

Teacher

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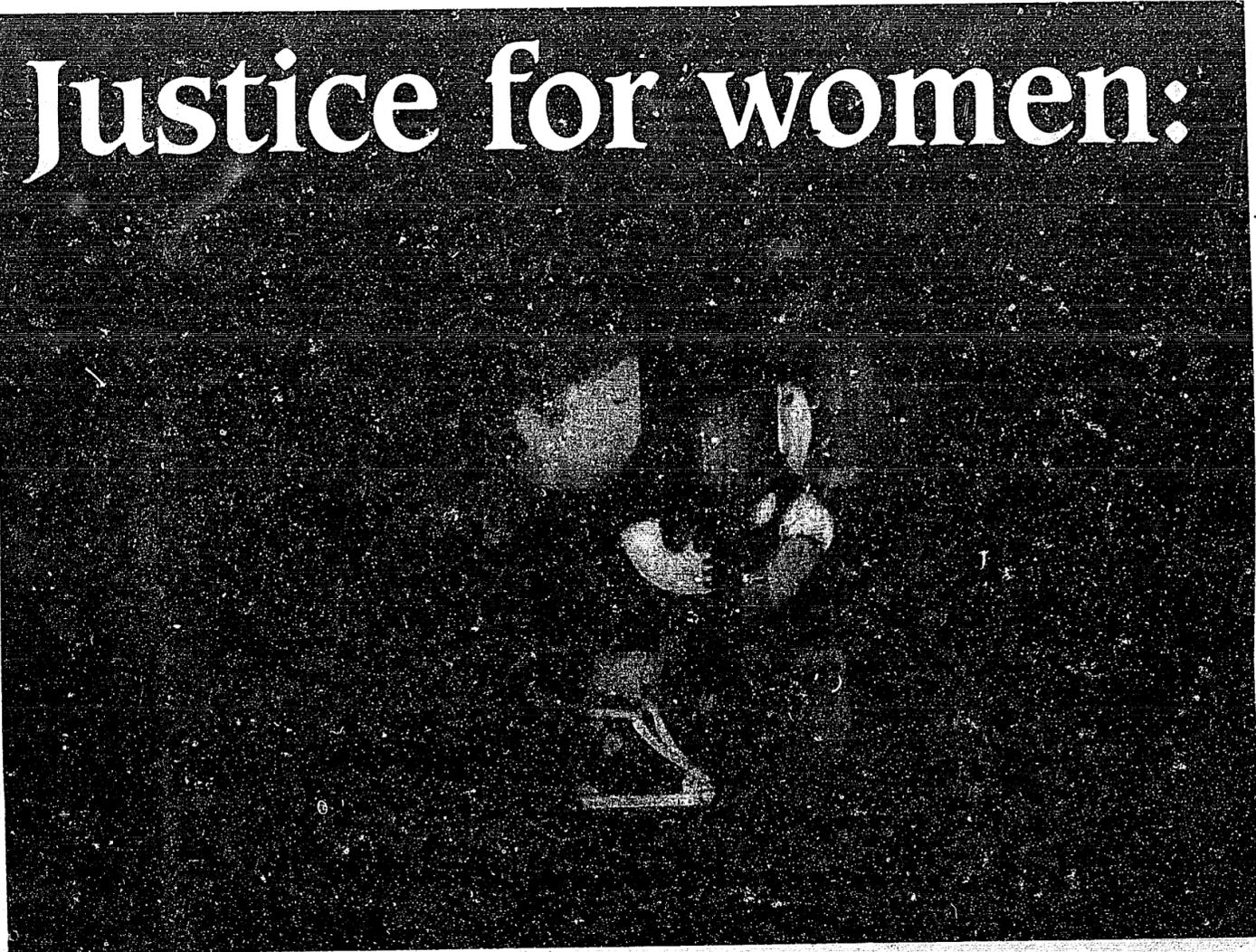
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Justice for women:



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AN URGENT AGENDA FOR ALL

by Leslie Savage

Teachers at the December CTF Status of Women Conference in Vancouver politely explored new options and strategies for gender equity in education. But the underlying agenda of the conference was violence against women. The tone is tough and urgent.

How do we create a society that ends violence against women?" begins the press release for *Thumbs Down!*, a curriculum kit for K-12 dealing with violence and young people, developed by the Canadian Teachers' Federation.

The kit was released at the biannual Status of Women conference of CTF, held in Vancouver November 29 to December 1, 1990. The theme of combatting violence against women underscored the entire conference. The mood of the dele-

gates and speakers was tough, and the tenor of the messages exchanged across seminar rooms has seldom seemed so urgent.

Roles, Rules, Relationships, as the conference was titled, took place one week short of the anniversary of the massacre of 14 female engineering students in Montreal on December 6, 1989. Killer Marc Lepine's final letter had been published in newspapers across the country just a few days before the conference. Cool, rational, deliberate, Lepine's words undermined the widely held notion that his was the senseless act of a psychopath, and they reinforced the argument of women across the country who saw Marc Lepine's victims as one outcome of the continuum of violence against women.

From BCTF President Ken Novakowski's opening remarks, to the end of three days of sessions, the bulging agenda of the CTF conference made just fleeting references to the Lepine killings. But undercurrents of the year's events were omnipresent. Corridors echoed with the stories:

- Male students at Queen's University harass women.
- Engineering students at the University of Alberta harass female students.
- High school students in Vancouver yell "rape her" during a performance of *A Streetcar Named Desire*.
- *14 is just the beginning* — graffiti on the wall of a women's washroom at the Learned Conferences in Victoria in May 1990.

• My own contribution, mid-December 1990: a Canada goose, bloody and decapitated, is deposited in the women's washroom near the ferry terminal on Bowen Island.

Like a ritual bloodletting, the Montreal massacre seems to have unblocked streams of hatred and violence against women that have shocked Canadians both male and female. In its wake, it's no longer possible to dismiss incidents such as roguery or personal pathology. Dislike, resentment, contempt, and hatred for women are deeply rooted in our culture. Systemic discrimination against women can seemingly flip to violence under conditions both extreme and ordinary.

Violence in children's lives

Sadly, there's no want of evidence that children in our schools are implicated in this violence. Myrna Kostash, a conference speaker, cites American research indicating that one-quarter to one-half of teenagers girls have been in abusive relationships. The *A Capella* report by Heather-jane Robertson of the CTF, released at the conference, quotes from secondary-school girls:

"Sometimes you have no choice — the streets or your dad bothering you or your brother or uncle. Do men ever stop thinking of you as something just for sex?"
"Guys force you to do things that you don't want to; they presume you'll say yes."

"My sister went out with a guy for a
See "Justice for Women" page 6

First Nations voice heard

Thank you for publishing "The First Nations' Story" in the October issue of *Teacher*. It is important to get this kind of information into the schools. Let's have more articles by First Nations' people.

Marjorie Nicol
Vancouver

Accepting your responsibility

I am writing to *Teacher* because I strongly believe that teachers have a role and a responsibility in developing a better relationship between aboriginal people and other Canadians. Misinformation and in some cases no information reaching students can only fuel the fire of bad relations.

I do not like to spend a lot of time or energy looking for someone to blame for problems. I do believe that a clear and honest understanding of what happened to aboriginal people can lead to an understanding of where they want to go. I hope for an acceptance that we can be different and equal. We do have a living culture to be shared and appreciated.

I want to see professional training offered to teachers that deals with both aboriginal history and the contemporary situation. Teachers need a general training module that can be supplemented by aboriginal people locally. Teachers also need relevant printed material. For example, a decision from the Supreme Court of Canada, called the Sparrow decision (aboriginal right to fish for food continues to exist in non-treaty areas of the province), has drastically altered the face of the earth for aboriginal people.

Racism and prejudice must be weeded out by society, but the new seeds must be planted by teachers. We aboriginal people are prepared to offer the nourishment for the plant to grow.

George Watts
Chairperson
Nuu Chah Nulth Tribal Council

Teacher reaches Ontario labour

I have just finished reading the October 1990 issue of *Teacher*. What a fine publication it is. I look forward to receiving it since it contains so much useful information and so many thought-provoking articles.

In the October issue alone, there is the powerful piece by Jack Law on pedagogical silence as a mode of being with students.

Then there is Larry Kuehn's moving account of education in black South Africa.

The several pieces on communicating with parents will be extremely helpful in discussions we are having in Ontario. Norma Mickelson's article sets a general context. Tom Spear's humorous and accurate account of "Eduspeak" will be photocopied and widely circulated here. I have already clipped Cheryl Miller Thurston's poem "The Basics," which I intend to use in speeches and in our own educational work as a wonderful way to point to what's been wrong with so much of our educational practice in the past.

Then there is Joan McLaren's challenge

to us to understand that women have different ways of knowing.

The number of important articles is quite impressive. Your publication has a lot of fans in the labour movement in Ontario.

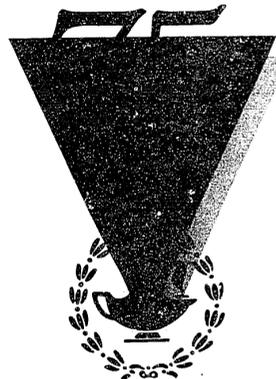
James L. Turk
Director of Education
Ontario Federation of Labour (CLC)

Good laugh lightens the load

I am employed by the Vancouver School Board as a teacher-librarian.

I enjoyed the article "First Class: temporary downfall" in the September issue of *Teacher*. It was so funny! I reminded my staff not to miss it. A good laugh lightens the load.

Petra Freybe-Smith
West Vancouver



BCTF 75th Anniversary

The BCTF will soon be celebrating its 75th anniversary — with the focus of events coming at the 1992 Annual General Meeting.

