year 2000 looks good on paper, but can it work here?"

An even greater concern is funding. Few people can speak with any authority on the funding required to implement the document's proposals. Again, some fundamental inconsistencies crop up. Beer maintains that Vancouver hasn't recovered from the restraint of the early 1980s, much less be financially ready for the Year 2000. "When some of our ancient physical plants need so much work, how can we come up with the funds necessary for native, disabled, and ESL programs? So far, there is neither adequate staffing nor money to carry out the philosophy the ministry has put forward."

"If multigrade classes are going to be successful," insists Erikson, "class sizes have to be kept down. Classes of 30 just won't work...for space, for discipline, and for assessment. Will there be funding?"

Another serious concern among most teachers, it seems, is the urgent need for in-service education. According to **George Taylor**, elementary teachers in Oliver can look forward to 8.4 days of in-service education in the coming school year — time to address problems and issues arising in their lead school. But, will all school districts be so lucky?

Given the still hazy parts of the intermediate and graduation programs, a great deal of in-service education will be required to create a teaching force conversant and comfortable with the philosophy in the document. While several alterations to the original draft have been made, how much more fine-tuning can we anticipate before the ministry has finished tinkering?

Undeniably, each district is unique in its reaction and response to the document. All have special needs or circumstances that heighten the document's impact.

In Clinton, **Mulholland** concedes that teachers will need money for implementation, and time to learn and reflect. But also, in-service education time wreaks havoc on their severe certificated substitute shortage.

While some requirements of the graduation program have been altered, **Rutherford** is concerned about the work-experience program in its altered state. How will it work in a small town?

The all-day Kindergarten initially meant portables at Vancouver schools. But trustees now find that the pre-war architecture that created larger classrooms has been parlayed into "surplus space." Since the portables won't be forthcoming, students and teachers will now look forward to classes in cafeterias and on gym stages. Genuine surplus space, created during declining enrolment, used by child-care programs may have to be reclaimed... creating other problems.

"In addition," says Beer, "it's easy for the Year 2000 to get buried. In education there's always something new coming down, and it's easy to lose track." For example, some of the focus has already been diverted to referenda issues.

Is there good news? Yes, certainly. The people participating in federation workshops are effusive in their praise. The BCTF has perhaps done the greatest service by working to keep the issues alive in our minds. By the open and frank undertaking of the workshops, the federation has, through the education-policy associates, kept all those concerned informed of what might be the most extensive system change we encounter in our careers.

*Patti McLaughlin is an English teacher in Squamish and a member of the news-magazine's advisory board.*

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## Breaking the culture of silence

### A PROFILE OF ROBERT MATHEW, FIRST NATIONS PSA PRESIDENT

by Nancy Hinds

is voice resonates with conviction. His eyes shine with the wisdom of his cultural legacy. He sits in this uptown hotel room in his grey cowboy boots, jeans, and string tie, talking about his future. Robert Mathew is capable in this culture and in touch with his own, something he wants for all first nations people.

Indigenous people like Mathew are now making themselves heard, after decades of being rendered invisible, powerless, and second class. A people surfacing from the experiences of reserves and residential schooling, they are reclaiming their history, their languages, and, ultimately, their culture.

Mathew, recently elected president of the newest of the BCTF's specialist associations, the First Nations PSA, is part of this native resurgence. He knows clearly who he is and what part he wants to play in the reclamation of the native culture.

"Three beliefs guide all that I do in my life, both in and out of education," says Mathew. "Indians are contemporary; we are living today, not only in the past. Indigenous people are also unique in the way we relate to the land, the environment. This uniqueness should be celebrated. At the same time, we want to belong, to have a rightful place in society as a whole and on the land."

The First Nations PSA is another venue for Mathew to live out his dream. He takes on the role while serving as one of two co-ordinators of Indian Education for the Cariboo-Chilcotin School District, in Williams Lake. Currently, he is completing the final phases of a secondary school curriculum project with the Secwepemc Cultural Education Centre in Kamloops (a centre operated by the Shuswap band). He was also part of a team of writers who produced a curriculum on the Shuswap people for Grades 2 and 4 that has been adopted for use in the region's schools.

Through the PSA, Mathew hopes to co-ordinate a network exchange of locally developed materials, research, and information that advances native education throughout the province. He also sees the specialist association providing liaison with other educational groups in native education. To this end, the PSA will host a conference, publish a newsletter/journal, and eventually operate a material and information clearinghouse.



Robert Mathew and co-worker tackle one of many projects aimed at promoting first nations culture and language.

Robert Mathew photo.

"As educators, we will implement the good ideas and initiatives of the native leaders through the PSA," said Mathew. "We are not politically competing with the First Nations Congress or their Secretariat, elected by tribal councils. Rather, I see the PSA members bringing the policies of Indian government to life. We will also work to implement the Year 2000 directions that native leaders support."

Robert Mathew may be the person perfectly suited to be the initial leader of this most timely PSA. Unlike many of his counterparts, he was educated in the public schools from Grade 2 to Grade 12 in Barrier, B.C. He holds a degree in Sociology from UBC and a teaching certificate. After teaching in Ladysmith for a number of years, he worked in UBC's Native Indian Teacher Education Program (NITEP) as a counsellor and practicum supervisor. He has viewed public education from within, as one who has over come some of the barriers in order to be successful.

His recent experiences have led him back to his own land and his own people, to rediscover his history and identity as a Secwepemc Indian. Said Mathew, "When I was at UBC with NITEP, I knew I had to go home and learn who I was. Because I was educated in the public schools, I didn't know much about myself."

Having reintegrated his native self with his mainstream social self, Mathew is poised to help those who teach native children every day — the teachers in B.C.'s schools. He is ready to help them; to help native children love themselves as indigenous people, and to learn and grow so that they, too, may be a successful and happy part of the larger world.

"Our problems are everybody's problems. Our goals for our children are everybody's goals," said Mathew. "We want them to be accepted as equals. We want a better education, but not at the expense of our identity and our culture." The First Nations PSA is eager to help realize this goal.

For further information on the First Nations PSA, contact Robert Mathew, Cariboo-Chilcotin SD #27, 350 Second Avenue North, Williams Lake, BC V2G 1Z9; or Debby Stagg, BCTF, for a membership form.

*Nancy Hinds is editor of Teacher newsmagazine.*

## PSAs recognize outstanding teaching

Over the past several years, the BCTF's provincial specialist associations (PSAs) have been honoring colleagues for excellence in teaching and for outstanding contributions to the work of the PSAs.

Those teachers recognized by their peers during 1989-1990 are listed here. Congratulations to all of them!

Our apologies to anyone overlooked.)

**B.C. Art Teachers' Association**  
**Waine Ryzak, Victoria**  
*BCATA Art Teacher of the Year*

Ryzak has devoted herself to developing an excellent art program at her school. Innovative programs she has developed over the years include performance art and a program in computer-generated art. Ryzak is described as "a classic role model for students gifted in art." She is a tireless and dedicated advocate of the fine arts in her school and community.

**B.C. Business Education Association**  
**Fred Brown, Vancouver**  
*Sheila E. Cameron Award*

Brown is a business education teacher, an outstanding department head, master of the art of keyboarding, and organizer and provider of countless workshops. He is a kind, gentle lover of music and is a well-deserving winner of our most prestigious award.

**Marianne Marian, Langley**  
*Fraser Valley, Region 3, Teacher Award*

Marian is a vibrant, dedicated business education teacher who approaches her work with enthusiasm and flair. She has excellent rapport with her students and spends endless hours with them. She is highly respected by her colleagues both as a source of strength in "one-to-one" and for her immense contributions to professional development.

**Dave McQuillan, Coquitlam**  
*Lower Mainland, Region 2, Teacher Award*

McQuillan has business education in his blood. He brings to his classroom an invaluable combination of superb organizational skills and computer expertise. He has provided great leadership for both his students and his fellow teachers.

**Teachers of Home Economics Specialist Association**  
**Outstanding Contribution**  
**Dorothy Gardner, Kamloops**

Gardner has been a conscientious, hard-working, and dedicated advocate for home economics in Kamloops. She has put in an extraordinary amount of time on our behalf, and we would like to recognize her for her outstanding representation of Kamloops teachers during the past decade.

**Lynne Terlinden, Revelstoke**

Terlinden shares her teaching ideas and techniques with colleagues across the province through the *THESA Newsletter*. She is a professional and an asset to our profession.

**Karen Larsen, Vancouver**

Larsen was nominated for recognition because of her continuous first-class work on behalf of home economics in her district and in the province. She is well-known for her work with student teachers, revising curriculum, organizing professional development for her district, and teaching special education students in the cafeteria program for her school.

**Sheila Wareing, Vancouver**

Wareing's experience is varied: foods, family studies, a career preparation program in housing and interior design, and clothing and textiles. She is widely recognized for her work in family management. She was on the curriculum revision committee that developed the most recent family-management guide, and she worked on all of the resource books Vancouver developed for that course.

**1990 Retired home economics teachers received pins of recognition**

**Shirley Genter, Clearwater**  
**Thelma Munro, Kamloops**

**B.C. Learning Assistance Teachers' Association**  
**Dave Lipscombe, Surrey**  
*Outstanding Teacher Award*

Lipscombe, currently on leave, is a learning assistance teacher with the work experience program. He has made an outstanding contribution to the PSA above and beyond the call of duty. Lipscombe rejuvenated the PSA, bringing it back to a lively, hard-working association.

**B.C. Teacher-Librarians' Association**  
**Barbara Hall, Prince George**  
*Award of Merit given to a practicing teacher-librarian who is making an outstanding contribution to school librarianship in B.C.*

Hall has worked co-operatively with classroom teachers to promote resource-based learning. She has developed an information skills program that is incorporated throughout the grades by using various subject areas and a variety of teaching strategies. She strongly believes that the teacher-librarian is an active partner in the planning and execution of the school's educational program. She has been very active in her local teachers' and teacher-librarians' association and is presently past-president of the BCTLA.

**Lynn Shoop, Nanaimo**  
*Distinguished Service Award — recognizes a person other than a teacher-librarian who has made an outstanding contribution in support of effective school library resource centre programs in B.C.*

Shoops has been the driving force behind the establishment, development, and maintenance of school library resource centre programs in the Nana'imo school district and is a strong supporter of co-operative program planning and teaching and literature programs. She has been very active in both the local and provincial specialist association for teacher-librarians.

**B.C. Association of Mathematics Teachers**  
**Zoe Wakelin, Vernon**  
*Secondary Mathematics Teacher of the Year Award*

Wakelin succeeds as a mathematics teacher because mathematics is not only her job but one of her hobbies. She shares her enthusiasm and pleasure with her students, prepares lessons carefully, and spends all her available time answering questions and providing extra help to students.

**Trevor Calkins, Victoria**  
*Elementary Mathematics Teacher of the Year Award*

Calkins, currently a school principal, continues to teach mathematics with enthusiasm and zest. He is well known as the chairperson of the 1976 NorthWest Math Conference and as a committee member for the 1988 NorthWest Conference.

**B.C. Music Educators' Association**  
**Donna Otto, Coquitlam**  
*Professional Teacher Award*

An Orl music specialist for elementary aged children, Otto has reached thousands of students and teachers through her teaching, workshops, and courses in B.C., Alberta, and the U.S.

**Peter Stigings, Vancouver**  
*Honorary Life Membership*

Stigings is chairperson of the Canadian Stage Band Festival section for MusicFest Canada, Canadian co-ordinator of International Association of Jazz Educators, regional co-ordinator of the jazz section of Pacific Coast Music Festivals, advisory council member for Kiwanis Music Festival, and a sought-after adjudicator and clinician throughout the country. There seems to be no end to the energy and activity of this outstanding music educator.

**Allen Clingman, UBC**  
*Special Distinguished Service Award*

Dr. Clingman is currently the co-ordinator of UBC's Music Program and a professor of music education. He has served the BCMEA for many years. He has travelled the province extensively, generously giving his time and energy to assist and support outlying districts in all areas of music.

**Physical Education Provincial Specialist Association**  
**Bill Green, Courtenay**  
*CA/HPER Young Professional Award (co-selected by the Canadian Association for Health, Physical Education, and Recreation and the B.C. Physical Education Provincial Specialist Association)*

As a physical education specialist, Green has taken the initiative and promoted the concept of Quality Daily Physical Education (QDPE) by hosting several provincial workshops and steering committee meetings. He is a dedicated professional with a mission to implement QDPE in all B.C. schools. As the provincial chairperson for QDPE in B.C., he attends national networking meetings held in Ottawa.