The BCTF is looking for materials related to its history. Significant gaps exist in the federation's archives; to fill those gaps, we are looking for materials that members have stored away — photos and documents, as well as anecdotes and recollections of those who shaped our history. If you think you have materials we might use, please write and describe them to us.

We'd also like you to provide ideas for the 75th anniversary celebration. How can we bring our history to our members, to future teachers, and to the public?

Larry Kuehn
Director
BCTF Organization Support Division

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Director
BCTF Organization Support Division

Education is OUR business

Congratulations on your excellent articles in *Teacher*, Vol. 3, #3, page 6. I spent more than thirty years in schooling in B.C. (more than 50 years studying education), and I'm still involved with the system, as a member of the Retired Teachers' Association.

Although I'm reaching the 80 mark, I will not fold up and let the others do my thinking about teaching and education. I keep on preaching, "Education is OUR business."

Howard Denton
White Rock

Notice of 1991 Annual General Meeting

As required by the Society Act, the following formal notice of the 1991 Annual General Meeting is being made to all BCTF members pursuant to by-law 8.1 by publication in this edition of *BCTF Newsletter*.

The 75th Annual General Meeting of the British Columbia Teachers' Federation will be held in the Hyatt Regency Hotel, Vancouver, beginning on Sunday, March 31, 1991 at 19:00 and continuing to Wednesday, April 3, 1991.

UNICEF: more than little orange boxes

When we think of UNICEF, we think of the little orange boxes of Halloween and the cards of Christmas. UNICEF also produces educational materials, which include the State of the World's Children and the World Summit for Children.

Knowledge enables citizens to make informed decisions, and citizens do choose to act when given information and opportunity.

Two major principles are identified in the documents. The first is that children deserve *first call* on society's resources. Children should be able to depend on that commitment regardless of political or economic life in our nations. The second principle, adjustment with a human face, requires monitoring human indicators not simply economic variables — nutrition as well as inflation, food intake as well as balance of payments, shortfalls in household income as well as government budget deficits.

Despite steady economic growth in the '80s:

- average incomes in Latin America fell by 10%
- average incomes in Sub Sahara fell by 20%
- 37 poorest countries' spending on schools fell 25%
- homeless families in the United Kingdom and the U.S.A. doubled.

Health Care: If present trends continue, 100 million children will die from illness and malnutrition. Today, almost 8,000 a day die from measles, whooping cough, and tetanus; 7,000 from diarrhoeal dehydration; and 6,000 from pneumonia. Specific costs for prevention are \$1.50 a child for full immunization, 10 cents for oral rehydration salts, and \$1 for low-cost antibiotics.

The solution is not money and technology alone. Delivery systems, infrastructures, management of skills and training need addressing. The *additional* costs to reverse the trend is \$2.5 billion a year.

\$2.5 billion:
= 2% of the poor world's arms spending
= U.S.S.R.'s spending on vodka per month
= U.S. companies' spending per year on advertising cigarettes

= 10% of EEC's annual subsidy to farmers
= as much as the world spends on the military every day.

I invite members to take action in whatever form is appropriate to them — for the sake of the world's children.

Beverly Davis
Richmond

Thanks BCTF, thanks teacher colleagues

My husband, Bryan, is a teacher in School District 14, South Okanagan. We were very short of funds during the lock-out in September. (We have two young children, and I have not worked since our older child was born.) When BCTF made the offer of a \$1500 loan, we were very grateful and took advantage of that offer.

Now, thanks to Bryan's fellow teachers in the province, we have almost received reimbursement for his salary, and we have repaid the loan.

We appreciate all the help, moral and financial, you gave this district during a very stressful time.

Sue Coles
Oliver

Oops we goofed

Teachers in the Westcot Elementary School photo on page 12, November/December '90 newsmagazine were mislabeled. From left to right they are: Mary Jean Abbott, Patty Rigby, Kelly Wallace.

Our apologies for this mistaken identification.

Teacher is printed on recycled paper.



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Novakowski addresses B.C. Federation of Labour convention

BCTF President Ken Novakowski made history at the B.C. Federation of Labour's week-long convention in late November 1990.

He was the first BCTF president given a speaking spot on the B.C. Fed's agenda, reflecting the interest of the labour body in having the BCTF affiliate with the Canadian Labour Congress (CLC). He was welcomed warmly.

Novakowski was interrupted by extensive applause when he told the delegates that "Teachers, like other trade unionists, have come to accept the adage that a picket line is a picket line and thou shalt not cross."

Most of his speech dealt with current teacher collective bargaining and with the common concerns of teachers and other trade unionists regarding what happens in the classrooms of the province.

He emphasized to the convention that "we will not agree to privatization strategies like contracting out, which not only threaten our job security, but also undermine the very quality of education offered to our children."

Novakowski's comments that teachers are trying to do more than just prepare students to be employees were echoed in the extensive statement on public education adopted as the B.C. Fed's policy.



In every school meeting I had, teachers talked about the pressing need for time — time to meet, to discuss and to reflect upon proposed changes in order to respond properly; time to study, to adapt, to plan, and to implement new programs. It is unreasonable, in the extreme, to expect that teachers can or will be active participants in the government's change process unless adequate time for their participation is provided.

While continuous progress is widely accepted by teachers as a sound basis for the primary program, the introduction of dual entry to Kindergarten is creating problems. The unanswered questions cast a negative pall on the entire program. The BCTF has submitted a proposal to your ministry to convene a forum on school entry. We need to explore the educational merit, the logistics, and the funding implications of different school entry schemes.

Teachers view a reduction in class sizes as essential to the successful implementation of changes introduced at the primary level and proposed at the intermediate and graduation levels. They also see it as a key ingredient in improving the retention level of teachers new to the profession. We are concerned that unless teaching and learning conditions improve, and specific programs are introduced to assist new teachers, B.C. will soon be unable to attract and retain sufficient

numbers of qualified people in the profession. There has been widespread support for the Primary Program among primary teachers, because it reflected their current practice to a large degree, and because it is founded on sound child development principles. There is not the same level of understanding and support for the proposed Intermediate and Graduation Programs. Teachers do not feel they have been properly consulted about the changes. The literature on successful educational change identifies the need for teachers to be at the centre of initiating, developing, and implementing change. Therefore, I encourage your ministry to solicit open-ended feedback from teachers about what should happen at the intermediate and graduation levels.

I call upon you and your ministry to provide the necessary conditions for successful change. We offer the support and resources of the British Columbia Teachers' Federation to facilitate the processes for real and effective consultation with teachers at the school, district, and provincial levels.

Salaries increases averaging 14.2% over two years

Preparation time increases expressed in maximum hours of instruction.

Eleven locals have reported increases — average elementary increase is 20 to 25 minutes and provincial average elementary prep time is 85 minutes a week.

Reductions in class size in 10 locals. Some locals have gained first-time clauses, and others have included new categories to deal with the Year 2000 changes.

Establishment of the teacher work year in contract.

Most locals have language in contract to set the work year average days of instruction — 1991-92 = 188.

Limitations on supervision duties

Five locals have achieved reductions in supervision or elimination of regularly scheduled supervision, e.g., no bus duty, no before or after school supervision.

School Act appeals of employee decisions

Twenty-one locals to date have secured safeguards for due process.

No-contracting-out protections

Twenty locals have secured protections or limitations on the power of school boards to contract out educational or teaching services.

Determination of who can teach

Twenty-two locals have secured language that ensures that only certificated teachers will teach.

Mainstreaming/integration

Seventeen locals have achieved improvements in the placement processes; several locals have gained increased resources.

Tenure improvements

Many locals have eliminated probationary standards or improved temporary contracts for teachers holding temporary contracts.

Protection teachers

Fifteen locals have language that provides assistance for teachers falsely accused of misconduct.

Professional development

Sixteen locals have increased the level of resources for PD, and most funds are now administered either by the local or by a joint teacher-board committee.

Due process for suspensions and dismissals related to misconduct

Most locals that have reported the matter have made improvements.

Paid maternity leave

Twenty locals have negotiated some form of paid maternity leave ranging from partial to full pay.

Outside the meeting hall, many convention delegates signed a petition in support of the Delta Teachers' Association, which was in a contract dispute with its school board at the time.

— Larry Kuehn



(Left to right) Elsie McMurphy, Ken Novakowski, and delegates discuss education issues in front of the BCTF display at the B.C. Federation of Labour's November convention.

The policy contrasts the government's mandate for the schools "as a way to prepare workers to develop a sustainable economy" with labour's view that education "is more than job preparation" and should "provide students with a critical analysis and reinforce their sense of social identity."

The CLC's regional director, David Rice, pointed out to the convention the similarity of objectives for the school system adopted by the B.C. Federation of Labour and by the BCTF.

Policies adopted by the B.C. Fed call for:

- Increased provincial spending on public education and an end to public funding of private schools.
- Reductions in class size at all levels of the education system.
- An end to privatization of education programs.
- An end to referenda by school boards that need budget increases.

Bargaining gains momentum

As of January 14, 1991, 23 locals had reached agreements covering 10,151 teachers. Here are key improvements to date.

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— Larry Kuehn

LEGAL BRIEFS



by Randy Noonan

Contract administration . . . grievances . . . arbitrations . . . IRC applications . . . judicial review . . . writs of summons. These are terms most teachers have heard and understand in varying degrees, but what do they have to do with day-to-day teaching, and how much do they affect teachers?

The answer to these questions is both "not much" and "a great deal." "Not much" in that the BCTF has a membership of about 35,000 and only a small percentage of the members will ever be directly and personally filing grievances, making appeals, or taking court action on teaching or teachers' employment relationships. "A great deal" because outcomes of cases filed by that small percentage often affect other teachers in the same school district or even right across the province.