**B.C. Science Teachers' Association**  
**Lon Mandrake, Delta**  
**Harold Gopaul, Port Moody**  
*Distinguished Service Award — for outstanding service, dedication, and leadership in science education activities.*  
**Sandy Wohl, Richmond**  
*Outstanding Science Teacher Award — for outstanding science teaching in the classroom.*

**Reginald Wild, UBC**  
**Bob Carlisle, UBC**  
**Leigh Palmer, SFU**  
**Evelyn Palmer, SFU**  
**Glen Deacoff, Kelowna**  
*Outstanding Education Awards — for outstanding work that contributes to the goals of science education.*

**Special Education Association**  
**Judy Rourke, Hazel Davy Award for Excellence in Special Education**

Rourke has been an untiring worker in special education, particularly in learning assistance and learning disabilities. She described special education as "her life," and many other teachers have benefited from her life's work.



**Debby Stagg, the PSA Services co-ordinator, provides advice and assistance to 28 specialist organizations. She is assisted by Jean Lenz (not shown).**

*Alastair Eagle photo*

## A portmanteau lexicon

A portmanteau is a large suitcase hinged at the back to form two distinct compartments. A portmanteau word, says Humpty Dumpty in Lewis Carroll's *Through the Looking Glass*, is a word with two meanings packed into it: like the word *slithe* — from the Jabberwocky poem — which means slimy and lithe, or *galumph* which is a combination of gallop and triumph.

Some lexicographers call such words telescope words, some call them jumble words, but, most continue to honor Lewis Carroll by referring to them as portmanteau words. Some of the many portmanteau words currently in use are motel (motor + hotel), brunch (breakfast + lunch), medevac (medical + evacuation), and stagflation (stagnation + inflation). New ones are being coined all the time, such as Californification, which British writer Gyles Brandreth defines as "unplanned and uncontrolled development of a region, like the way California has been fornicated up."

Here are a few additional ones from my collection:

- *Nicotinoterrorist* (nicotine + terrorist) — a person who has just stopped smoking and takes pleasure in constantly lecturing his or her tobacco-using friends about the imminence of their impending demise.
- *Obviophile* (obvious + phile) — a person in love with stating and/or restating the obvious.
- *Bushification* (Bush + pacification) — an inclination to invade small countries when the domestic agency crying for the head of the small country's leader gains ascendancy over the domestic agency wanting to protect him because of the embarrassing secrets he knows.
- *EAPorific* (EAP + soporific) — a general tendency, despite good intentions and despite a keen awareness of their social utility, to find discussions of employee assistance programs (EAPs) progressively and inexorably sleep-inducing.

Source: Wayne Howell, *The Journal*, March 1, 1990.



The government has had to make some show of listening to educators' concerns. Thus, in 1989, the Department of Communications (DOC) formed the Consultative Committee on Educational Uses of Copyright Materials. The meetings were a farce.

No formal minutes were kept. Documents scheduled for the agenda were often not discussed. Audio-visual materials received less than 10% of the committee's time. The chairperson admitted that media literacy instruction is "a complete departure from normal use" and that, frankly, he didn't know how to deal with it. No additional time was allotted to try to deal with it, and a request from the Council of Ministers of Education, which asked for an "additional limited exemption" precisely as a way of dealing with media-literacy education, was received at the final meeting and then ignored.

Throughout the meetings, user representatives were uncomfortably aware that, while the DOC posed as a mediator, the driving force behind the chair, Wanda Noel, had been the chief counsel to the Charter of Rights for Creators. Speakers



for the producers, creators, and distributors charged that *schools* are responsible for the plight of the non-theatrical film industry, and teachers were repeatedly blamed for the starving artist's annual salary of \$6,800. It was no surprise, then, that the "amended educational provisions" when they finally came, fell far short of even the government's original recommendations.

And that is only what has been happening in Ottawa.

American teachers can photocopy sets of articles and tape anything off-air for use at least once without payment. Why can't we?

The British copyright act no longer considers schools to be "public places," thus giving teachers the freedom to play broadcasts or show videos in the classroom. Why can't we?

We can't because the Mulroney government has given "cultural enterprises" the upper hand in any negotiations with education ministries, school boards, and even individual teachers.

Many authorities, including the best legal mind on copyright on the U.S. Supreme Court, Justice Stephen Breyer, insist that ownership of intellectual property is *not* self-evident, that intellectual property is not "like some piece of personal property." It is intangible. Yet Ottawa insists that if teachers want to use cultural products in the classroom, the public must often pay for them twice: first via subsidies to Telefilm Canada, the Canada Council, the NFB, the CBC, and so forth, and then from provincial education budgets.

Why hasn't the government given students and teachers a fair deal?

Government is not entirely in control of the rapidly growing information industry. Moreover, it needs an income-generating mechanism to help pay the costs of maintaining the cultural sector. But the producers, creators, and distributors are dictating the terms, while educators passively wait for Phase-Two amendments to the 1924 Copyright Act, which should receive first reading this spring.

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All across the country, arts groups have engaged in unprecedented lobbying, generating rumors and threatening court action. And the authorities have made an example of a London, Ontario, church youth group, which was fined \$750 for showing a rented video. As a result, members of the Educational Media Producers and Distributors Association have been able to cow school boards into paying exorbitant sums for duplication rights and public-performance fees of \$245 and up, for a single copy of videos such as *Death of a Salesman* and *Places in the Heart*.

But information is more than a commodity. It is also a social resource with which societies build from the ground up. Governments form institutions and mandate teachers as public servants to be extensions of the family, to parent and nurture young minds by using this social resource. As Linda Rushon, an English teacher in Sault Ste. Marie, puts it, "Teachers who incorporate media into their lessons should be thanked for promoting interest, instead of criticized for stealing."

And Margaret Nix, of the Ontario Film Association, wryly points out that because information is now big business, which has made access entirely dependent upon payment, the producers, creators, and distributors "have made crooks of us all." Teachers, rather than be conscience-stricken, should consider it their moral duty to take advantage of the most appropriate learning materials. How else are they to remain relevant and responsive to their students and the times?

To that end, says Harvey Weiner, of the Canadian Teachers' Federation, "We are looking for guaranteed access through the legislative process." The next steps in that direction will be taken if the proposed Phase-Two legislation provokes enough requests for additional amendments. A parliamentary committee will then listen to briefs calling for more changes.

Already at least two more educational exemptions are expected. One is a limited spontaneous-use clause. The other is a dropping of the "public"-performance tax on school use.

Limited spontaneous use will amount to parity with American teachers. It will permit first use of anything, print or off-air, without permission or compensation, if that use supports a specific curriculum program. Jerry McNabb, of McNabb and Connolly, a Toronto film distributor, does not object to this. It amounts to a preview, an evaluation of the materials. If students respond well to material, then licensing for repeated use makes sense. It is the only fair way of evaluating potentially useful material without suffering from

media's tendency to become dated overnight. Only those products with lasting value will be used frequently and, therefore, purchased. Repeated use and payment would become the industry's ultimate quality control, for marginal products rarely see a second use.

As for the second possible Phase-Two exemption, the act now classifies a school as a public place, like any other entertainment venue. This is tantamount to fining the learning process and thereby subsidizing the very industry (American feature films) from which education and the DOC are trying to liberate us.

Also, public-performance fees raise the cost of movies to the point where only a few copies can be purchased through school-board AV budgets, and teachers must then stand in line to use them. This makes no sense, because most boards could afford (and would be willing) to pay the home-video price. So why should Criterion Films charge \$245 for a Warner feature movie, when selling it at \$29.95 would make it affordable for every teacher and department in the country? Don't the producers, creators, and distributors realize that a good portion of school buying is decentralized? Surely the increased profit from volume sales makes as much sense for business as does removing the distribution problems for boards and teachers. Besides, board AV buyers claim that this system would allow them to use their budgets to acquire more Canadian works, which was the ultimate goal of all three interests at the DOC meetings.

However, the producers, creators, and distributors do not see the advantages of either amendment and are fighting them. They realize that laws are made by lobbying. Too many teachers act as if the federal government is an unbiased mediator. The provincial government is also conspicuously silent, as though guaranteeing access were not its responsibility. And administrators warn us about the risks of infringing copyright rather than organize teachers to speak for students' rights to information. Perhaps they don't realize that education, as a public service, should have a prior right.

On the other hand, Linda Rushon, the Sault Ste. Marie English teacher, realized quickly that the ultimate victims of restrictive copyright laws would be her students, and she did do something about it. She drew them into the debate, and together they involved members of the community. She contacted MPs and MPPs. She wrote producers like CBS and NBC for permission to use materials, and she informed other teachers that she was generally being granted the same use that American teachers enjoy.

More of us need to write Marcel Masse and their legislators. We must inform our students and their parents and involve them in the lobbying process. Without their support, there will be no legislative hearings on further amendments, and these predictions will be read with bitterness by the next generation.

Michael Vegh teaches English and history at Earl Haig Secondary School, North York, Ontario.

Source: *Education Forum*, Spring 1990.

## Is California's past B.C.'s future?

### WHEN LAWS REPLACE TRUST

Canadian educational trends tend to follow American trends, 10 or so years later. Certainly there seems to be a parallel between the funding cutbacks in B.C. in recent years, and the same phenomenon in California in the late '70s and early '80s. California is now feeling the results of cutbacks and political attacks on education. As a visitor teaching in the California system from 1986 to 1989, I saw other disturbing and damaging trends that could easily be duplicated in British Columbia.

The California system has lost much more than funding. That intangible yet essential human element — trust — has largely disappeared. Parents do not trust teachers to educate their children or to treat them fairly. Teachers do not trust their administrators to treat them fairly. Administrators do not trust teachers to do their job, and the state does not trust educators to be professional.

An illustration of the state's distrust of educators is the state's credentialing procedure. Obtaining a California teaching credential is a baffling process, so much

so, that larger districts employ full-time specially trained and updated credentialing technicians who advise and rule on credentialing matters. There is no such thing as a teaching certificate. Instead, there are many different types of teaching credentials and the requirements for each are extremely specific and established *by law*. Each credential must be maintained by ongoing training, that is also established by law. Before obtaining a credential, even after training, candidates must pass a state exam (the California Basic Education Skills Test — CBEST) to prove that they can read and write and do basic mathematics. After the first year of teaching in the state, teachers also must write and pass the National Teachers' Exam (NTE) to continue teaching. It examines competency in subjects and in methodology. Each credentialing procedure and exam requires a substantial fee from the individual.

None of the above requirements are necessarily bad in themselves, but they point to an underlying mistrust in the system. Universities are not trusted to train teachers properly. Teachers are not trusted to establish and maintain professional competencies. The result is an incredible array of laws, rules, and regulations most teachers and district personnel do not fully comprehend, and the rules are a constant irritation to practitioners.

A colleague who has had the same teaching assignment at the same school for five years (during which he has taken yearly courses), was told last fall by local credentialing authorities that his credential would not be renewed next year: he lacked sufficient training in the teaching of reading. After failing to convince the local (county) authorities, he took a day off work (at his expense) and travelled 300 miles to the state capital to resolve

the matter. That took about 10 minutes with the right person.

Once credentialed, teachers are still not trusted to do a professional job. At the beginning of each school year, they must present to the administration a written statement of goals and objectives. The statement is followed by submission of daily lesson plans for review and approval.

Administrators are not trusted to do their job either. Each school must have a written plan regarding discipline, which is to be rigidly followed. Such plans are laid out like the criminal code, with particular consequences prescribed for particular student offences. Little room exists for professional judgment or discretion by principal or vice-principal.

Parents regularly show their lack of trust in educators. Administrators spend an inordinate amount of their time dealing with complaints about teachers and charges of unfairness. And, of course, complaints can go much farther. I served on a discipline committee last year, charged with writing a new discipline system for our junior secondary school. Not a meeting was held without some reference to the possibility of lawsuits by parents. Each article of the system had to be carefully written to reduce the likelihood of lawsuits being brought against the school. The possibility of being sued is a constant threat hanging over California educators.

The California system is in crisis, and no improvement is in sight. Lack of funding and years of political attacks have resulted in distrust among people and even more laws and rules to regulate their relationships. It's not working. How can it? Remove trust from a people-oriented endeavour like education, and what is left? The heart has been torn out of the California system, and laws will not replace it. California has tried so hard to remove human error and bias from the system, that the humanity has also been removed. Law is no substitute for trust as a regulator of human affairs.

If what I have described sounds slightly familiar, it's because the B.C. system is travelling down the same path. The trust we have in our American cousins to know the right way is not justified. They are lost in California education. Let's not follow them.

We must work to maintain the trust in each other that we take for granted in our system — a level of trust that would amaze my California colleagues. The trust we still have in each other allows for spontaneity and creativity and unselfish motivation, and all those other good things that make education an alive and exciting process. A California perspective reveals many wonderful things about our B.C. system — things that used to be present in California. But from California, it is also easy to see the dangers that lack of appreciation for what we have can bring. I hope we are wise enough, and human enough, to avoid what surely lies ahead unless we take care.

## Provincial curriculum under development

Here is a summary of the current status of curriculum revisions in B.C., according to *Ministry Information Circular #400*, distributed March 15, 1990.

Many of the items targeted for "the spring of 1990" may now be available.