Teacher has asked me to contribute a regular column to discuss important legal issues, cases, and decisions that affect B.C. teachers. I hope that this is the first of many such contributions.

The main focus of "Legal Briefs" will be on grievances and arbitrations — both of which fall under "contract administration."

However, I intend to stray occasionally to cover important decisions of the Industrial Relations Council or the courts that may affect you in your role as teacher. In most instances, I will outline the facts, issues, decisions, and reasons for the decisions in significant cases and discuss their potential importance.

Teachers are affected by a broad range of legislation: the School Act, the Teaching Profession Act, the Industrial Relations Act (and regulations pursuant to each of those acts) and, perhaps, the Criminal Code of Canada. However, the single most influential law, in my view, is not found among those just listed. It is the collective agreement negotiated between the local teachers' association and the school district. The collective agreement sets out many of your employment rights and obligations. That, of course, is why so much time and effort is spent attempting to negotiate effective language to enhance and protect your rights.

Even the best contract language works only if the day-to-day working relationship is administered in accordance with the collective agreement and the agreement is enforced. Grievances, which may lead to arbitrations, are the usual way of enforcing the terms of a collective agreement or complaining and seeking remedies when a violation has occurred.

The outcomes of grievances are important in interpreting similar contract provisions in other collective agreements and in preventing future violations. They are helpful in exposing effective and ineffective language in a collective agreement, thus helping to set bargaining objectives in the next round of collective bargaining.

I hope that you will find the cases and issues discussed in Legal Briefs interesting and helpful.

Randy Noonan is a BCTF staff lawyer.

Teacher-librarians and noon-hour supervision

One of the most important issues teachers face in their day-to-day activities relates to hours of work and supervision of students. Most collective agreements across the province regulate the number of instructional hours per teaching week as well as limit the amount of supervision that can be assigned to teachers. Most have restricted noon-hour supervision so that teachers may enjoy a duty-free lunch hour in a collegial setting.

Two recent arbitrations have reviewed noon-hour supervision assigned to teacher-librarians. On April 23, 1990, Arbitrator Hugh Ladner wrote a decision in a grievance filed by the Cowichan District Teachers' Association. The collective agreement provided that "no teacher shall be required to perform supervision duties during the school's regularly scheduled noon intermission." That language was in the 1988 agreement, the first agreement in which teachers negotiated conditions of work.

Principals in a number of schools in the district demanded that teacher-librarians remain on duty in the libraries during the noon intermission. The CDTA argued that those demands contravened the no-noon-hour supervision clause. At the arbitration hearing, a number of teacher-librarians testified that before the collective agreement had come into force, they had historically been required to perform noon-hour supervision and had assumed that they would no longer be required to do so after the noon-hour supervision clause was signed. They testified that their noon-hour duties they

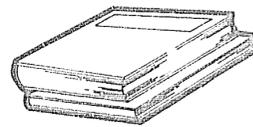
performed after the collective agreement were no different from the duties they had performed before. Therefore, they believed, they were still being required to do noon-hour supervision.

The school board argued that the teacher-librarians were being required not to do supervision but rather regular instructional duties. Nothing in the collective agreement prevented principals from assigning instructional duties during the lunch hour.

Teachers suffered a serious setback when Ladner ruled that the duties were instructional and not supervisory. The CDTA grievance was dismissed. Instead of focussing on the collective agreement, Ladner looked to a Ministry of Education document on the Year 2000 to find that libraries play an increasingly important role in schools. A teacher-librarian may be asked for help by students during the lunch hour, so, concluded Ladner, "A teacher does not cease teaching simply because the teacher is performing what is primarily a supervision function."

By applying such a broad view of teaching, Ladner's decision undermines agreements limiting supervisory duties. If any student assistance is involved, principals could assign "primarily supervision" duties because the teacher "does not cease to be a teacher."

The issue arose again in a North Vancouver Teachers' Association grievance decided by Arbitrator Mervin Chertkow on December 14, 1990. The language in the collective agreement was virtually identical and, as in Cowichan, a teacher librarian was being asked to stay in the library during the noon hour. Chertkow heard arguments similar to those Ladner had heard in Cowichan. As well, the school board argued that because Ladner had already decided the issue, Chertkow should come to the same conclusion.



However, Chertkow had no difficulty on the facts before him in deciding that, although conscientious teacher-librarians will undoubtedly assist students during the lunch hour, the nature of the assignment was, as it had been in previous years, supervisory and therefore restricted by the collective agreement.

In commenting on the Ladner decision, Chertkow said that he found the teachers' evidence to be frank and objective and useful in determining the nature of the work performed. Ladner, on the other hand, had said that he did not find the teachers' evidence useful.

The issue may arise in some other district in front of some other arbitrator. In my view, most arbitrators would be much more likely to follow Chertkow's decision than Ladner's. Arbitrators obtain their authority from the provisions of the collective agreement, and their duty is to interpret and apply that agreement. In Cowichan, Ladner largely ignored the collective agreement and looked to a Ministry of Education document as the most useful source in deciding the issue before him. Chertkow, on the other hand, looked to the agreement and the evidence of the teachers who actually did the work to determine the nature of their duties.

If school boards now accept the Chertkow decision, they will hire supervisory staff to supervise during lunch hours. If not, more grievances on the issue will arise, and contract language may have to be tightened to more closely define supervision in order that teachers benefit from the agreements they thought they had reached.

BCTF sponsors "Children in Poverty Conference"

Children in poverty is the theme of a BCTF conference scheduled for March 2, 1991 at Lord Strathcona Elementary School in Vancouver.

There is an inextricable link between poverty and learning. Children in poverty, who make up 20% of the Canadian student population, are less able to attain the emotional, social, physical, and intellectual development that public schools seek to promote. Conference participants, including parents, educators, children, and members of community-based groups, will explore the relationship between poverty and student development.

Keynote speakers are Brigetta Kitchen (Strategies for Elimination of Poverty) and Jean Swanson (Effective Advocacy).

Persons interested in participating in the conference should call Lou Aldridge at the BCTF, 731-8121 (local 541) or toll free 1-800-663-9163.



Peaceful resolutions to conflict: a global imperative

Feelings run high as Canadian students, and most teachers, undergo their first experience with their country at war. News reporters have frequently covered classrooms of students and teachers struggling with the dilemmas and fears created by the conflict.

The BCTF, too, has been facing these dilemmas.

In the days leading up to the January 15 deadline, the BCTF Executive initiated several activities to join the many calls by church, labour, and community groups for time to allow sanctions to work and for Canada to maintain its special role as an international peacemaker. BCTF President Ken Novakowski prepared a letter requesting teachers individually "to add your voice to those calling for a non-violent settlement."

"We take seriously the Canadian Teachers' Federation policy that says 'peace is initially the responsibility of each individual person and is a special responsibility of teachers,'" Novakowski told *Teacher*. "It was in that spirit that the letter was sent to all teachers."

"Unfortunately, it came too late," Novakowski said. "By the time the letter

reached members in the schools, the first attacks had already taken place, and the time for the call for a non-violent solution was past. The letter arrived in teachers' hands at a point of high intensity of feelings about the war, and it generated serious concerns from some members, who communicated to us by phone and letter."

"I regret that this turmoil about the role of their organization was created for members," Novakowski said. "However, I believe, as does the BCTF Executive Committee, that the issue of peace is one on which the organization does have an obligation to speak. As Global Education Co-ordinator Pat Clarke has said, 'the relationship of playgrounds to killing fields is not so facile as it might appear...clearly an objective of our organization must be in helping students to learn how to resolve conflict without resorting to violence.'"

"It is in this light that the BCTF Executive in November called on the Canadian government to work toward a diplomatic solution" (reported in *Teacher*, November/December '90), Novakowski said. "And it is in this light that actions since the start of the actual hostilities have been taken." "I want to emphasize," he said, "that

just as students must have the right to express their opinions freely, so must teachers. All teachers have a right to express their views on the Gulf crisis, indeed on any matter of public policy."

"To assist teachers in dealing with the concerns, fears, and desire for knowledge by students, the BCTF and our Social Studies PSA have joined with a number of school boards in commissioning experienced teachers to develop classroom materials for elementary and secondary students on the Middle East crisis," Novakowski reported.

- Larry Kuehn

QUOTES OF NOTE

"Young people in general have not acted as if they feel helpless. The young have become the backbone of an emerging Canadian peace movement."

- *Globe and Mail*, January 22, 1991

Canadian Teachers' Federation policy on peace

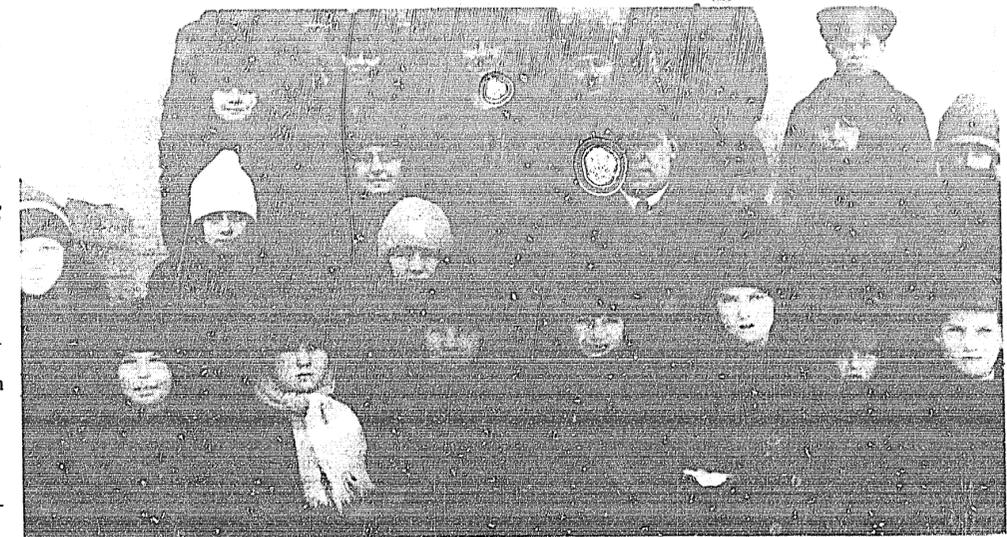
CTF believes that the pursuit and attainment of peace is initially the responsibility of each individual person and is a special responsibility of teachers.

CTF believes that violence and the abuse of power are never to be used to solve conflicts.

CTF believes that children have the right to live, grow, and develop in a world free of war and the threat of nuclear destruction.

CTF believes that students must be assisted in acquiring skills to make choices related to world concerns.

VIGNETTES FROM HISTORY



Ukrainian children with their teacher in front of a Manitoba one-roomed school.

I. Boberskyj Collection, Ukrainian Cultural and Educational Centre Archives, Winnipeg, Manitoba photo (with thanks)

1896-1916: Ukrainian children, a first in bilingual education

by Mary Ashworth

In 1895, Dr. Joseph Oleskiw, a professor of agriculture at Lviv teachers' Seminary, visited the Canadian prairies. He had a dream: to improve the lot of Ukrainian peasants — first, by improving the quality of soil in his homeland, but, second, by encouraging people to emigrate, to which end he wrote two booklets extolling Canada. The following year, Clifford Sifton became minister of the interior in Sir Wilfrid Laurier's Liberal government, and he, like Oleskiw, had a vision of peopling the prairies with agriculturalists. He established a policy whereby a newcomer, upon payment of a \$10 deposit, could choose 160 acres of public land and, to retain it, clear and plow at least 30 acres and build a house within three years of taking out the option. Those not meeting the terms would forfeit the land.

In early May 1896, 107 Ukrainians arrived in Quebec City; the forerunners of many to come; for shipping agents were busy advertising free land, which was available, and free cattle and free housing, which weren't available. The word spread throughout the Ukraine — "free land and freedom." And the "stalwart peasants in sheepskin coats," as Clifford Sifton called them, came in the thousands between 1896 and 1914.

The journey was difficult. One settler recalled, "I was five years old when we came to Canada in 1902. . . . We came by ship, then by train across Canada to Yorkton. In Yorkton, we stayed in the immigrant shed for six weeks while my father went to look for a homestead. We slept on the floor. We had to buy our own food. There was only one person who knew some English, who could translate for us: Men, women, and children worked to clear the land. In time, crude shelters and sod-roofed holes in hills gave way to wooden houses with thatched roofs. The immigrant parents were eager for

their children to learn English in the monolingual school system, but they also wanted the children to maintain the Ukrainian language, the language of the home and of religious practices, the link between the generations. In the evening under oil lamps, parents read stories and, of course, the Bible to their children, and they taught them the Ukrainian alphabet. In Manitoba, a change in the School Act in 1896 made it possible for Ukrainians to set up bilingual schools. In 1890, the Manitoba government had abolished the dual system of denominational schools and had decreed that there would be one non-sectarian system for all children in which the language of instruction would be English. That had naturally angered French-Canadians in Manitoba who stood to lose their separate schools. It also angered the Quebec government by removing the right of French-Canadian children living outside Quebec to be educated in their ancestral language. Sir Wilfrid Laurier, in 1896, worked out a compromise with the Premier of Manitoba, that resulted in an amendment to the 1890 School Act, Section 258:

"When 10 of the pupils in any school speak the French language or any language other than English as their native language, the teaching of such pupils shall be conducted in French or such other language, and English upon the bilingual system."

The first public school set up by Ukrainians seems to have started in 1898. By 1907, there were more than 90 bilingual Ukrainian-English schools. But they faced a major problem, that of finding good bilingual teachers. A few young Ukrainian men had received a good education before emigrating to Canada, but their English was poor. English-speaking teachers full of missionary zeal ready to work in the settlements lacked knowledge of Ukrainian. John Baderski, a school inspector, recommended, in his 1904 report, that to

meet the demand for more high-quality bilingual teachers, a special preparatory school for Ukrainian English teachers be established. The Department of Education took his advice, and a year later, the Rutherford (Ukrainian) Training School opened in Winnipeg. For 11 years the steady supply of bilingual teachers for the Ukrainian settlements resulted in an increase in the number of bilingual schools and in the number of children attending. Some graduates of the school went on to further education and entered the professions, becoming doctors, lawyers, businessmen, and members of the provincial and federal governments.

Despite improved teacher training, the bilingual schools were doomed. World War I brought discrimination against Ukrainians, "enemy aliens," and there was considerable feeling that bilingual education was inferior education. In early 1916, the minister of education brought in an amendment to the Public School Act that repealed Section 258 thus returning Manitoba to the situation that pertained in 1890.

Both Saskatchewan and Alberta have similar histories. Both permitted bilingual schools, both set up training schools for bilingual teachers, and both repealed provisions for bilingual education before World War I ended. But the last 20 years have seen a change in attitude toward maintaining heritage languages, the result of increased knowledge regarding second-language learning and recognition of the important role heritage languages play in people's lives. Today, thousands of children of Ukrainian ancestry attend classes in Ukrainian during the school day, after school, or Saturday mornings. The Honourable Ray Hnatyshyn, a Canadian of Ukrainian ancestry, is the present Governor-General of Canada.

Mary Ashworth is a retired professor from the University of B.C. with extensive background in multicultural education.

Third in a series exploring the educational beginnings of our rich multicultural school population.

RESOURCES

Thumbs down!

Thumbs Down!, classroom lessons on end violence against women, has been developed by the Canadian Teachers' Federation.

Thumbs Down! is being distributed to 19,000 elementary and secondary schools across Canada. The kit contains lesson plans for students in Kindergarten through Grade 12, fact sheets on violence against women, audio-visual resources, and other teacher aids. A financial contribution from Health and Welfare Canada made production and distribution possible.

According to Project Director Heather-Jane Robertson, the concept is unique. "Most materials on violence against women are for adults and community groups. But we know that people form attitudes about gender, power, and violence long before they reach adulthood. These materials help the teacher foster the right attitudes in students from the beginning."

The lessons are age appropriate. The primary-level lesson develops the theme "people aren't for hitting" and doesn't directly mention women as victims of violence. On the other hand, senior secondary school students will investigate date rape and other violence in the lesson "It's a Crime!"

The background materials for teachers emphasize the impact of violence on children who witness their mothers' being abused. Such students are often misidentified as inattentive or lacking self-control, when the real issue is the violence in their homes.

The kit is being distributed in conjunction with the December 6 anniversary of the murders of 14 women students in Montreal in 1989.

According to CTF President Kitty O'Callaghan, provincial and territorial teacher organizations are encouraging teachers not only to take an active role in preventing violence against women, but to contribute to ending it. It is encouraging to know that in classrooms across the country, students and their teachers will be saying **Thumbs Down!**

The complete kit, in English and French, is available from CTF, 110 Argyle Avenue, Ottawa, ON K2P 1B4, (613) 232-1505, Fax (613) 232-1886.

QUOTES OF NOTE

A rule of thumb.

"For most of our history, wife assault has been legal. In 1767, a British common law decision determined that men could 'enforce domestic discipline' so long as the instrument they used to beat their wives was no broader than the width of a man's thumb — hence the rule of thumb as a measuring unit.

Not until 1968 in Canada, did physical cruelty become grounds for divorce. Still, every year more than 100 women are murdered in their homes by their male partners."

— Introduction, CTF publications **Thumbs Down!**

MARCH 8, International Women's Day

Try an interview

As a follow-up to class discussions about famous and not so famous women in the world, students are to interview one woman they know. As the one interviewed, please share your ideas with the student interviewer. If possible, please supply the interviewer with a photo of yourself.

The work you've done in the past: _____

The work you would like to do in the future: _____

The name of the woman or women you admire most. Give reasons for your admiration: _____

Name of interviewer: _____

Source: Carol Taylor, teacher in Kelowna.

effectively oppose violence against women? The messages of major speakers at this conference echo the categories for gender analysis set out by Joan Scott.

We may need to go beyond the context of the women's movement as a segregated tradition. This conference demonstrates the depth of gender problems in our society. To understand how gender works — its attitudes, rules, images, myths, and values — we may need the hard work of both men and women. Fourteen women died on December 6, 1989; their killer, a man, is also dead. The sad part of the CTF Status of Women conference was that more men weren't there to hear women talking tough.

Leslie Savage is an instructor at Capilano College and a freelance writer.

New feminists on the block?

by Jan Nicol

Are today's teenage girls feminists? Myrna Kostash, guest speaker and author of *No Kid Left Behind: Inside the World of Teenage Girls*, asks her audience this question and then offers both troubling and promising answers.

Job streaming, class prejudice, and poor sex education are among the negative influences Kostash examined. In her research, she discovered that girls still avoid science and math courses in large numbers. This means they lose out on opportunities for lucrative jobs. And while more girls enrol in computer courses, she says most girls believe computer skills lead only to unexciting, low-paying jobs.

For the working-class girl, Kostash paints her darkest picture. Schools are detention centres for such girls before entrance into working-class jobs and having babies. Kostash points to a school and social culture that shapes girls' low expectations and low self-esteem. Girls react by creating a subculture, different from the middle-class norm. But this subculture of resistance is self-defeating, Kostash suggests, and leads to re-enforcement of these girls' disadvantages.