### Business Education

The draft curriculum has been modified in response to teachers' comments and is available for Grades 8, 9 or 10 in the spring of 1990 for optional implementation 1990-91, and required implementation 1991-92.

Previously approved locally developed business education courses are no longer valid. They must be reviewed in light of the new curriculum, and new approval must be sought.

### English/Language Arts

The draft Primary to Graduation curriculum will be available in the spring of 1990. Implementation of this curriculum is optional for 1990-91. (See Circ. 414).

### Learning for Living

The draft Primary to Graduation curriculum has been modified in response to feedback and will be available in the spring of 1990. Implementation of the Primary curriculum is optional in 1990-91, and required in 1991-92. Implementation of the Early Intermediate curriculum is optional in 1991-92, and required in 1992-93. Implementation of the Graduation curriculum is optional in 1992-93.

### Mathematics

The Survey Math 12 Response Guide will be circulated. The course is currently under review as to its applicability and potential within the context of the graduation proposals. Survey Mathematics 12 may be offered during 1990-91, but will not be examinable.

### Science

Updated guides for Science 8, 9, and 10 will be published and distributed this spring. The curriculum is the same; the guide has been reformatted, and it contains additional learning outcomes.

The Biology 11 and 12 guide, revised as a result of feedback, is being printed.

The Chemistry 11 and 12 guide is currently being updated.

### Resources

Supporting resources have been developed for many of these curricula. Multimedia modules on Pacific Rim topics are available for Business Education 10 and Business Management 12 and Marketing 12. Special technology funding is being considered for business education. A *Learning Through Reading* resource book is under development, and a *Learning Through Writing* resource book has been proposed. A resource package to support the Learning for Living curriculum will be sent to the field this spring.

### Common Curriculum

Consumer Education 10 will be replaced with Business Education 10, with the latter to be incorporated into the Practical Arts strand of the Intermediate Program. The changes will be phased in over a three year period and will affect Business Education 10 and Consumer Education 12.

For more information, read Circulars #400 or #414; or contact Dr. Barry Carbol, Director, Curriculum Development Branch, Ministry of Education.

*Lack of funding and years of political attacks on the California system have resulted in distrust among people and even more laws and rules to regulate their relationships.*

by Lynn Dunn

Lynn Dunn is currently a counsellor at Shoreline Community School, in Victoria. From 1986 to 1989 he taught in the Southern San Joaquin Valley.

# Becoming a teacher

## REFLECTIONS OF A STUDENT TEACHER



by Andrea Ruffo

*A career in teaching passes through many phases. Becoming a teacher is both a personal and social process.*

I've heard it said that the period in which you learn the most at any point in your life is between birth and two years. Whoever said it, never did a practicum in teaching. I've learned and I've learned and I've learned some more. And I hear that I'm going to learn even more in my first year of teaching and more again the year after that.

When I think back to October, when I first stood up in front of a class of students, I can't help but think how confident I was — nervous, but confident. Confident that those kids were going to hang on my every word, confident that I could handle any situation they presented, confident that I would love every second of the experience. How naïve I was.

Students *did not* hang on my every word. Many of them didn't even want to be in class. I did not handle every situation as smoothly as I thought I would — at least not the first time I dealt with it. I got better at it after the fifth time, and even better after the fifteenth or twentieth time. As for loving every second of it . . .

I had my ups and downs. On some days, I went home in love with teaching, my students, and life itself. I was busy, I was stressed, but I was content with what I'd chosen to do with my life. No, I was more than content — I was ecstatic. On other days I couldn't seem to get out of the school without crying. On those days, the students' comments (which they forgot they'd said as soon as they were out of their mouths) just didn't seem to bounce off me but soaked into the very fabric of my soul. On those days, I asked myself, "Can I take this?" The highs were fantastic. The lows were lows like I'd never known before. This is my career I'm thinking about. Teaching is what I'm planning

on doing for years, and counting on doing — how can I afford to question it?

So what got me through? The kids did, for one. There were those moments — and they were rare — when they said something special or tried to make me feel better because they knew I was having a rough day, or showed me that they'd *learned* something because of my teaching. I had never experienced rewards like those.

Then there were the teachers. The network of support I had to lean on was more than one person deserves. Someone was always there when I needed to call. The first-year teacher down the hall, who had her own stresses and pressures, was never too busy to take the time to comfort, explain, or just listen. The advisor who was the link to good old UBC reminded me that I was still a student myself and it was okay not to know the answers or to be "polished" just yet. And the sponsor teachers provided the model of the true classroom teacher. They spoke about my experience as if they had gone through it yesterday themselves and they *knew*.

As a student teacher, I had the opportunity to be surrounded by a staff who obviously cared a great deal about adolescents and the importance of the learning process. They were my inspirations and role models, and held me together and kept me sane more than once. They taught me professionalism.

There are so many "things" in teaching, and I don't know how else to say it. Far from just "getting up in front of a class and teaching for an hour," there are administrative duties galore, discipline matters, keeping track of absenteeism, and having enough "everything" on hand to always keep kids caught up. Demands came from all sides — teachers, administrators, students, parents, and myself — for three-and-a-half months.

I had to break, to dispel a few of my illusions before I could really start to improve. It took a while to forget myself completely and focus on the real reason I was there — the students.

I find, as I write this, that the exhaustion from a very long day is setting in. It's late, but I have a stack of marking sitting here beside me and at least two lessons to prepare for tomorrow. But I'm smiling as I write, because I also find that I'm happier doing what I've been doing for the past 13 weeks, happier in the environment I've been exposed to, than I've ever been in my life.

*Andrea Ruffo recently completed her practicum in English at Langley Secondary School, Langley.*

Source: Reprinted with permission from UBC Education.

## YO! STUDENT TEACHERS APPLAUSE FOR YOU

It was nice to have you in the classroom because it gave us a better understanding of part of the training you have to go through to become a teacher. We hope we gave you a better understanding of the kinds of things that interest and challenge young minds.

Some of the students at Gibson Elementary said, "I know it was hard for you at first, but you really pulled through after a few days." "You really worked hard at keeping the whole class in control and although it was tough it does pay off." "We learned a whole bunch of stuff when you were here." Everybody thought that you had the awesomest ideas and the coolest projects. Who ever taught you did a very good job.

You always tried to keep your students satisfied and you almost always succeeded. We all know that no one is perfect, everyone makes mistakes, but we all learn from them because it is all a part of life.

If we could ask one thing of you, it would be this. Sometime in the future when you are teaching a class of your own and the sun is shining and the sky is blue, remember what it felt like to be stuck in a classroom all day, how hard it was to keep your mind on your lessons, how you kept looking outside and wishing you were there. Remember the day you said to us, "Today children, we will do our lessons outside." Who could ever forget a lesson taught this way or the wonderful teacher who taught us?

We hope that as time goes by you will always stay a good teacher and if you ever get depressed and wonder if you should be doing something else besides teaching, that you will pull out this letter and read it again and remember that we appreciated all your time and effort, and that you do make a difference.

You were not only a good teacher but also a friend.

*Mr. Gordon's Grade 6 class  
Gibson Elementary School, Delta*

## HOW TO CHANGE THE WORLD TEACHERS KNOW

by Deborah Court

For the last few weeks, I have been out of my office at the University of Victoria travelling to various elementary schools in the Victoria area to supervise student teachers during their final practicum. It is a privilege and a pleasure to visit so many classrooms. Each one is a small community of children and teacher, and each is part of the larger community of the school. Only a few years ago, I had a classroom of my own, so much in these rooms is familiar. I recognize most of the textbooks. The artwork and poetry on the walls evoke other pictures and other poems, and the sounds and smells of school — the chanting of multiplication tables from one room, the sound of a piano and fresh young singing voices from another, the smell of cookies baking in the staffroom, with proud Kindergarten bakers attending — are as familiar as the sounds and smells of springtime. I have known them all my life.

Along with the timelessness of it all, much, of course, has changed. Students talk more, write more, discuss more, and laugh more than they did when I was a child. But in the short time since I have been a classroom teacher, something else has changed. Something is happening in classroom after classroom that is strong and quiet, new and profound. It is surprising in its consistency, moving and exhilarating in its power. A whole generation of children is being educated about the environment and about what it means to care for our planet.

In a Grade 1 classroom, pupils are earnestly discussing the rainforest. In a Grade 3 classroom, they are sorting their garbage for recycling and listing ways they and their families can save resources at home. In a Grade 4 classroom, children are studying animal species on the verge of extinction because humans are devastating their habitat, and the children are discussing ways some extinctions can be prevented. In classroom after classroom, students study and practise ways to recycle garbage, to pollute less, and to conserve resources. The global problem is huge, more than any six- or ten-year-old can solve, but these students are learning that the global problem is caused by the accumulated actions of individuals. The global solution can be created in the same way.

I have been especially moved by the time and human energy primary classes devote to the environment. Primary teachers in astonishing numbers are choosing environmental themes. Their pupils speak with knowledge and authority about global warming, the ozone layer, and the biodegradability of various materials. And they know what positive actions each person can take.

By the fifth or sixth classroom in which I saw this going on, I realized that this revolution will profoundly affect our future. These children, when they become adults, will not tolerate waste, pollution, and destruction of animals and wilderness. Now, when their hearts are still open to the call of nature, they are learning how to save it. It won't be easy. Few things worth fighting for come easily. But there will be an army to fight the battle, armed with knowledge, determination, and hope. Today's students, your students, are the voters, the business people, the politicians, the teachers, and the scientists of the next century. The world will never be the same again.

I remember keenly how it feels to be busy in one's own classroom, with little time to talk with colleagues or observe what they are doing. Sometimes you get tired and discouraged, and wonder, *What is it all for? What difference does my effort really make?*

I wanted to write this for you to remember in those moments. The difference you are making is so profound, the seeds you are planting so important, that words cannot begin to tell it. Thanks. And congratulations.

*Deborah Court is an associate professor of social studies education at the University of Victoria and a former Richmond teacher.*

## INDUCTION THAT WORKS

by Patti Holm and Art Blackwell

My hand played nervously with the brass key as I followed the yellow tiles down a long corridor toward room 24. "Fourth room on the right," a smiling Mrs. Jones had said. "You won't miss the bright orange door." She was right. I could see the doorway between two sets of aged blue lockers — full of character, I told myself.

I fished the key from my pocket and tried the lock. It fit! With my nervous pull, the door flew open, and I sprang into my new career, my mission in life: teaching. Wow!

The room had everything. Desks were stacked four high on the carpeted area by the window. A blackboard covered the front wall, a bulletin board was on the side wall, and a sink occupied the back corner near the fire exit. I found a chair and seated myself at the teacher's desk in the centre of the room. This was going to be great.

Looking back with a perspective of 12 years' teaching, I recall how uninformed I was about school routines and classroom practices. The math textbooks I liked were out of date, the novels we used were not authorized, and five reading groups were impractical, but I survived. And my students thrived in spite of missing two social studies units and not studying spelling the District-24 way. But that first year it would have been so much easier had I realized that even I could not refocus John's life by the end of September, that Brenda, next door, had a great unit on the sea, and that Gerry was available to help me with my art program. I certainly could have used an informed colleague to support me that first year.

The Kamloops new-teacher induction program followed the Royal Commission's recommendation 10, that induction programs should be co-operatively planned and implemented by school districts and teachers. It offers special support services for new teachers, offers more than welcoming speeches, and includes the involvement of experienced teachers as mentors.

Kamloops' program for 1989-1990 was a three-day orientation event followed by school-based collegial mentor support and district in-service education and social activities. The orientation event during the last week of August included welcoming speeches and activities such as "get to know your contract" and "introduction of district resource centre." A second feature of the orientation was structured, personalized school visits for which guidelines were provided. Some activities occurred at McQueen Lake, including curriculum overviews personalized for teachers, e.g., French immersion, primary, intermediate, and various secondary subjects. A tour of the McQueen Lake site and a native Indian luncheon were also offered. Further undertakings included a bus tour of the school district and community resources such as museums, the art gallery, the heritage school, followed by a wrap-up visit

to a local pub. The program concluded with get-to-know-your-mentor activities and time for mentor/new teacher interaction.

The school-based mentor support matched mentors and new teachers according to the following criteria: school-based, and similar level and subjects. Each new teacher/mentor pair received one or two days' release time for individualized activities chosen according to the new teacher's needs (planning, observation, team-teaching, etc.).

A dinner meeting, held in late September for new teachers and mentors and hosted by the district, was both inspirational and interactive. Plans for that in-service were based on needs new teachers cited. Similar activities can occur later if participants express a desire for such follow-up.

The funding, planning, and implementation of the Kamloops new teacher program is a commendable prototype for collaborative efforts between teachers' unions and school districts. This program began as a co-ordinators-committee proposal, with a request for district funds. The district approved funding, and the new-teacher-program committee began planning and implementing. Membership on the committee included co-ordinators, the president of our local, and other interested teachers. The concept of teacher planning, supported by district funding has worked very well.

Plans for improving Kamloops' new-teacher program include the following:

- Begin planning earlier.
- Profile the program to experienced teachers during the school year in order to encourage participation.
- Develop a bank of experienced teachers interested in becoming mentor teachers.
- Differentiate programs for first-year teachers and experienced teachers new to the district.
- Increase the available release time.

*Patti Holm is a French resource teacher and Art Blackwell is the intermediate co-ordinator in Kamloops.*

Source: Kamloops District Teachers' Association newsletter, *Focus*.



## College of teachers

### College fee reduced

The College of Teachers' annual membership fee for the 1990-91 membership year has been reduced to \$40. The 20% reduction in the annual membership fee was approved by the council of the College of Teachers at its March 1990 meeting. The council of the College of Teachers also approved the waiving of the annual membership fee for those members of the college who are in receipt of BCTF long-term-disability benefits or an equivalent plan. The staff of the college will be working with federation staff to develop the actual process whereby fees will be waived for teachers in receipt of long-term-disability benefits. The council of the College of Teachers left in place the evaluation and certification fee schedule for the 1990-91 membership year.

Notification of the annual fee will be mailed to members in early September. Members of the college who are regularly employed by school districts should ensure that you have completed a payroll deduction-authorization form, to have your annual fee deducted through payroll deduction at the end of October 1990.

The council of the college did not approve the continuation of the deferment of fees for substitute teachers until January 31. Substitute teachers will be allowed to make their annual fee payment to the College of Teachers as late as December 31, 1990.

If you are a member who is going on leave of absence for the 1990-91 school year, arrange for direct payment of your College of Teachers fees in the fall of 1990. Failure to pay fees by the December 31, 1990 deadline will mean that membership in the College of Teachers is suspended for non-payment of fees. Members whose membership is suspended would then have to apply for reinstatement of lapsed membership and pay the reinstatement of membership fee.

### Teacher education under review

#### BRIEFS WELCOME

The B.C. College of Teachers is conducting a review of teacher education programs at UBC, SFU, and UVIC to determine whether those programs are appropriate to meet the needs of the education systems in B.C.; what changes the College of Teachers should make to its bylaws, policies, and procedures as a consequence of both the review and curriculum changes being introduced in the schools of B.C.; and the basis on which additional teacher-education programs will be approved within the province of B.C.

As a part of the review, the college is encouraging written submissions (letters, briefs) from educators. Without limiting expressions of opinion on any aspect of teacher education in B.C. that you may wish to submit, the college would appreciate your comments on regular and special programs, elementary and secondary programs, the length and nature of academic preparation, and the curriculum and nature of professional programs, including the length and nature of practica.

The deadline for submissions from BCTF, PSAs, and committees is October 31, 1990. Address all correspondence to Rick Beardsley, Teacher Education Program Review, B.C. Teachers' Federation, 2235 Burrard Street, Vancouver, BC V6J 3H9.



(Left to right) Pat Zellinsky, Jaymie Atkinson, and Jean Tonski, were among the participants at spring regional conferences addressing the issues surrounding women and educational leadership. Carol Taylor photo.

## Conference addresses women in leadership

by Carol Taylor

Statistics reveal that women are not working in representative numbers in leadership positions in the education system. For example, 57% of the teachers in this province are female, and approximately 22% of the administrative staff positions are held by women (1987 figures). Out of B.C.'s 75 school districts, only three have women superintendents.

Cranbrook and Kelowna have the fewest women in educational leadership positions in the province. On February 25-27 and April 6-7 respectively, they were the sites of women into educational leadership conferences. Fifty women educators attended the conferences, and, judging by the high level of competence, commitment, and confidence these women demonstrate, there is no doubt about the conferences' success. Planning the two conferences was a collaboration among the BCTF, the B.C. Principals and Vice-Principals' Association, the B.C. Superintendents' Association, the Faculty of Education and Education Extension at the University of Victoria and the B.C. ministry responsible for women's programs. From the Women's Secretariat, \$60,000 was budgeted for the conferences.

Dr. Mary Lyons, a rare female superintendent from New Westminster, described her climb up the career ladder. The key to Mary Lyons' professional success can be summed up in one word: *perseverance*. Mary mentioned the availability of daycare for her young children and the supportiveness of her husband while she pursued advanced degrees at the university. She cautioned about the precarious position of a superintendent: school board elections can dramatically change the relationship between the board and the superintendent. Such political change also can adversely affect programs initiated by a superintendent.

Elsie McMurphy shared one of three panel positions with Burnaby School Dis-

trict Superintendent Dr. Elmer Froese and Director of Special Education Branch, Ministry of Education, Dr. Shirley McBride. Elsie reminded delegates of the BCTF's early initiatives in gender equity through the establishment 17 years ago of the Status of Women Program. Continued support and encouragement for women is through funding childcare, lobbying for educational materials on reproductive choice, establishing the Women in Negotiations program (WIN), and the insisting on inclusionary language in all matters concerning the federation. The federation bases its leadership selections not only on proven but on potential leadership qualities.

Studies prove that women do have the edge on interpersonal skills. This was verified by many conference speakers. The old (boys') style, based on the military model of control and competition, is no longer valid. Women naturally have a leadership style that incorporates consultation, competence, teamwork, intuitiveness, and empathy. These qualities were clearly demonstrated through the lively workshops presented by Brenda Ritcey and Teri Young, facilitators from the BCTF's Status of Women Program.

Four full days of the conference covered communication, personal/professional balances, leadership styles and career strategies, résumé, interview preparation, and basic techniques and skills in conflict resolution.

Networking among interior women educators reveals a great need for accessing degree programs. Vast geographical distances create hardships for many competent women who seek degrees beyond the standard certificate. We must work hard to get degree courses *in situ*. What better opportunity for the present government to provide that accessibility through comprehensive funding for women and their families. This conference has been a start.

Carol Taylor is a teacher at Bankhead Elementary School, in Kelowna, and the Central Okanagan Teachers' Association's Status of Women contact.

by Caroline Young

The 1989-90 school year has marked a wonderful season for Knowledge Network's Schools TV broadcasts. The tremendous response from teachers, students, and other interested viewers wanting program information and Schools TV Guides totalled in excess of 1500 requests. Your letters and telephone calls provide us with valuable feedback about the service we deliver. With summer approaching, we'd like to remind you that Schools TV offers exceptional programming year-round, weekdays from 10:00 till 12:00 and from 16:30 to 17:00. For those teachers just discovering Schools TV programming, this is a brief outline of our activities.

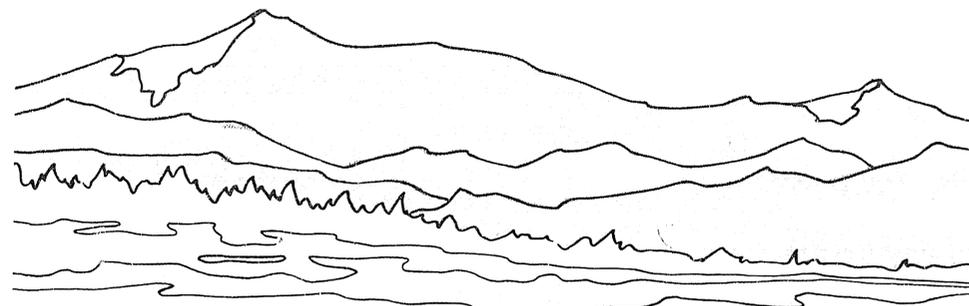
The Schools TV project was initiated in September of 1988. The administration of this program is conducted in collaboration with the Ministry of Education. Through television broadcast, Schools TV aims to meet the curriculum needs of schools across the province by acquiring the best programming available. All the programs and series aired are carefully chosen for enrichment, review, and remediation activities, aids to instruction, and also for enhancement of existing lesson plans within the classroom.

In addition to television broadcasts, the network secures either off air taping rights (whenever possible) so that programs may be taped from the telecast and integrated into the curriculum or in co-operation with the resources branch, Ministry of Education, ensures that the videotape rights are available to schools from Image Media Services. Schools TV enables educators to obtain access to a wide range of instructional support material in a cost-effective manner and enables teachers to pre-screen programming before presenting it to their students.

This summer, Schools TV is rebroadcasting some of the series from the 1989-90 lineup to allow parents the opportunity to see the programs that are being used in the classroom, and to provide teachers and students with the resources to review material that has previously been presented, as well as a chance to view any programs they might have missed during the fall. Featured programming includes *World of Chemistry*, *Origins: A History of Canada*, *The Making of a Continent*, *Concepts in Mathematics*, *Indian Legends of Canada*, and many others.

Teacher's and student's guides, textbooks, and audio cassettes are available through the Knowledge Bookstore. Teachers may obtain bookstore catalogues and place orders for guides and other materials by calling 660-2190 (local) or toll-free 1-800-663-9711. For a free Schools TV Summer Broadcast Schedule, write to: Schools TV, 300, 475 West Georgia Street, Vancouver, BC V6B 4M9 or call 660-2045 or toll free 1-800-663-1786.

Caroline Young is the Manager of Schools TV and Children's Programming for the Knowledge Network component of the Open Learning Agency.



## NON-STOP LEARNING FOR STUDENTS AND TEACHERS

by Wayne Gatley

Most young people love the outdoors, particularly if the weather is good and they are engaged in challenging activities that exercise both mind and body. So why not a math camp? That is exactly the question asked by the B.C. Association of Math Teachers, B.C.'s mathematics PSA. Under the direction of Ivan Johnson, vice-president of BCAMT and Burnaby's mathematics consultant, the first ever Math Enrichment Camp was held at North Vancouver Outdoor School near Brackendale, B.C., from March 30 to April 1. Each of 20 districts sent a team of one teacher and three students from Grade 9 or 10 for three days of intensive outdoor mathematics problem-solving. Organizers wondered if too much mathematics had been planned. Would it be possible to maintain enthusiasm for mathematics

activities throughout the three-day camp? They needn't have worried: students energetically worked right through Sunday with their final math activity being the preparation of math questions for their teachers and a marking key. It turned out to be a great April fool's joke everyone enjoyed. Students began the camp soon after arrival at 14:00 p.m. Friday with four outdoor problems to be solved in teams of three:

1. The Pond: Estimate and calculate the area and perimeter of the pond, and describe as many ways as possible to do so.
2. One Million: Find a million of anything, and prove that you have done so.
3. License Plate: Use license plates to create mathematical sentences.
4. Hydro Tower: How many geometric shapes are in the tower? Why is the tower built as it is? Design a different structure for the tower, and explain its features.

While students worked on these problems, teachers met together in teams of

four to plan problems for the students to work on later in the camp. All problems and activities included co-operative-learning components, and the setting itself provided a rich source of real-world applications. Teachers were grouped according to geographical area for the final session so that they could formulate action plans for implementing regional projects next year.

Goals of math camp included the provision of a model for future camps, in-service education for mathematics teachers in co-operative planning and learning and, of course, activities in mathematics for B.C.'s gifted and talented mathematics students. Participants all rated the camp highly, so it is expected that math camps will be held in several sites around the province next year. Our best wishes to all districts embarking on this exciting venture. Further information is available from BCAMT.

Wayne Gatley is a helping teacher in mathematics in Vancouver and a member of the BCAMT executive.

## B.C. Principals' and Vice-Principals' claim: An update

by Ray Worley

BCTF, in July 1987 following introduction of Bill 20 in the B.C. legislature. The affidavit claims that administrators were "expelled" from the BCTF, and their contributions "expropriated."

BCTF responded in an affidavit filed this January that "the BCTF did not expel the principals and vice-principals" and that "there is no foundation" to the allegation that BCTF acted in any unfair or oppressive manner toward administrators. It alleges that, "to the contrary, the principals and vice-principals received at least their proportionate share of the energies, resources, and benefits of the BCTF for the entire time they remained members of the society, in keeping with the rights of all members."

On January 17, 1990, Mr. Justice Maczko heard a motion by BCTF lawyers that Buckley did not have the standing to bring the winding-up action and/or claim for compensation, based on the interpretation of winding-up provisions in the statute law. (The BCTF is a society; winding-up provisions are found in the Company Act, but are referred to in the Society Act.)

In March, the judge rejected the legal argument, holding that Buckley and the BCPVPA had the standing to conduct the court case, as they had a "contingent interest in the society's assets;" and were claiming to have been "wrongly deprived" of membership.

While that decision did not deal with any aspect of the merits of the BCPVPA

claim, the administrators' leaders issued a jubilant press release, which was given wide circulation. On the other hand, the BCTF Executive Committee unanimously voted to appeal the decision to the British Columbia Court of Appeal.

A preliminary hearing in the appeal process (not the appeal itself) has been set for May 17, 1990, in Vancouver.

BCTF President Ken Novakowski, at the BCTF Annual General Meeting, told delegates that "the court will have to decide whether, as the administrators claim, they were "oppressed" by us, or whether, as we say, administrators got the full service every member was entitled to while they were members, and that their organization did not resist the legislation which ended their status as teachers."