Adults are still reluctant to teach young people about sex, Kostash also discovered, bringing tough consequences to many



The idea that women working in isolation may not be able to achieve gender equity was also expressed in a fiery talk by "recovering psychotherapist" Anne Wilson Schaeff (author of *Women's Reality, When Society Becomes an Addict, The Addictive Organization*, and *Meditations for Women Who Love Too Much*). In her work with addiction, Schaeff has concluded that the addictive system can be seen as a metaphor for the white-male system that structures western society. Addiction shuts off awareness and increases the tolerance for toxicity. White-male culture shuts off certain parts of humanity, protects its defenders from outside power and influence. When the women's movement reacts against, or denies the white-male system, it plays the same role as the co-dependent in the addictive system. The system cannot end without the reaction against it. Reaction becomes part of the system. (Just how, was unclear.) "If women were to give up the female-reactive system," she said, "the white-male system would collapse."

This notion, if we accept it, has profound implications for the helping professions, including teachers. They, too, are co-dependents of the addictive society. They take the edge off toxicity, help people adjust to an intolerable society. The message is that counselling may be counter-productive and that the isolation of women as a counterforce to male culture just won't work.

Furthering this idea, Mary Collins (Associate Minister of National Defence

Embrace the study of men and women as gendered beings, of how we learn to be men and women. Gender is a cultural, or learned, identity. Sex is what is determined at birth.

and Minister Responsible for the Status of Women for Canada) suggested a partnership: "Governments, women's groups, non-governmental organizations, businesses, unions, educators, and families, will see our task not just as securing women's interests, but one of improving gender relations." (Actually, the printed text of Collins's talk reads this way, but in her speech Collins omitted the gender-relations phrase.

A radical solution: gender analysis

This emphasis on gender underpins the substance of what Vandellac, Schaeff, Caplan, and even Collins, are saying, although it's not clear that they themselves always realize this. It represents a radical departure from the women only motif that imbued the conference.

To explain: a prominent American feminist historian, Joan Scott in *American Historical Review*, December 1986, suggests that justice for women will never come about through the endless documenting of female oppression.

Scott proposes another plan: Embrace the study of men and women as gendered beings, of how we learn to be men and women. Gender is a cultural, or learned, identity. Sex is what is determined at birth.

Study of gender could proceed, Scott suggests, along four lines of inquiry: laws, customs, and knowledge; myths; images, both graphic and literary; and subjective experience. Looking at the ways men and women are created as gendered individu-

Violence against women... takes many forms. Not all are physical. But gender as an issue reaches down to the very roots of our intellectual premises. In science, in politics, in psychology, and in myth are questions of gender bias.

infertility — often a man's infertility — and with the fact that "it is by the word of a woman that a man can ensure his paternity." In human reproduction and family life, biology is combined with culture. The medicalization of women's bodies is part of reproductive technology. It is undertaken with little attention to ethics, with high stakes for the medical and pharmaceutical industries. The outcomes are dubious.

Statistics about success rates, Vandellac argues, are debatable. She has counted at least 20 different ways that researchers calculate success rates. These are low. The "take-home baby" rate in the U.S. is near zero in half the fertility clinics; in France, according to 1990 research, it is below five percent; in Canada, between two and six percent. We do know that, world wide, six women have died from IVF (in vitro fertilization), that prenatal and neonatal mortalities and premature births of IVF babies are from four to eleven times higher than in normal pregnancies.

In myth, as well as science, there is room for gender analysis. Paula Caplan (clinical researcher, psychologist, and author of *Don't Blame Mother: Mending the Mother-Daughter Relationship* and *The Myth of Women's Masochism*) told the conference how the myths about motherhood can be transformed to a mythology about female teachers. Good mothers have perfect daughters, are founts of endless goodness, are naturally nurturing, know all about childrearing, and don't get angry. Good teachers have perfect students, are founts of endless knowledge, are naturally nurturing people, know all about teaching, and never get angry. The bad-mother myths about mothers' shortcomings are equally transferable: bad mothers are inferior to fathers, they need experts' advice in order to raise healthy children, they are bottomless pits of neediness, and they are dangerous when they have power.

The function of these myths is to allow us to blame mothers — or teachers. Blaming is different from understanding — it doesn't get us anywhere. One of the legitimizers of violence is blame. "As long as we legitimize blame as a way of coping, as long as we have myths that ensure our power and our fear are turned into rage, the result is tragic."

Caplan's suggestion for ending this destructive myth-making is female solidarity. The conference commitment to this goal was evident in that, with 30 or so men at the conference, discussion groups were segregated. This circumstance caused consternation among the men and some women at the conference. According to Ron Poste, first vice-president of the Ontario Teachers' Federation, many of the concerns of women at the conference are shared by men, who tend to have difficulty with the notion that only women's groups can solve the problems. Vested interest groups lose credibility, he said, and action often occurs when diverse groups get involved with issues, as in the acid-rain crisis.

Justice for women from page 1

long time, and he always beat her up. My mother and I said he was going to die."

"There are double standards for guys and girls regarding sex. Guys are cool; while girls are sluts."

The education system, charged with the intellectual development of youth, bears at least a part of the responsibility for these double standards, which are rooted in values reflecting gender inequity. And now that the schools — albeit largely by default — are charged with the emotional and social development as well as cognitive growth, the burden is multiplied. So is the challenge.

Curriculum development is one way to address the issue. **Thumbs Down!**, which outlines strategies for conflict resolution at the secondary school level and encourages a "no hitting" policy among young children, is one ray of hope in an otherwise dark landscape.

Another is the work in media studies by teachers such as Marian Dodds, of Vancouver, who presented the National Film Board's *Media and Society* kit. The kit raises issues of advertising and con-



It is no longer possible to dismiss incidents such as the Montreal massacre as roguery or personal pathology. Dislike, resentment, contempt, and hatred for women are deeply rooted in our culture.

sumerism, images of women, pornography, cultural sovereignty, and information shaping.

Dodds is emphatic about the need to talk to kids about pornography, because "they're watching it!" The video includes clips from *No Way Not Me* and *Not a Love Story*. In the latter clip, Mark Stevens, an actor who has given up making porn films, speaks convincingly of the degradation of his own emotional life as an aftermath of movie-making. "Pornography is a film projected on a blank screen," says the narrator, "and that screen is women's silence."

Gains for women teachers

Schools can help women to break that silence, and when they do, surprising things can happen. A major initiative of the women's movement in education has been to address the systemic attitudes and rules governing the school as a workplace. Sandra Acker is a researcher en route from the University of Bristol to OISE. She spoke about teachers' perceptions and interpretations of their own roles as women, teachers, wives, and mothers. Irony, she notes, "pervades the lives of teachers," who have to believe that they have some power to shape their own destinies; otherwise schools would grind to a halt under the weight of demoralized teachers. They cannot afford a full-blown feminist analysis, with its risk of inducing discontent and anger. They have to live with the patent inequities of preferment for men in promotion and, in many cases, domestic arrangements that give them double or triple shifts. At the same time, their ideologies induce constant, committed, dedicated hard work.

Acker also notes, however, that the warmth of school atmospheres and the often "womanly" values that prevail in school culture go a long way to compensating teachers for inequities.

mitted to policies supporting gender equity, in social and political action, in language usage, and in the appointment of women to leadership positions. Where such action represents mainstream thought, it is as a result of women in education who have convinced male counterparts that injustice does a disservice to the whole community. The battles have not been won easily.

Violence against women, as noted by several speakers, takes many forms. Not all are physical. But gender as an issue reaches down to the very roots of our intellectual premises. In science, in politics, in psychology, and in myth are questions of gender bias. These questions ultimately challenge our curricula and our teaching methods.

Inside the profession, many battles have been won by women teachers, supported by their male colleagues. The BCTF is committed to policies supporting gender equity, in social and political action, in language usage...

Gender issues in science and myth

On gender issues in science, Louise Vandellac (Vandellac from the University of Quebec in Montreal, sits on the National Bioethics Council on Research in Human Subjects and on the Royal Commission of Reproductive Technologies) spoke about the ecology of reproduction.

Reproductive technologies begin with

BABY BLUES

A NEW NFB VIDEO RELEASE

by Marian Dodds

The tension was really mounting as they waited for the ending. What color would the pregnancy testing kit show? Damn. Now what? An open ending to a situation portrayed in a very real context, using language and environments familiar to today's teens. Afterward, they were eager to talk about teen pregnancy. This cross section of a dozen (male and female) Family Management 11 students previewed the new *Baby Blues* video recently and agreed it offered a good learning experience and should be shown to all teenagers, starting as early as Grade 8.

The open ending left them wanting more. A sequel was suggested. What would happen next? How would the couple tell their parents? It was a perfect "teachable moment," the group of students eager to discuss, debate, speculate, seek information, and ask questions. Fortunately, the study guide that accompanies the video provides enough discussion questions, suggested activities, and factual information for the teacher to take over, provided the teacher is open, caring, understanding, and comfortable with the topic. That's the picture the students painted of the teacher who should be showing the video.

Student reactions in detail follow.

"This video would help teenagers learn more about sex and pregnancy. It is very realistic and fun but also educational. It is one that students can relate to."

— student,

Gladstone Secondary School, Vancouver

Having watched *Baby Blues*,

What are you feeling?

- scared, frightened, more alert about birth control, more hesitant about premarital sex.
- they've made that one little mistake that is going to affect the rest of their lives.
- how are they going to tell their parents?

- what would happen in the future if they decided to give the baby up? If they kept it, would they fight?
- I feel sorry for the girl. I know my parents would freak, and I felt angry toward the guy. He should have protected himself and not acted so mean to her.
- It was good that the guy showed some support for her after she got pregnant.
- Sorry for the couple because they're so young and they both have different ideas what to do with the baby. If they don't decide the same thing their relationship won't last long.

What are you thinking?

- What are they going to do?
- What would I do in this situation?
- This could happen to me.
- I am thinking that if in the future I were in that position, I would definitely use protection and make the guy use it, too, because I wouldn't want my child to be a mistake.
- I am thinking about my future because I had a boyfriend who did it to me and I didn't get pregnant. If I had gotten pregnant, I wouldn't have had an abortion, because I am Catholic, and it's against my religion.
- Is it really safe to have sex before marriage? Is it really worth the risk?
- One should always think of the result before doing something.
- The guy should have taken as much responsibility as the girl.

What did you like about the video?

- I liked the way it showed the guy getting frustrated. He was being selfish and thinking only about himself for awhile. I also liked the way he faced his fears and helped the girl go through the test and took "equal responsibility."
- It was real — that's how we feel about our classes and school. It wasn't an every-one lives happily ever after kind of story.
- I liked that she has an understanding friend.
- It is probably the most realistic and updated film I have seen in school.
- I liked the mother trying to reason with her daughter.

Marian Dodds teaches at Gladstone Secondary School, Vancouver.



National Film Board photo

"It's awesome. It can teach girls and guys what happens when you mess around with unsafe sex."

— student,

Gladstone Secondary School, Vancouver

by Karen Harper

Angela, a 40-year-old secondary teacher in a small school district, was enduring administrative harassment. Unable to handle it any longer, she went on extended sick leave and salary indemnity plan benefits. During that time, she underwent therapy, and engaged in a successful job search. She is now happily teaching in a new school district. Short-term benefits gave her the necessary financial resources after her sick leave expired and the time to adjust and make the transition.

John, a 51-year-old teacher in an elementary alternate school, had a sudden onset of viral and fatigue symptoms that didn't go away. He was continually and overwhelmingly tired, with regular flu-like symptoms. His doctor diagnosed chronic fatigue syndrome. John was off work completely for the next two years; rest appeared to be the only cure. As he became stronger and after consulting with his doctor, the SIP administrator, and his school board, John arranged a gradual return to work, each year increasing the percentage of time worked. The SIP paid benefits for the portion of time not worked. By next fall, John will have returned to full-time teaching, the SIP making it possible for him to re-enter the work force sooner by financially supporting his efforts to work part time.

Virginia, a 57-year-old elementary teacher found her ability to cope with her classes diminishing rapidly. She found it essential to go on sick leave and the SIP, both short and long term. She was ultimately diagnosed with a form of schizophrenia that will make it impossible for

her to re-enter the work force. The SIP long term is paying her benefits until the end of the school year in which she turns 65. She will have an adequate income, and at 65, a pension based on her teaching service and her years on benefits. Given that she was a short-service teacher, this will make the difference between retiring with a small pension and retiring with dignity.

With one in fifty teachers receiving SIP every year, every teacher either knows someone who has received benefits, or has benefited directly. These are typical stories of teachers who suddenly find themselves unable to teach.

Introduced in the '40s, the SIP has been a life raft for many of B.C.'s teachers. It is a raft in danger of sinking, unless the fund receives increased revenue (i.e., a fee increase).

Imagine that your take-home pay is \$1500 monthly, but your living expenses are \$2500. Because of an inheritance, you can pay all expenses for five years, but once your inheritance is gone, what will you do? You need to find some income, somewhere, or reduce your living expenses. The SIP is in the same position. It "inherited" monies, now in the neighborhood of \$8 million, from the grandparenting of the previous Great West Life Assurance plan. As well, the short term had developed a small surplus over the years. Although the long-term portion of the plan has been in deficit for the past few years, the plan as a whole was not. Only two years ago, the total plan had a surplus of nearly \$7 million. As of December 31, 1990, however, the total plan will be in deficit for the first time.

Because the average age of the teaching work force is much higher than it was ten years ago, the SIP experience has risen substantially.

The challenge facing teachers is to fund the benefits fully to ensure its continuation. The plan's actuary, and experience, both indicate that we must increase the fees paid for SIP to provide benefits, both short and long term, on a fully-funded

basis. The only guarantee of future benefits is to have them fully funded now.

What are our choices? The Income Security Committee has exhaustively studied a large number of options and is recommending that the fee for short-term benefits be 0.2% of salary (currently 0.15%) and the long-term fee be 0.8% of salary (currently 0.55%).

The committee is also recommending the following modifications to the plan:

1. That the \$50,000 limit on salary covered and benefits paid be eliminated. The committee feels the \$50,000 no longer reflects the career teacher's salary and need for illness protection.

2. That the short-term-benefit scale be changed to ensure that the minimum benefit paid will always qualify the plan for the UI rebate, which currently provides \$1 million in income to the plan. This change will improve short-term benefits to full-time teachers at no additional cost over the recommended fee.

3. That the termination age for long-term benefits be the earlier of 35 years of pensionable service in B.C. or the end of the month in which the member turns age 65. This will reduce the cost of long-term benefits. Without this amendment, the required fee for long-term benefits would be 0.95% of salary instead of 0.8%.

4. That the Executive Committee approve a plan to establish two rehabilitation counsellors to help teachers adjust to disabilities, obtain their proper benefits, and where possible, return to employment.

Paying more is never easy. When you consider a proposed fee increase in SIP payments, consider your colleagues whose lives have been affected by sudden illness, and consider the odds: 1 in 50. All teachers deserve this life raft, this assurance of dignity.

The names and/or sexes of members have been changed to ensure confidentiality. The stories are otherwise accurate.

Karen Harper administers the BCTF Salary Indemnity Plan.

WHAT WORKS?

Counsellor offers tips on studying

Like muscles, study habits must be exercised regularly for best results. Brinda Van, a certified developmental educator at the University of Connecticut, says "many students don't know how to study or manage their time," and then they panic when they face a major exam.

Van has for seven years counselled students at UConn on studying and test-taking anxiety. Here are eight tips she offers in her workshop, *Studying for As*:

Keep current. Review classroom notes the same day, begin projects early, and study steadily rather than cram at the last minute for midterms and finals. Once you fall behind, it's doubly hard to catch up.

"Studying notes the same day you took them means you'll spend less time reviewing them, too, because the material is still fresh," says Van. "Waiting until Sunday night means facing cold notes that look as unfamiliar as if someone else wrote them."

Practise comprehension monitoring. Pause regularly during study to ask yourself "What did I just read? Do I understand this? Could I teach this material to someone else?"

Translate ideas. When reviewing reading material and classroom notes, condense ideas into brief, understandable phrases, and write down the ideas in your own words to be sure the notes make sense to you.

Prepare for class. Reread your notes before going into class so the ideas are fresh.

Organize your material. Make diagrams and flow charts, compare similarities of groups of information with lists and columns, draw maps — anything to highlight how things are related or can be contrasted.

Stick to a schedule. Plan your day and week with a chart; block out class time, regular club meetings, and part-time job hours; and make sure you have reserved adequate time to study.

Work with your study style. Do your toughest studying at the time of day when your energy is highest. Also, observe whether you learn best by writing everything down, by quietly listening in class, or by learning with tactile activities (touching, constructing, moving around).

Read faster. "Don't try to read and digest every word — a common mistake, especially when approaching a major subject," says Van. "Push yourself to read faster, not slower." Van says this technique will give you a stronger overall impression of what you're reading and will help you keep track of the direction the material is heading.

Source: University of Connecticut News Release, September 1990.

Fortified

If a nutrient has been added to a food that it does not contain naturally, the food has been fortified. For example milk is fortified with Vitamin D and some orange juice is now fortified with calcium.

Reduced calorie

A product that has at least 1/3 less calories than the food it replaces can be labelled reduced calorie. Good examples include lower in fat mayonnaise or salad dressings.

Imitation

These foods bear no chemical or nutritional resemblance to the foods they imitate. Some examples include low cholesterol egg products and imitation jam.

Low calorie

A food labelled low calorie can have no more than 40 calories per serving or 0.4 calories per gram.

Sugar free

Beware of this one. It only means it contains no sucrose. There are lots of other sweeteners on the market that are not wise choices when you are thinking about reducing the sugar content of your diet.

Source: *The Fitness Group Newsletter*, October 1990.

Personally speaking

What's in a label?

Beware when you are buying products in the store. Be sure to read labels, so you'll know you are getting what you really want.

Enriched

When a food is processed it loses some of its nutrients. An enriched food has some of these nutrients readded. Breads and cereals are usually enriched.

STUDENT-LED CONFERENCES

RESPONSIBILITY SHIFTS TO LEARNERS

by Nancy Little and Barry MacDonald

It is peculiar that in our age of accountability and empowerment, traditional parent-teacher conferences exclude the most important person, the student. We believe *students* are capable of being active participants in planning, presenting, and evaluating educational growth.

The Primary Program Foundation Document says, "The child needs to understand and contribute to the process by helping identify his or her efforts, accomplishments and learning needs" (1990, p. 31). The *student-led teacher-parent conference* is one way students from Primary to Graduation demonstrate to their parents what they have learned in school, and how well they have learned it.

We encourage student competency to self-report by establishing a positive school climate. We teach the required strategies in an integrated way so the students are empowered by their own abilities. Because school is children's work, they complete it, organize it, evaluate it, and present it to their parents. Through this dynamic process, students demonstrate a keener interest in their education and pride in themselves from increased knowledge and empowerment.

A climate for success

In a child-centred classroom students feel capable and responsible, and they establish positive relationships. The teacher collaborates with students to initiate and maintain a climate for success. Such a climate is essential if students are to feel comfortable undertaking their own conferences, risky business.