Novakowski warned delegates that there may be a long fight in court. He added that "we will do everything in our power to ensure that not a penny of the resources this federation has built up to protect and serve working teachers will be turned over to an organization that represents educational managers."

Meanwhile, some administrators have questioned whether the court action is necessary, or conducive to enhancing relationships with the teaching profession. At least one large administrators' association has expressed opposition to the continued litigation to the BCPVPA's leaders.

Ray Worley is BCTF's first vice-president.

## THE BROCK BUDDY PROGRAM

by Betty Iaquina

Brock Elementary School has started a peer-counselling program. Brock Buddies learn how to care about each other and talk to each other about their thoughts and feelings. Rather than be an "advice-giver" or a "problem solver," a Brock Buddy is a sensitive listener, who uses communication skills to encourage self-exploration and decision-making. This approach serves three purposes: to help build self-esteem, improve social skills, and integrate all children including the hearing impaired and ESL students.

Fifty children in Grades 5, 6, and 7 volunteered to be Brock Buddies. They received 10 hours' training from the elementary school counsellor Betty Iaquina, and the family advancement worker Brooke Hill. The training sessions began with a half-day "retreat" held at Riley Park Community Centre. Getting the new Brock Buddies away by themselves allows them to develop an understanding and a commitment to the peer-counselling program.

Following the retreat, Brock Buddies trained 45 minutes daily for two weeks. Training included the following topics: listening and communication skills, open and closed questions, conflict resolution skills, and problem-solving and decision-making skills.

Brock Buddies work in teams before school, at recess, at lunch, and after school. Brock Buddies seek help from the supervision aide when they are unable to resolve a situation. The supervision aides employ the same problem-solving model.

#### Problem-solving model

- Face the person
- Hold eye contact
- Lean slightly
- Have an open posture
- Have a relaxed posture
- Establish the guidelines (take turns - listen)
- Acknowledge the feelings (you are still angry)
- Get the story straight (who goes first?)
- Ask for what you want (will you please...?)
- Back to the future (what will happen next time?)

Buddies are supervised and continue to meet with the team once a week. By using a group-supervision procedure, the students can hear about a wide range of concerns, learn to understand behavior, and develop new coping skills. As the Brock Buddies work with others, minor problems can all be handled during problem-solving meetings, and the Buddies can receive feedback on their performances. In this way, Brock Buddies can adjust their behavior and learn new skills to increase their effectiveness. Brock Buddies gain confidence and knowledge, which, in turn, benefits the school community.

Betty Iaquina is a counsellor at Brock Elementary School, in Vancouver.

## Trip tips

### Medical

Medical insurance  
If you have a health plan, make sure it's up-to-date, and carry your card or policy number with you at all times. Check your out-of-province coverage, because you may require additional insurance.

### Essential medication

Carry enough to last throughout your trip. If you or your children are prone to car sickness, consult your doctor for medication.

### Extra prescription

Ask your doctor for an extra prescription in case of loss or delayed return.

### Shots and inoculations

Update all shots required for your destination, and get a written record.

### Letter of justification

Ask your doctor for a letter justifying usage of medication or paraphernalia (syringe, pills, etc.).

### Home Care

#### Check your home insurance

Ask about your liability while you're travelling. If you're going to be away for a long period, make sure that your insurance won't expire.

#### Secure valuables

Place valuables including credit cards and money you're leaving behind, in safekeeping.

#### Secure car

If your car is remaining behind, leave it in a safe place or with a friend.

#### Stop deliveries

Stop mail and home deliveries that might advertise your absence.

#### Get rid of perishables

Clean out your fridge, kitchen cupboards, and waste bins.

#### Arrange pet, plant care

Find someone to look after your pets and plants.

#### Tell a friend

Leave your key, itinerary, and phone numbers with a relative, neighbor, co-worker, or landlord.

#### Be safe and secure

Turn off all lights, stove, gas, electrical appliances, and faucets. Consider getting a timer to turn your lights on at night. Close and lock all doors and windows. Remove hidden keys from outside the house. Have a friend or neighbor visit your home daily to remove flyers and pamphlets and obvious signs of vacancy from outside your home. In summer, arrange to have the lawn cut, and in winter, arrange to have the snow shovelled.

### For your security and convenience

#### Security check

Before you go, contact your local police department to arrange a regular "security check" of your home. Let them know whether any other person will have access to your home and whether any lights are to be left on, and answer any questions they may have.

#### Keep important numbers with you

Record important phone numbers (doctor, bank, insurance, neighbor, children's school, hotel) and important information (your travellers cheque numbers, medical insurance, blood type), and carry it with you wherever you go.

#### Use call forwarding

As an extra measure of home security, have calls to your home forwarded to a neighbor's or relative's phone, to give your house the appearance of being occupied. Ask your telephone company's business office whether this service is available in your area, and allow as much time as possible for installation.

Source: CAA booklet, *Smoothing the Way*.

# Chronic fatigue syndrome: A teacher's perspective

by Dave McQuade

In March 1987, following a busy weekend that culminated with a cross-country ski marathon, I came down with a severe case of "flu." I missed two weeks before returning to the trenches of a local junior secondary school. I carried on for several weeks not feeling 100% and omitting my usual three or four sessions a week of strenuous exercise. Toward the end of May, wanting to ski again before the snow disappeared, I went for a gentle half-hour run. In retrospect, the skiing seems to have precipitated the mysterious illness known as Chronic Fatigue Syndrome. The ailment is also called Epstein-Barr or Myalgic Encephalomyelitis. I have not returned to school since May 1987.

## Why teachers?

About half the Chronic Fatigue Syndrome patients in Canada and the United Kingdom are teachers, but anyone can fall ill with Chronic Fatigue Syndrome. It is a well-established fact that more women than men have CFS. At the Nightingale Research Foundation in Ottawa, approximately 65% of the CFS patients are teachers and nurses and other health-care workers. Two-thirds of the workers with high public contact are women, which may account for the male/female imbalance. The illness also seems to be more prevalent among people who are physically active.

## Diagnosis and symptoms

Dr. Anne Mildon of Toronto, who has seen several hundred Chronic Fatigue Syndrome patients since 1980, has

identified no less than 44 symptoms, some of which are more prevalent than others. That some doctors are at a loss to make a diagnosis when a patient reports some or all of the following symptoms is understandable: prolonged generalized fatigue after levels of exercise well within normal limits, sore throat, swollen glands, muscle and joint pain, headaches, confusion, forgetfulness, inability to concentrate, nausea, respiratory problems, sleep disorders, and so on. The difficulty in diagnosing this illness helps to explain why some patients visit doctor after doctor hoping to find an answer to what is ailing them. Unfortunately, at this time, no single test proves that Chronic Fatigue Syndrome is present.

In 1987, Health and Welfare Canada, in acknowledging the authenticity of Chronic Fatigue Syndrome as a separate illness, authorized the payment of Canada Pension Plan disability payments, subject to acceptable medical evidence. In 1988, the U.S. Social Security Administration recognized CFS as an illness, but many unemployed patients have trouble collecting social security benefits.

I was fortunate in that my doctor had known me, usually treating me for sports-related injuries, for eight years before the onset of Chronic Fatigue Syndrome. He knew there had to be a valid reason for the abrupt change; he diagnosed the illness within a few weeks; and over the last two-and-a-half years he has been very supportive.

## Cause of Chronic Fatigue Syndrome

Theories abound as to the cause of Chronic Fatigue Syndrome, but none have been proven. One major theory is that its

cause is viral, perhaps polio, coxsackie, Epstein-Barr, chicken pox, herpes, or auto immune viruses. Regardless of the cause, there is no doubt that the effects can be severe and debilitating. Treatment to date consists primarily of rest, and some doctors also prescribe mega-vitamins.

## Effects

Difference in degree of symptoms is evidenced by the effects on the patient. Some people can work part time, some function at a lower level of activity, and some must put everything on hold. Unless you have Chronic Fatigue Syndrome or live with someone who has Chronic Fatigue Syndrome, you'll have difficulty imagining the effects of this illness. Normal interests, activities, and professional, family, and social life are seriously impaired. Plans for the future have to be altered or delayed because of the uncertain prognosis. The low-grade depression resulting from this uncertainty is sometimes mistaken for a cause of

Chronic Fatigue Syndrome rather than a symptom.

In my case, two main symptoms remain: a constant respiratory problem and the grinding fatigue that often characterizes this illness. My "exercise" for the day is limited to passive stretching and a slow 15 to 20-minute walk. This is far from full-time teaching, chairing two sports organizations, and a regular sub-four-hour 50 km Cariboo ski marathon. My doctor estimates my present physical capacity to be about 10% of my pre-morbid norm.

## Prognosis

Unfortunately, records have not been kept long enough to be of value. We know that some patients recover completely, some partially, and some not at all. Some evidence suggests that those who recover completely do so within the first year and are predominantly in the younger age bracket. Complete rest in the early months is essential but that is difficult if one has a young family or is trying to continue to work. To be diagnosed accurately in the initial stages of the illness is, of course, the first step.

## Chronic Fatigue Syndrome and salary indemnity

Because of the difficulties in diagnosing Chronic Fatigue Syndrome and providing clinical evidence of its presence,

teacher claimants moving onto salary indemnity plan and long term disability benefits used to experience difficulty obtaining and continuing to receive benefits. The Income Security Committee in summer 1989, established policies regarding acceptable medical criteria for Chronic Fatigue Syndrome that were implemented by the administrative carrier. Since then, all members disabled by Chronic Fatigue Syndrome receive either short- or long-term benefits for as long as they remain disabled by the illness.

You may obtain further information on this illness by writing the Nightingale Research Foundation, 383 Danforth Avenue, Ottawa, ON K2A 0E1 or the M.E. Association of Canada, 400-246 Queen Street, Ottawa, ON K1P 5E4. For information on salary-indemnity-plan benefits, contact Karen Harper, BCTF.

*Dave McQuade is a teacher on leave from SD #71, Courtenay.*

# Langley's professional development takes on the future

by Rod McKellar

Change coming from every side, is the current reality for B.C. teachers. The government's Year 2000 paper, changes to the School Act, and new funding policies are a few of the adjustments to the structure in which we work. Whether we agree with these developments, whether they are well thought out or simply ad hoc, the fact remains that we face external demands that will shape our profession for years to come.

We are not powerless to control these new directions. Langley's recent professional development day demonstrates that we can empower ourselves by making our professional judgment the source of change in our districts.

On February 23, Langley held its pro-

fessional development day at Brookwood Secondary School. The theme for the day was *Making Change*, and the workshops focussed on the future in various disciplines: Year 2000: Help Wanted; Home Economics in the 1990s; The Cutting Edge of Change; Future Needs and Curriculum for the 21st Century; Critical Thinking and the Writing Process; Integrating Literature, Writing, and Social Studies. The workshops helped teachers share ideas and resources. This is how we usually address change; we see it as a consequence of curriculum change and respond by sharing and retraining ourselves to deal with new demands.

Here the similarity with the standard PD-day format ended. This year, the teachers of Langley created a forum for sharing their judgments about the direction of educational change in their district. The keynote speaker, Dr. Fred Renihan, spoke of the necessity for instigating change from the grassroots, for teachers to add their voice to those clamoring for

change. Instead of leaving this concept as an attractive idea, the PD committee decided to act on it.

We had already organized a process for Langley teachers to begin developing directions for the future, by building consensus through a forced-choice game. After Dr. Renihan's speech, we gave each teacher \$10,000 play money and had them form 100 groups of 10. Previously trained group leaders guided the teachers through the game. The PD committee had brainstormed 25 issues and randomly divided them into lists of five. Each issue appeared 20 times in different arrangements of the lists. The groups chose the top three issues by direct vote and discussed each for 45 minutes. Individual teachers put their play money on the issue they felt most important. The money could be divided in any way the teacher felt appropriate. Many put down larger bills and took smaller ones — thus the title of the PD day — Making Change.

The group leader sent the totals to the PD committee. The results were tabulated, and the results shared with all teachers.

During the discussion, teachers examined the issues from three perspectives: what individual teachers could do to make change; what the school/department could do; and what the district could do. These comments were compiled, and sent back to the schools with the list of issues in order of priority.

In part, the process was made easier

by the composition of the PD day committee. In Langley, professional development is, to a large extent, in the hands of teachers. The committee consists of one administrator, Diana Cruchley, and 10 members of Langley's teaching staff. A CUPE member also served on the committee. Together, they decided on a process by which teacher attitudes and concerns about educational issues could be combined into a list of priorities for the whole district. The senior administration of the district has agreed to review our priorities. Regardless of what action the district takes, the teachers have identified for themselves the direction they think education should take in Langley. In the end, the support of senior administration is probably not crucial to the attainment of this vision; if enough teachers in the district want to make change happen, they can, by focussing their energy.

The challenge in the future, of course, is to take action on these issues, and in priority. The first step of identifying a vision for the future has been taken. We may not succeed in reaching that vision, but, as Diana Cruchley put it, "It is better to fail gloriously than not to try."

*Rod McKellar is English department head at Mountain Secondary School, in Langley and is a member of the Langley district professional development committee.*

## JULY

### July 1-4 CALGARY

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

## AUGUST

### August 5-8 ROHNERT PARK, CA

Tenth Annual (Eighth International) Conference on Critical Thinking and Educational Reform, "Critical Thinking: The Thinking That Masters the Content," Sonoma State University, Rohnert Park, California. Intensive preconference workshops August 3 and 4. Contact Center for Critical Thinking and Moral Critique, Sonoma State University, 1801 East Cotati Avenue, Rohnert Park, CA 94928, (707) 664-2940 or -3140.

### August 7-10, 13-17

Chautauqua '90, August 7-10 and 13-17, Okanagan College, Kelowna. Contact Russell Krasniuk, Okanagan College, 1000 KLO Road, Kelowna, BC V1Y 4X8, 762-5445, fax 860-1888.

### August 13-17

Flight into Literature II, "Creating Classrooms for Tomorrow," K-12, The Abbey Arts Centre, Abbotsford. Features Susan Close and others. Contact Giesla Hamilton, c/o Chief Dan George Elementary School, 32877 Old Riverside Road, Abbotsford, BC V2S 4N3, H: 853-3071, S: 852-9616.

## SEPTEMBER

### 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 27-29 CALGARY

The Society for the Advancement of Gifted Education's first annual conference, "Energizing Potential," Westin Hotel, Calgary. Featuring 30 small-group sessions and speakers Julian Stanley, Sheila and Joseph Perino, James Delisle, and Margaret Lipp. Contact Jo-Anne Koch, c/o Postbag Service 3910, Station B, Calgary, AB T2M 4M5.

### September 29

LOMCIRA (Lower Mainland Council of the International Reading Association) fall conference, Hyatt Regency, Vancouver. Contact Shirley Choo, c/o Montroyal Elementary School, 5310 Sonora Drive, North Vancouver, BC V7R 3V8, H: 420-7967, S: 988-6377, or Merydth Kezar, 266-5381.

### September 29 (not 22 as previously advertised)

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

## 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 18-20

"Get High on Nature," and environmental conference hosted by School District 7 (Nelson). Keynote is Stephen Lewis. Contact Patricia Dooley, c/o 811 Stanley Street, Nelson, BC V1L 1N8, 352-6669, fax: 352-7961.

### October 19

Learning Assistance Teachers' Association regional conference, Vancouver Island North, "Challenge of the 90s," Port Alberni. Contact Donna Ofstie, 723-3565, Central, "Challenge of the 90s," Kelowna. Contact Marion McCraig, 762-0763.

### 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 Kilo, 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 24-28

Vancouver International Writers Festival. For information on programming for school groups at this year's festival, contact Vancouver Writers Festival, 1405 Anderson Street, Vancouver, BC V6H 3M8, 681-6330, fax: 669-0028.

### 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 2-3

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.

### November 8-10

Annual conference of Association for Educators of Gifted, Talented, and Creative Children in B.C., "The Key to Quality Education: Meeting the Special Needs of the Gifted Learner," Delta River Inn, Richmond. Features Dr. John F. Feldhusen. Contact David Halme, 3391 Hilton Road, Duncan, BC V9L 4B1, H: 748-1955, S: 749-6634.

## FEBRUARY 1991

### February 21-23

Hospital/Homebound Provincial Specialist Association conference, "The Interdependency of Health and Education," Broadway Holiday Inn, Vancouver. Contact Leyanne Burchell, 146 West 22nd Avenue, Vancouver, BC V5Y 2G1.

## MARCH 1991

### March 7-9

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

## APRIL 1991

### April 28-May 1

Focus '91, "Integration: A Shared Responsibility," a conference emphasizing a co-operative approach toward the integration of children with disabilities into regular school settings, sponsored by Greater Victoria School District and the Ministry of Education, Special Programs Branch, Victoria Conference Centre. Contact Barbara Smith, c/o Victor School, 2260 Victor Street, Victoria, BC V8R 4C5.

## JUNE 1991

### June 20-23 MIAMI

Second International Social Studies Conference, "The Caribbean: Cradle, Crossroads, and Crucible of the Americas," Miami Intercontinental Hotel. Submit proposals by September 6, 1990. Contact Dr. Donald C. Wilson, Social and Educational Studies, Faculty of Education, UBC, 2525 Main Mall, Vancouver, BC V6T 1W5, 228-2291, or Rick Beardsley, BCTF staff.

## OCTOBER 1991

### October 17-19

30th Northwest Mathematics Conference, Richmond. Contact Ian deGroot, c/o Sutherland Secondary School, 1860 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 980-6877, S: 985-5301.

## NOVEMBER 1991

### November 21-24

National Science Teachers' Association regional conference, Hotel Vancouver and Hyatt Regency Hotel. Contact John O'Connor, 4250 Mahon Avenue, Burnaby, BC V5G 3R2, H: 433-8327, S: 261-6391.

Compiled by Debby Stagg, PSA Services Co-ordinator, Professional Development Division

# Oct. 19

## Province-wide PSA Day

Ontario couple is interested in an interprovincial exchange with teaching couple in Vancouver, 1991-92. For more details, write Jan McPhedran-McLeod, 463 Stillmeadow Circle, Waterloo, ON N2L 5M1.

Switzerland for a year. 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 1192 Keith Road, West Vancouver, BC V7T 1M7.

British Educational Psychologist (and family) seek job (and house) exchange for 1 year from either August 1990 or January 1991. Contact, Phillip Whitaker, 10, Buller Street, Kibworth, Leicester, LE5 0HB, England, UK.

New Zealand. High school English teacher wants exchange with Vancouver teacher 1991. Home near beach and city. Contact: Val Stuart, 17A St. Michael's Avenue, Auckland, NZ. Phone 09-867726.

Australian Teacher-Librarian experienced in computerized library operation, Japanese language teaching, seeks exchange, January-December 1991 to B.C. urban secondary school, from year 7-10, co-ed., 700 student school, centrally located, Canberra, Australia's national capital. Exchange required to co-manage library, teach one subject (negotiable). Please contact ASAP, Gayle Carlson, 6 Leslie Street, Ainslie, A.C.T. 2602, Australia. Phone (06)247-3321 (H), (06)249-1822 (W).

Do you want to teach in New Zealand? Teaching information offers advice on how to apply for positions, details of schools and communities, an employment search service and much more. Write, Teaching Information, 24 Gibson Place, Patea, NZ for our full list of services.

## 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.

Eastern Europe/USSR Travel. Specializing in travel and group tours to Russia and Eastern Europe. Contact East West Travel and Tour Corp., 3614-910 Mainland Street, Vancouver, BC (604)687-3656, Fax (604)687-3658. Sailing charters, available weekends, evenings, July/August. 30% discount for BCTF and union members. Call Terry Eastman 530-2966.

Trans-Siberian/USSR Tour. Travel via Japan to the USSR August 2-26, 1990. Escorted throughout by Soviet specialist. Information/brochure contact: East West Travel and Tour Corp., 3614 910 Mainland Street, Vancouver, BC V6B 1A9. (604)687-3656, Fax (604) 687-3658.

London flat. Bed & breakfast/kitchen facilities. Chelsea Bridge/Battersea Park area. 3 bdrms., 2 modern bathrooms, kitchen, dining area, historical Victorian building and lovely new interior, beautifully furnished. For one night or a week, for one person or for a family. Can arrange theatre tickets. Contact evenings for brochure. Mr. Thomas Moore, P.O. Box 2076, Ogden, Utah 84404 or call 801-393 9120.

**Exciting good times cycling in Denmark** with your tour escort Sharon. Leaving July 15. For more information, call Sharon Arcuri in Kelowna 765-2087.

**Greece - Spring Break '91.** The summer is too hot, expensive, crowded. This group excursion will depart April 28. One night London, 3 days Athens, 3-day classical tour, 3 days on the magical island of Santorini. Price TBA. Call 261-3751.

**Campbell River.** 4 bdrm. family home, July 3 - August 14. Non-smokers. \$500 rent. Write, 117 Vista Bay Dr., Campbell River, BC V9W 6L5. Phone 923-4992.

**Hawaii Bound?** Accommodation at Maui Sunset Resort July 9 to July 22 (2 week timeshare): 1 bdrm. condo, sleeps 5. \$650/CDN. Phone 964-4589 (Prince George).

**Queen Charlotte Islands Exploration Cruises.** First class sail charters, Box 1653. Squamish, BC V0N 3G0. Phone 898-5668.

**Sakinaw Lake on Sunshine Coast.** Bright 2 bdrm. cabin on sunny wilderness lakeside location. Amenities include kerosene fridge, propane stove, outdoor "biffy". Rental includes small boat and motor and sailboat. Available July \$400/weekly, 929-1791.

**Mayne Island.** Lovely views, spacious, secluded, healthy home. All comforts. Near beach, 70 min. by ferry. Saturday to Saturday rental 3-4 people. No smoking. Sue Tauber 224-1552 or 738-0644.

**Adventures Abroad.** Off The Beaten Track small group holidays to Turkey, Egypt, Morocco, Jordan/Syria, Greece, and Indonesia. Prices from \$2700/CDN including flights, sightseeing, 2 meals per day and good hotels. (604) 732-9922. Adventures Abroad, 3415 W. Broadway, Vancouver, BC V6R 2B4.

#### For Rent - Lower Mainland

**Vancouver.** 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.

**New Westminster.** 4 bdrm. home available for rent from July to approximately August 24. 10 min. to SFU, 40 min. to UBC. Rent negotiable. References. Call Jim/Doreen, 525-6731.

**Burnaby.** Deluxe view, 1 bdrm/den or 2 bdrm. apartment, 1070 sq.ft., 2 bthrms., one secured parking. Metrotown area. Some furniture if needed. Call Kathy 435-8855 (H), 435-8121 (W).

**False Creek.** For rent July 1 - August 31. Furnished 2 bdrm. condo. \$950mo. Call 876-7969.

**Pt. Moody, Belcarra Bay.** Small house (waterfront). 2 bdrms./sleeps 3. Available July 22 to August 19. Call 931-2637.

**Richmond Southwest.** 4 bdrm., 3 bthrm., 6 appliances. \$1450. Available August 1. Call 277-4689 or 277-8131.

**North Vancouver.** 3 bdrm. furnished house. Available July 2 - August 31. \$1300/mo. Non-smokers only. No pets. Call 929-8737.

**Vancouver.** Furnished 1 bdrm. apt. to sublet July 1 - August 31. Commercial Dr. area. Completely furnished, nice garden. \$500/mo. Call 255-7962.

**Desolation Sound.** Waterfront cabin for rent. Need kayak or boat. \$350/week. Free for carpentry. 921-7780 before 7:30 a.m.

**North Vancouver.** 3 bdrm. executive home in quiet residential neighborhood. Close to tennis courts and playgrounds. Rent by week during August or whole month. \$350/wk., \$1200/mo. Call 929-1791.

**Vancouver sublet.** Nice 2 bdrm. apt. in house. July and August. Oak & 19th. \$700/mo. or \$350/bdrm. 737-7592.

**Vancouver.** Next to Stanley Park and English Bay, 1 bdrm. furnished apt. Weekly or monthly, non-smoker, references, reasonable. Gisele Michaud, 304 - 1251 Jervis St., Vancouver V6E 2E1, 683-7983.

**Vancouver.** 1 bdrm. furnished apartment, 5 min. from Airport. Near bus route. 10 min. from UBC. Suit couple/1 person. N/S, parking. Available July 4 - August 18 (dates negotiable). \$125/week. 266-0544 after 7 p.m.

**Port Moody home.** 10 min. to SFU. No children, July and August, rent negotiable. Call 939-4269.

**Vancouver, Kerrisdale.** July 1 to August 17. 3 bdrm., den, exercise rm., 1 1/2 bthrs., non-smokers, children over 10 O.K., \$1800/full session. Call 263-5416.

**Vancouver.** Elegantly furnished 1 bdrm. apt. available early July to late August. Heart of Vancouver's West End. Rent reasonable, negotiable. Call 685-9727.

**Vancouver.** To sublet July/August. Furnished 1 bdrm. No pets. Non-smokers only. \$620/mo. Call Chantal 266-1327 after 5 p.m.

**Burnaby Central Park.** Luxury 1 bdrm. condo to sublet July and August. Phone 439-0780.

**North Vancouver.** 2 bdrms., 1 1/2 bthrm. house, available July 11 to August 23. No pets, non-smokers. Convenient to SFU/UBC. \$1000 for summer. Call 984-7698.

**North Vancouver.** Do you have a baby? Home equipped for baby available August 1-21. \$650. Call 986-0991.

**Vancouver.** 1 bdrm. furnished basement suite. July - August. \$465/mo. near BCTE. Call 430-4784.

**Vancouver.** Furnished 2 bdrm. home available for rent from July 1 to mid-August (negotiable), 20 min. to UBC. N/S. Damage deposit required. \$900/mo. Call Dale Kelly 327-0167.