Students need to feel capable

Students feel capable in a classroom when they are valued and appreciated. Mark Twain once said, "The compliment that helps us on our way is not the one that is shut up in the mind, but the one that is spoken out." During the school day, students need to hear encouraging comments about themselves from peers and teachers, regardless of their academic ability. For example, the initial efforts of a draft assignment may be shared with others at an *author's corner*. Students in the audience may respond by indicating what they appreciate about the author's work and by making suggestions for editing. The author then decides which advice he/she would like to accept. A child-centred classroom sets the stage for self-reflection, and it indirectly prepares students to lead their own conferences.

Numerous practical and specific ideas for helping students to feel capable are cited by Linda Albert in *Co-operative Discipline* (1989).

Mistakes are OK

The fear of making mistakes undermines a student's confidence and willingness to lead his/her own conference. Teachers can minimize such fear in several ways (Albert, 1989). Teachers can facilitate open discussion about mistakes as a natural part of learning. By identifying their own mistakes, teachers show that errors are human and acceptable. Teachers can equate mistakes with

effort and active learning, thus focussing on what can be learned from the mistake. Teachers can also minimize the effect of mistakes by not highlighting every error but by breaking up corrections and constructive criticism into manageable steps that students can realistically complete. Students will be more honest and self-reflective about their progress at a student-led teacher-parent conference when the barrier of making mistakes is removed and strengths are highlighted.

Assuming responsibility takes practice

Regularly scheduled classroom meetings, led by students, provide an opportunity for students to learn and practise how to resolve conflict, make decisions, plan activities, and build a sense of community in the classroom. Students may establish guidelines for their conference agenda at a class meeting. Numerous other activities such as role playing, peer tutoring, and peer counselling also facilitate students' accepting developmentally appropriate responsibility for their school career and indirectly the student-led parent-teacher conference.

Self-assessment and communication skills

Self-assessment and communication skills essential to students' leading their own conference are best developed in the context of everyday learning, beginning early in the school term. Teachers are in an ideal position to model self-assessment by discussing with students their own strengths and weaknesses appropriate for students' awareness. For example, a teacher might say, "I feel very positive about what we've accomplished in this lesson," and then share, "I took too much time introducing the topic to you." Students need opportunities to practise communicating their self-evaluation. Initially this may be accomplished by self-reflective journal writing, later by sharing reflections with peers, thus paving the way to discuss self-assessment with parents and the teacher at the conference.

Benefits of student-led conferences

For students the benefits are:

- ownership for their learning and school progress.
- more commitment to school work because of the accountability to parents.
- increased interaction between parent and child, which can increase intrinsic motivation toward school achievement.
- independence to initiate, plan, and conduct a conference.
- self-evaluation.
- more positive self-esteem, acquired through learning meaningful skills.

For parents the benefits are:

- appreciation for increased time spent in the conference. (Since more than one conference is going on at a time, there do not seem to be the rigid constraints of the traditional 10 to 20 minute conferences.)
- better understanding about what their child does at school.
- more participation, which facilitates their partnership in their child's education.

For teachers the benefits are:

- increased student pride.
- insight gained by observing the family interaction.
- relief when a child explains his/her school work in a first language and the



parent comprehends (a multicultural worker's time is saved for the individual conferences).

- increased parent attendance and participation.
- efficient use of time (three or four at one time).
- encouragement and energy created by the conference.

Method

Eight preparation steps for implementing student-led teacher-parent conferences are explained in *Student-Led Teacher Parent Conferences*, by Nancy Little and John Allan (1989). Copies are available at the following bookstores: UBC, SFU, and the Adlerian Psychology Association of B.C.

Nancy Little, formerly a learning-assistance teacher in Richmond, is principal of Franklin Community School, in Vancouver. Barry MacDonald is a district counsellor with the Langley School District and is presently completing research on student-led conferencing with the Counselling Psychology Department at UBC.

Questions teachers ask

1. What if a parent engages the teacher in a discussion during the conference or asks a direct question about the child's progress?

It is inappropriate for teacher and parent to discuss student progress as they would at parent-teacher conference. Doing so excludes the student and undermines the purpose of the student-led conference. When adults assume leadership, a child may feel discouraged and lose his/her sense of ownership for the conference.

Responding to parents' questions is best communicated delicately by acknowledging the parent's concern and redirecting the question TO the student. If the concern is not appropriate for discussion at the conference, the teacher might suggest a future parent-teacher interview.



Stawamus elementary school in Squamish is one of B.C.'s schools trying student-led conferences. Staff planned, prepared and executed the initial effort in November. Families (shown here) rated conferences a success. Stawamus Elementary photos

2. What if a parent does not show up for the conference?

This scenario can be discouraging for both the student and the teacher. Support staff can be available on short notice to attend the conference, thus communicating that the student's efforts are valued and appreciated. The teacher can later contact the parent and establish another time or suggest that the child present his/her conference at home. Although no-shows are rare, they do happen, and they are minimized by communicating to parents the benefits and purpose of the student-led teacher-parent conference.

3. What if a parent criticizes the teacher for giving away the responsibility of reporting on student's progress?

Understandably, it can be challenging for parents to comprehend the myriad of changes in the education system. Taking time to address parent concerns well

before the conference helps to eliminate confusion about roles and responsibilities.

4. What if students are afraid that they will mess up at the conference?

Students' fears are best discussed openly rather than taken lightly or ignored. Classroom meetings can provide a supportive arena in which to explore fears and co-operatively establish a proactive plan. Student concerns relating to their home life need to be addressed respectfully and privately with the teacher.

5. What if a student is worried that he/she may be unable to answer all the parent's questions?

No teacher or parent can answer all questions. Students need to know that butterflies are to be expected and that a little anxiety is positive and enhances performance. The key is managing the butterflies by establishing a nervousness response plan and practising it through role-playing.

The Stawamus School example

by Stawamus Elementary School staff

Parents, students, and teachers all agree that the student-led conferences held in October at Stawamus Elementary School were a phenomenal success. What transpired within our halls and classrooms was the most positive communication of how our students are doing. Gone were the formal, quiet, often intimidating parent-teacher conferences. The school was filled with celebration, and the celebration was shared with moms and dads, brothers and sisters, grandparents — even aunts and uncles.

We let parents know that student-led conferences do not necessarily replace a parent-teacher conference. Most teachers had a sign-up sheet for subsequent appointments, but few were needed.

After the student-led conferences, we compiled feedback from students, parents, and teachers for use in the future. We are preparing now for an even more successful student-led conference day in March, and we can't wait!

Careful planning and preparation for the day are essential and begin early in the school year. For those of you who are thinking of organizing school-wide participation, we have the following tips:

- Early in the school year, use a professional day to bring in a speaker or to brainstorm ideas for the day.
- Buy a copy of *Student-Led Teacher Parent Conferences*, by Nancy Little and John Allan, for each member of the staff. This excellent guide gives all staff members a common understanding of the concept.
- Discuss the idea of *pride folders* or the collection of as many samples as possible of children's work. Start collecting early.
- Explain to the students why they are collecting work samples.
- At a staff meeting about two weeks ahead, compile a "what to do" list and a timeline for everyone. We brainstormed and compiled suggestions, but each teacher made up an individual list.

Three weeks before

1. Reinforce concept with students.
2. Role play introducing parents to teachers in class.
3. Read aloud an overview written in newsletter to parents, and ask students to make sure their parents understand student-led conferences.
4. Expect everyone to participate.
5. At assembly, have teachers role play introduction of parents to teacher and demonstrate how to keep to the agenda (even if your parents want to diverge). Offer tactful strategies.

Two weeks before

1. Discuss understanding of an agenda. Brainstorm possibilities for agenda — include some essentials, some choices.

Students should choose two or three from each list. For example: math, socials/science, writing. Other choices: art, French studies, computers. The students' agenda will vary from class to class and from individual to individual.

Because early primary students couldn't read an agenda, they had stations to visit in numerical order or posted the agenda on the board for parents to help students lead. (One station was a video of students during gym class.)

2. Watch video of student-led conferences. (Courtesy of Barry MacDonald of Langley.)
3. Arrange for secondary-school students to videotape conferences.
4. Make and put up posters to remind students and parents of the date.

One week before

1. Refine the agenda.
2. Discuss with the students the format of the day.
 - Classes are dismissed at 11:30.
 - You and your parents arrive at a designated time.
3. Role play conferences with peers and older students.

The conference:

 - Introduce parents to teachers.
 - Show parents and siblings where to sit.
 - Use your agenda to show "what you can do."
 - After 20 minutes, you will receive a signal (usually music). At this point you may want to go to the back for refreshments. An extra station is available if your family wants to conference longer.
 - Thank your family for coming, and invite to tour the school.
 - Remember to introduce the support staff if they come into the room.
4. Do a web of ME using positive ideas of what the student can do.
5. Poll the students early in the week to find out possible time slots. (Each teacher sent out a letter with a common message at the top but had autonomy in choosing time frames. Because four families came at one time, only five or six sessions were needed. Parents returned the form indicating their first and second choice.)
6. Phone parents who do not return the form by Thursday of that week.
7. Have students write invitations to their parents with the time of the conference clearly stated. Send invitations home.
8. Have students in older grades, teachers in younger grades, organize refreshment centres.
9. Have teachers and/or students prepare a comment book for parent feedback on conference day.

The big day

1. Post a welcome sign at the front entrance.
2. Have classrooms organize work and learning centres to be shown.
3. Set up classrooms in group settings.
4. Review agenda and talk about fears and hopes for the conference.
5. 12:30 — Begin the conferences.

Compiled and submitted by the staff of Stawamus Elementary School, Squamish.