**East Vancouver.** 4 bdrm. house for rent, yard, quiet area. July 29 - August 26. \$160/wk, all included. Phone 255-6671.

**Vancouver, Central Kerrisdale.** July - August apartment to rent. Fully equipped, \$550/mo. plus \$500 security deposit in advance. Call 261-2639.

**White Rock.** 1 bdrm. house, 1 block from beach. Available July 1 to August 15. \$800/mo. Phone 535-1416 (Margaret).

**Maple Ridge.** For rent July 1 to August 13, 3 bdrm., 2 full bthrm., fully furnished, 3 years old, 5 appliances. Prefer no children or pets. \$1500. Phone 465-8088.

**Vancouver West End.** 1 bdrm. apartment, furnished, to sublet. Summer. \$475/mo. References required. Call 682-3847, evenings.

#### For rent - Outside Lower Mainland

**Victoria 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.

**Home, 112 ft. on O.K. Lake,** May - October. Call C. Jordan, 937-3095 (Coquitlam).

**Salt Spring Island.** House for rent July and August. \$700/mo. Call Bill or Susan Underwood after 6 p.m. 537-9391.

**Shuswap Lake.** 2 bdrm. deluxe condo on beautiful Shuswap Lake. Fireplace, 5 major appliances, private beach and moorage facilities for your boat. Fully furnished right down to the beach towels. Daily, weekly, or monthly rates. M. Laitinen, #1206, 1260 Nelson St., Vancouver, BC V6E 1J7 (1-689-3639).

**Explore Vancouver Island.** House for rent in Nanaimo. July/August. Fully furnished, 5 min. walk to downtown's waterfront. Couple \$450/mo. Single \$350/mo. Utilities included. Call 754-6502.

**Victoria, Beacon Hill Park.** Spacious townhouse. 2 bdrm., 2 1/2 bthrms., rumpus room, sunny patio, private rock garden, garage, all amenities. UVic bus access, no pets. N/S, children welcome. \$800/mo. \$1200/6 wks. July 6 to August 16. Contact A. Stirling, 905 Oliphant Ave., Victoria, BC V8V 4V4, 380-3075.

**Victoria.** 2 bdrm. luxury apt., fully equipped, centrally located on bus route to UVic. July & August. \$700/mo., \$250/wk. inclusive, N/S, N/kids, N/pets. 385-3189.

**Victoria.** 3 bdrm. furnished apt. on water. Raquetball, pool, jacuzzi. August \$700/mo. Car extra. Call 386-2610.

**Kelowna.** 2 min. walk from Okanagan College. Fully furnished 2 bdrm. home. Available to non-smokers July 12 - August 3, \$500 includes utilities. Lawn and car care required. Contact C. Taylor, 3076 Lowe Court, Kelowna, BC V1Y 8L4, phone 860-5092.

**Maple Bay, Duncan.** Large 3 bdrm. house close to beach, \$600 July only, 1 hr. to Victoria, non-smokers, no pets, children welcome, call 748-5939.

**Kamloops Executive Home.** Available August 1 for 1 year. 3654 sq.ft., 4 bdrm., 3 bthrm., sewing rm., den, large bright kitchen, 4 appliances, island, computer desk. Vaulted ceilings over liv/dining rm., fabulous view, games rm./with pool table, wet bar, fridge/stove, fenced yard, fruit trees, quiet, safe family neighborhood. 10 min. bus ride to all schools/city centre. Much more. \$1050/mo or \$1000/mo if 1 year lease signed. Call (604) 828-0970 after 6 p.m. or weekends.

**Whistler.** 2 bdrm. condo, Alta Lake, beach, tennis, close to village, \$50/night. Phone 420-0725.

**Okanagan Lake home for rent,** large secluded beach, wharf, all amenities, May to Oct. Call 549-1454 (Walter).

#### Wanted to Rent/Exchange

**Mature female,** non-smoker available to house sit July 1 to August 25. I will pay utilities. References on request. Please write to Enid Crighton, 18907 - 97 Avenue, Edmonton, AB T5T 5K5.

SFU Faculty Associate wishes to house sit. Available for two years. Call Beverly Davis 380-6608 (Victoria).

**Responsible teaching couple** looking to rent or sublet 2 bdrm. house or apt. for July and August in Victoria area. Please phone Brenda at (604) 624-2441.

**Summer accommodation needed.** July 2 - August 20. Ontario instructor teaching at Simon Fraser. References provided. Call Carol Pfaff, (519) 945-1578 (H) or (519) 776-4236 (W). FAX: (519) 776-6663.

**Family, 3 children** seek accommodation in greater Vancouver for two weeks - mid July to mid-August preferred. Will maintain yard, etc. Phone Don Taylor 566-4431 or 566-4587 (even.) Prince George.

**Exchange large, modern, Pentiction home.** 5 min. from beach with your house near UBC or Kitsilano. Two weeks in August? Call 493 5762.

**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.

**The Eagle's,** a seaside bed and breakfast on Gabriola Island. Miles of country roads, rugged cliffs, sandy beaches, quiet seclusion, panoramic view. Reservations 247-9769.

**For Sale** Esels for the primary Big Books. They are \$69.95 with a green, magnetic chalkboard. Brown chalkboard available for \$10 extra. They have a removable ledge to allow charts to be hung, with a tackboard on back. Send for information. Also available: magnifying glasses \$99 or 12/\$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.

**Computer, hard-disk drive,** printer, monitor, desk. Hardly used. WordPerfect program. Books. \$1500. Call 421-4680.

**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.

**Summer Institute '90,** Cooperative Learning and Peer Coaching, Regina, Saskatchewan. Barry Bennett and Carol Rolheiser Bennett, dynamic staff developers, will present one of the most powerful teaching strategies, Cooperative Learning. During the first four days participants will practice the basic elements of cooperative learning. In the advanced session (Friday and Saturday), participants will concentrate on the implementation of new teaching concepts through Peer Coaching. Cost: Level One (Mon. - Thurs.) \$350, Level Two (Fri. - Sat.) \$175. Both sessions (Mon. - Sat.) \$450. For further information, contact: Rick Orban, Chairperson, Summer Institute, 55 Sommerfeld Drive, Regina, SK S4V 0C6. Phone: (306) 525-0301 (W), (306) 789-8689 (H).

**Daycare, Cedar Hills, Surrey.** Bilingual mom with G.C. leadership, music, craft training, first aid, references. My home, full or part-time. Book now for Sept. Call Vicky Ford 584-1756.

**Learn to Speak Punjabi.** The first ever production on how to speak the Punjabi language. It is aimed at English-speaking people to help them communicate with the Punjabi-speaking people. The package costs \$49.95 (incl. postage & packaging) and consists of a video and an audio cassette of about 1 hour duration. Each contains the translation from English to Punjabi of the most useful words and phrases. Contact MS Enterprise, 114, 145 - 6200 McKay Avenue, Burnaby, BC V5H 4L7.

**Readers Theatre.** Publishers of B.C.'s fast-growing "Classroom Reader Script Service" seek talented teacher-writers to prepare original "Readers Theatre" scripts for use in elementary classrooms. French and English. Scripts sold mail-order and retail across Canada. Major U.S. distribution set for fall 1990. Standard royalties paid. Further information, contact Herb or Lois Walker (604) 988-6048.

**Wanted:** Person to share operating costs of 21 ft. San Juan sailboat in exchange for 50% usage, moored False Creek, phone Jack 263-7346.

**Host a visiting Japanese student for 3 weeks.** Vancouver Community College is looking for families who are willing to host visiting Japanese students for 3 weeks this summer. Reimbursement \$19/day/student. Call 875-8235.

**French Immersion on the Cote D'Azur, France.** This summer program of particular interest to core French teachers. All levels of French accommodated. Staff are all language teachers from France. Small group classes, many interesting enquetes, 1-4th year. Dates: July 13 - August 5. Extended stay possible. Located at Cap Martin, situated on the coast, 5 kms east of Monte Carlo. Cost includes flights, course & materials, all meals and hotel accommodation. From Vancouver: \$2814. From Calgary: \$2749. From Regina: \$2749. From Toronto: \$2506. To apply, contact either: Mrs. Kate Saunders, 159 Quinicy Drive, Regina, SK S4S 6L9, (306) 585-1516 or Mr. Joe S. Grey, Shawinigan Lake School, Shawinigan Lake, BC V0R 2W0, (604) 743-5516.

**Harmony Nannies.** Quality live-in-nanny service. We thoroughly screen our nannies, and provide in-home consultation and follow-up services. Our goal is a harmonious placement that meets the needs of your family and your nanny. P.O. Box 1231, Station A, Delta, BC V4M 3T3 or 943-6664.

**Writers Festival.** Planning for the fall? Don't forget the Vancouver International Writers Festival! October 24-28, 1990. Call 681-6330 for information on programming for school groups at this year's festival.

**Teachers' Investment & Housing Co-op.** A B.C. Supreme Court judge has ruled that claims by individual depositors in the THIC against the B.C. government, and the directors, lawyers, auditors and chief executive officer of the THIC cannot be successfully maintained in law but that the claims by Coopers & Lybrand, the trustee of the THIC, against the B.C. government, the directors, and lawyers for the THIC, can proceed to trial. While this is a setback to our case, the decision will be appealed to the B.C. Court of Appeal. The trustee's claims are important to eventual success but it is desirable to pursue individual claims as well. The advantage of the present proceedings is that they will clarify the critical legal issues involved in this case in advance of a long and expensive trial. Our counsel has advised us that there are good grounds for appeal and the case is far from over.

**Queen Elizabeth School 65th Anniversary Reunion.** All former staff, students, parents, and friends are invited to join us in celebrating our 65th anniversary reunion on Friday, June 8, 1990, 17:00 - 22:00 at Queen Elizabeth School, 4102 West 16th Avenue, Vancouver. Any photos, memorabilia, or memories for our memory book would be appreciated. To register, or for more information, phone 222-2476.

**Professional Development Bursary.** B.C. Association of Speech/Language Pathologists and Audiologists is pleased to offer a professional development bursary for 1990 for \$975.00. In order to be eligible, an applicant must be: (a) a B.C. resident, defined as a person having actually resided in B.C. for at least six months prior to the date of application; and (b) (i) a speech/language pathologist having full membership in the BCASLPA who wishes to obtain a teaching certificate, or, (ii) a teacher holding a valid teaching certificate in and for the province of B.C. who wishes to obtain a degree in speech-language pathology, and must demonstrate his/her intention to continue to reside in B.C. and to continue working in the fields of teaching and/or speech-language pathology.

Those persons wishing to apply for a bursary must do so in writing, setting out all facts necessary to establish their eligibility, and must include in their application, a brief statement of current qualifications, employment and interests, past work history and future goals (including the intention to continue to reside and work in B.C.). Applications for the bursary are to be received by June 30, 1990 and the successful applicant will be notified by August 15, 1990. Direct applications to: The Treasurer, BCASLPA, 222-4585 Canada Way, Burnaby, BC V5G 4L6.

## 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, Spieden 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 charts 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



### UBC Access/Guided Independent Study The University of British Columbia Educational Studies 430

A great many persons who intend to teach in the B.C. Public Education System are beginning or have made some progress towards a B.Ed. degree which they must complete by 1993. In order to complete this degree, most persons require a 3.0 units of senior course work in Educational Studies (until recently History, Philosophy or Sociology).

UBC Access/Guided Independent Study offers Educational Studies 430—History of Education. This course is only available by distance education. It carries full UBC credit and can be applied toward a B.Ed. program.

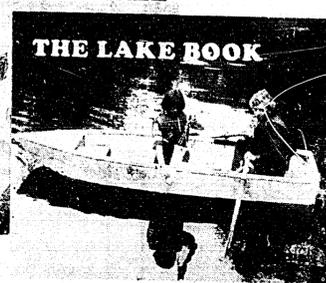
Courses are available every two months. The next start date is July 1/90.

Please contact **UBC Access/Guided Independent Study** at 228-6565 (collect within B.C., Yukon, N.W.T.) for a copy of our calendar, course outline and admission and registration forms.

## ENVIRONMENTAL LESSON AIDS



### TOUCH A TREE



#### Primary

**8505 Kids and Kites K-3** by Frank Heyman. 53 p. 1975. Drawings. A series of activities on making and flying kites. Primary. **\$10.00**

**8510 Puddles to Pumpkins** by Sue Fahey, Roseanne Lewsey and Vivian McConnell. 30 p. 1979. Primary science activities through the seasons. **\$3.35**

**8516 Experiencing A Tree** by Colin Nelson. 6 p. 1974. Investigates the similarities and differences between trees and people. Also studies physical characteristics of trees, their relation to their surroundings, their contributions to the environment, and their usefulness to human beings. Primary. **\$ .65**

**8519 Let's Recycle K-3** by Patricia Ann Punnett and Morgan Thomas. 68 p. 1980. Photographs, illustrations. Includes suggestions on how to create a conservator society in the classroom, lessons designed to help children consider the uses of materials, and lessons relevant to the topic of recycling. **\$5.80**

**8523 Touch a Tree** by Harry Edwards, Stephanie Goulet, Michael Hoebel and Kip Anastasiou. 39 p. 1983. Primary forest studies. Includes suggested indoor and outdoor integrated activities. **\$10.00**

#### Intermediate

**9537 Treasure in the Trash: Class Activities for Solid Waste Management** prepared by Public Affairs and Communications Branch, Ministry of Environment, 26 p. 1985. This kit contains activity ideas designed for elementary and junior secondary teachers, to help students develop an understanding of the solid waste problems, and to explore some of the options and alternatives to present waste disposal practices. A 23-page book, a Yukkie Hunting License, a "Litterathon" idea and pledge sheet, and a "How and What To Recycle" resource sheet are included. **\$1.00**

#### Secondary

**4028 Managing the Forest** by D. Crampton, D. Jacques, G. Lord and D. Manders. 392 p. Revised 1984. Maps, photographs, drawings. A resource manual from which teachers can draw ideas and activities to support a secondary school forestry course. This book is not a course in itself, although an attempt has been made to place activities in a developmental sequence so that teachers new to the subject can use it as a guide to develop and present a forestry course to secondary school students. Activities suitable for students from Grade 8 and 11. **\$24.00**



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Prince George

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If you wish to preview lesson aids before purchase, drop by the **Lesson Aids display room open from Monday through Friday from 09:00 to 17:00.**

For a complete listing of over 750 different lesson aid titles, consult the **Lesson Aids catalogue in your school library.**

**4051 Forest Nursery Studies** by Melissa Hadley. 56 p. © 1976. Drawings. Introduces different types of tree seeds, their needs and how they grow. Helps students understand the similarities and differences between tree and general plant growth. Suitable for Grade 8. **\$6.00**

**4080 The Estuary Book.** 39 p. © 1980. A guide to field and laboratory studies of the estuary as a harbor and a habitat. Suitable for ages 14 to 18. **\$10.00**

**4081 The Lake Book** prepared by the Western Education Development Group, Faculty of Education, UBC, 60 p. © 1982. This book is about lakes and their ecosystems. It is a guide for secondary science teachers to design meaningful learning experiences using lake studies as a vehicle. Suitable for ages 16 to 18. **\$10.00**

**4092 Sharing British Columbia's Water Resources—A Teaching Unit for Secondary Schools** by Angus M. Gunn. 40 p. 1983. Includes teaching materials drawn from a variety of sources, which can be used as starters for activities such as debates, experiments, simulations and library research. Suitable for Biology 11. **\$2.20**

**4097 Resources and Wastes** produced by the Ministry of Environment, 1986. This package is intended for use as a supplementary teaching aid in subjects such as science, social studies, consumer and environmental education at the Grade 8 to 12 level. It is made up of a series of eight modules contained in a three-ring binder. The modules can stand alone or be used as an entire package. Each module consists of a teacher's page as well as information, references and a number of suggested questions, projects and activities. The goal of the package is to encourage waste reduction and to promote resource recovery and resource conservation in British Columbia. **\$10.00**

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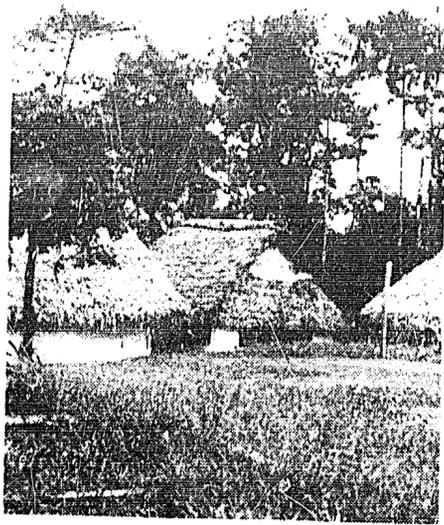
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# The Guatemala experience

by Ray Sawatsky, student

by Bob Carkner

Recently, we at Steveston Secondary School completed an ambitious international undertaking by realizing a highly successful two-week visit to Guatemala with six students, biology teacher **Frank Price**, and principal **Bob Carkner**. Supported by the whole school and project director **Chris Phillips** (teacher), the group worked in an orphanage doing chores, assisting in its small school, and working to improve an on-site fish farm (Steveston has an \$85,000 hatchery). Our school has, over the past seven years, held a vision to help the students become more aware, understanding, and involved in the global community. The Guatemala experience was the culmination of that effort; and the beginning of more.

We believe that by establishing the bonds of friendship with young people in other nations and lending a hand to those less fortunate, we will achieve an awareness for our students that had not previously been considered, much less tried.

Seeking answers to the question what could we do, individually or collectively, that would model a concern for humanity and commitment to life on our planet, we discovered our recent direction in the life of our foster child, Juan Mario, in Guatemala. Students and teachers raised \$2,300 for Juan Mario and his orphanage, and believing in the personal touch, organized the 6-student, 2-teacher trip to hand deliver the donation and to help out. (See adjacent story of that experience.)

Now we know that it can be done. Furthermore, we've silenced the critics who said it's only one child and three families you've helped out of the millions of people who are in need of assistance, because we've found that because of our gesture we've encouraged others to become involved. Yes, like Martin Luther King, we have a dream at Steveston, and we intend vigorously to continue on our quest to reach out into the global community to cultivate positive ties with others and spread the cause of peace.

*Bob Carkner is the principal at Steveston Secondary School, in Richmond.*

Author's Note: Steveston has a 20-minute video of its Remembrance-Day Service, which will give you an overview of the school's commitment to an international focus. The video is an excellent aid to help schools resurrect Remembrance Day. Just phone, or write the school for your copy. The cost is \$15.

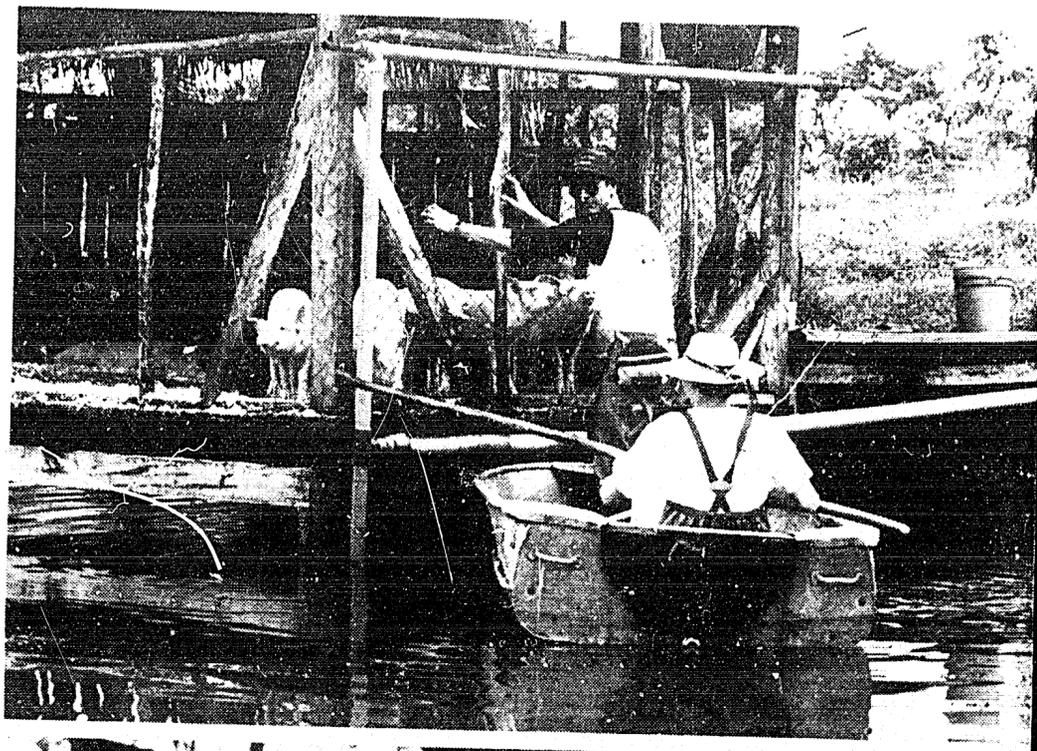
The eight of us left Steveston Senior Secondary on March 16, 1990 intending to give our time, knowledge, experience and love to the Casa Guatemala orphanage in Guatemala. We didn't realize that we would be receiving more than we could ever give. We had an experience that would forever change and shape our lives. It would become the Guatemala Experience.

Leaving Vancouver early on a Friday morning, we arrived in Los Angeles just in time to see the hustle and bustle of weekend life. We saw a materialistic society. In just a few hours, when we left L.A., we would see an incredible contrast. We had no idea what was to befall us.

Landing in Guatemala City is an endeavor on its own. The plane must circle the city one and a half times to gain a proper approach to the runway. This gives any passenger a bird's eye view of the city and the first sight that greets one is poverty. The city is scored with deep ravines, and built into the sides of the ravines are what look like tens of thousands of match boxes but are tin, cardboard, and sometimes wood shacks. The first people to greet us at the airport were little children with ripped shoes, torn clothing, and dirty palms outstretched beneath pleading faces. The second thing to greet us was the many soldiers and their guns. Although they never approached us, their presence was a little unsettling. That afternoon we went to the marketplace in downtown Guatemala City. People put little displays out on the sidewalk anywhere there was space. Colorful clothing, food and goods filled blocks and blocks of city streets. The merchants were common people selling their goods just to put food on their tables rather than make large profits. They are a society of people who live from day to day.

The bus trip the next day to the Rio Dulce River, where the orphanage is located, was perhaps the most eventful day of the trip. The farther we got from Guatemala City, the closer we seemed to get to the people. At one point, we stopped to talk to a family whose father had been crippled in a car accident. For something as little as a Canadian pin and some candy, they returned grateful smiles and hugs. Our bus broke down about 20 minutes from our destination. Every driver who came along looked to see if he could be of help, and two public buses actually did stop to help us. One fellow got off the first bus that stopped and spent the rest of his day with us. He told us he was a mechanic of sorts. The second bus stopped and actually waited half an hour before taking us the rest of the way to our destination. We realized very quickly that to the common Guatemalan we were not rich, white gringos but rather people, and to them, people work to help each other.

Our arrival at the orphanage was most eye opening. The children craved love, running up to us, hugging and kissing people they didn't know. This welcoming was a foreshadowing of the incredible amount of love they would give us in the



*Richmond's Steveston Secondary School takes global responsibility seriously. In March, a delegation of 8 went to help in a Guatemala orphanage. (Top) Teacher, Frank Price, and student, Brad Rombe, work on a fish farm. (Below) Student, Karen Maier, with two Guatemalan children.*

*Bob Carkner photos*

next five days. The time spent with the children was the most rewarding. Of the 120 children at the orphanage, 40 were in residence, and 80 came from neighboring villages daily to attend school. The children loved school, thrived and ate up all knowledge. The manner of the children surprised us most. The children had been abandoned, abused, and unloved; yet they were the happiest and most content children we have ever met. Perhaps they considered themselves fortunate to have food in their stomach and loving people all around.

Each day in teams we worked on our various projects. We had a team of biology students and a biology teacher working on an already existing tilapia fish farm. One or two of us would help out with the teaching, and the rest would do manual jobs such as painting, building, and hauling gravel. After five brief days at the orphanage, we had to leave, with an emptiness in our hearts and souls. The orphans had given back to us more love than we could have ever given them. In five days, we had forged a relationship that would live in our hearts and minds forever, along with memories we shall never forget. A final gathering, complete with a pinata, celebrated the gifts of love exchanged during our stay.

The final two events in our Guatemala experience were a trip to Livingston, situ-

ated on the Caribbean Sea, where we experienced another type of culture. This little town is dramatically different from the Mayan-based culture of Guatemala. It is an all black population with the music and rhythm of the Caribbean.

Our final full day in Guatemala was spent in a town called Antigua, which is about 45 minutes from Guatemala City. There we visited our foster child, Juan Mario, and a boys' orphanage run by Covenant House from Toronto. With that emotional event, our experience in Guatemala was finished.

We left Guatemala with a certain emptiness in our soul but a sense of fulfillment in our hearts. We all came to realize that the people might live in a developing country, but they are truly more advanced in terms of caring and love. They had so little; yet they gave to us so much. They gave of themselves because that was all they had. It truly touched us. We left our hearts there, and I believe, before our time on earth is done, each of us shall return to claim the children of Guatemala.

*Participating student Ray Sawatsky wrote this article in conjunction with the other members of the trip Mandi El-Ramly, Brad Rombe, Karen Maier, Nicole Roberts, and Judy Sato; teacher Frank Price; and principal Bob Carkner.*