The rehabilitation-education connection

by Robyn Littleford

Nicci returned to school last week after a 10-month absence that resulted from a motor vehicle accident in which she sustained multiple injuries, including a severe brain injury. She spent two of the 10 months in hospital and the remaining eight months at G.F. Strong Centre undergoing intense physical and cognitive rehabilitation. Nicci returned to her old school, to her old peer group, to her old teachers as a new student.

According to the 1988 B.C. Ministry of Health Program Survey, an estimated 4,400 to 6,400 people annually receive brain injuries serious enough to warrant hospitalization, and 300 to 400 of them suffer severe permanent disabilities. Fifty to sixty percent of traumatic brain injuries occur in motor-vehicle accidents, and 50% to 60% of the victims are between 14 and 30. Males outnumber females three to one.

A significant number of elementary and secondary school students, from all over B.C., end up in a rehabilitation centre for three to six months undergoing treatment for severe brain injury.

There is no typical student with a brain injury. That, in itself, makes the reintegration of such a student even more challenging. The student with a brain injury may have all or a combination of cognitive, physical, psycho-social, and behavioral deficits. Although the physical deficits can be challenging, and the emotional and behavioral deficits can be disruptive, the cognitive deficits — difficulties with language, attention, concentration, memory, information processing, organi-

zation, problem solving, organization, insight, and judgment — can be the most confounding.

A receiving school must understand who the returning student is in terms of specific deficits and how to manage the deficits in the classroom.

Fifty to sixty percent of traumatic injuries occur in motor-vehicle accidents, and 50%-60% of the victims are between 14 and 30. Males outnumber females three to one many return to school.

1988 B.C. Ministry of Health Survey

A collaborative effort between the rehabilitation-centre team and the receiving school team, helps ensure a smooth transition.

Teams within rehabilitation centers generally operate under a medical model. Interdisciplinary teams formulate treatment goals and discharge plans co-operatively. The rehab team must work together in the ongoing assessment, planning, implementing, and evaluating treatment plans. Fortunately, the two Lower Mainland rehabilitation centres, G.F. Strong Centre and Sunny Hill Hospital, have recognized that because the school is the student's community, a teacher is an integral part of the rehab team. This is a new milestone. To meet this need, the Vancouver School Board funds two full-time teachers and one special education assistant to work as members of these teams.

The teacher's role on the rehab team has a dual purpose. The teacher provides assessment, remediation, and direct teaching while the student is in the rehab centre. The teacher also initiates liaison between the school district and the home school. Through that connection, the rehab team has access to accurate information about the pre-accident educational, behavioral, and social status of the student and about the special programs and services available to the student when he/she returns to school. The rehab teacher translates how the deficits will show themselves within the classroom and tries to provide environmental adaptations and learning, teaching, and behavioral strategies that will help the home school cope with the student's deficits. Also, the teacher translates the medical rehabilitation language into the language of educators. All of the above are done in consultation with the rehab team.

For successful reintegration of these students, the experts in brain injury and the experts in curriculum must be recognized. Both contribute invaluable information when planning for the discharge of a student with a brain injury.

Nicci's return to school had a positive beginning. The rehab team and the school team met prior to her discharge to discuss Nicci's specific deficits and anticipated needs. Prior to her return, the rehab team met with her teachers and her peers and conducted in-service training about the basics of brain injury, and they suggested possible strategies.

With ongoing collaboration, co-operation, and consultation, Nicci's home-school team will gradually become the experts on Nicci — a student with a brain injury.

Robyn Littleford teaches at G.F. Strong Rehabilitation Centre and Sunny Hill Hospital.

Teacher development and the cycles of change

by Ted Riecken

Change is no stranger to education. A quick look at our current educational vocabulary shows us the extent to which innovations regularly appear, permeate, and change our conceptions of education. Such phrases as *team teaching*, *management by objectives*, *effective teaching*, *direct instruction*, *discovery learning*, *the inquiry approach*, and *school improvement* all, at one time, represented something new.

In some cases, the innovations were adopted and institutionalized, and eventually became part of the way we view teaching and learning. In other cases, the innovations came and went, discarded by teachers as they failed to live up to their much heralded promises, or the innovations were forgotten as they were replaced by something newer, better, and more exciting. The shelves of school-district resource rooms, school storage rooms, and university curriculum laboratories are veritable graveyards for what comprised past innovations. Yet, the tradition continues.

Why is change such an ongoing and central part of education? Why the continual fascination with things new and different? The norms and values of the larger consumer society affect education. Generally though, the purpose of planned educational change is to move us from an existing state of affairs toward some yet unattained ideal. The purpose of educational change is important. We must, however, distinguish between improvement that is self-initiated, personal, and individual and improvement that is system-wide. These two types of change are radically different in several important ways.

Personal, self-initiated change includes teachers' decisions to embark on a program of graduate studies or to attend university or district-sponsored extension courses. Self-initiated change may mean arranging to do more collaborative planning with colleagues, or it may mean travelling to other parts of the world. Whatever form it takes, self-initiated change is usually planned, directed, and implemented by the individual. More often than not, the motivation is personal and professional growth, and the process is akin to a voyage of exploration and discovery.

System-wide change, on the other hand, is not initiated at the level of the individual teacher. Although the ultimate meaning and form of the change is eventually determined by the actions of individual classroom teachers, the initial planning, direction, and timelines for implementation are not developed by individual teachers. System-wide change, imposed from outside, can lead to feelings of alienation and despair. Individual change results from reluctant adaptation to changed working conditions. Old ways of doing things must be reworked to accommodate a new set of externally developed standards and conceptions of proper educational practice.

In the upcoming international conference on teacher development to be held February 14-16, 1991, in Vancouver issues of both individual and system-wide change will be presented and debated. See page 17, October '90 *Teacher* or the PD Calendar for conference registration information.

Dr. Ted Riecken is a professor in the Faculty of Education, University of Victoria.

Teachers on call

by Mark Bigler



Eleanor Chapman



Mark Bigler



Linda Rukavina

There probably are as many recipes for bringing substitute-teacher issues to the forefront in local associations as there are recipes for Nanaimo bars. The following recipe is working well for substitute teachers (teachers on call) in the district of Nanaimo. Feel free to vary the ingredients, adjust quantities, or add spices.

Organizing substitute teachers within a local has always presented unique problems. Communication with the members is one. Locals cannot rely on substitute teachers' getting information at schools. That is, at best, a hit-and-miss approach. Continuity is another problem. Just when that Substitute Teacher Issues Steering Committee gets going, half the members get appointments and, of necessity, commit their time to their new positions. However, with active participation of as many members as possible, organizing subs can be done.

The three groups that need to see that substitute teachers are willing to put in the time and effort to organize are the board, the general membership (members

need to be reminded constantly of their colleagues difficult working conditions), and the substitute teachers themselves.

Nanaimo began with the leadership of two substitute teachers (Eleanor Chapman and Linda Rukavina) and one president. Each was concerned that the myriad of substitute-teacher issues could get lost among all the issues locals face. The ingredients identified in discussions at a number of meetings were quickly located in three cupboards, labelled professional, political, and social. All of the following ingredients were found somewhere in those three cupboards.

1. **Budget.** We increased the local-association budget to provide for regular mailouts to substitute teachers. There is no other effective way to communicate.
2. **Newsletter.** We set up a newsletter dedicated to substitute issues. This is in addition to any other communication by the association. The title we selected is *Locum tenentes* — "those who temporarily take the place of others."
3. **Steering group.** We elected nine substitute teachers as NDTA staff representatives. The nine form the steering committee (name of body still to be decided). The steering committee does the planning and collects pertinent information on issues in their staff-representative capacity.

4. **Meetings.** We hold separate meetings of substitute teachers to develop a group identity. We call the meetings *Sub Rallies*.

5. **Workshops.** We tailor them to address substitute teacher needs and fill the gap normally found. Ideas for workshops originate from feedback to the reps.

6. **Representation.** We changed the association constitution to provide for voice and vote for a substitute-teacher representative on the Bargaining Committee (expanding on the "voice only" process used for the last two years).

7. **Social activities.** We offer special activities for substitute teachers only — especially at the beginning of the school year. When association activities are planned, we ensure that all substitute teachers are informed — we use that mailout system.

8. **Grievances.** There is nothing better than a grievance on an issue near and dear to the hearts of substitute teachers to get attention. A grievance asking for a day's pay for a substitute teacher who was not called out for the fifth day of a continuing assignment captured the spotlight for substitutes in Nanaimo.

Here in Nanaimo, substitute teachers are really cooking.

Mark Bigler is president of the Nanaimo District Teachers' Association.

Head injury

WHAT TO WATCH FOR

The following characteristics can occur in the child with traumatic head injury.

- Communication**
Observe for problems in:
- language
 - articulation
 - word finding (anomia)
 - reading
 - writing
 - computation
 - abstraction
- Physical**
Look for impairments in:
- mobility
 - strength
 - co-ordination
 - vision
 - hearing
- Cognitive**
Watch for difficulty in:
- memory (short and long term)
 - thought processes
 - conceptual skills
 - problem-solving

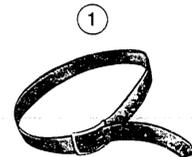
- Perceptual motor**
Think about involvement in:
- visual neglect
 - visual field cuts
 - motor apraxia
 - motor speed
 - motor sequencing

- Behavior**
Be aware that brain damage may account for:
- impulsivity
 - poor judgment
 - disinhibition
 - dependency
 - anger outbursts
 - denial
 - depression
 - emotional lability
 - apathy
 - lethargy
 - poor motivation

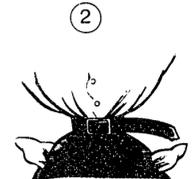
- Social**
Sensitize yourself to know a child with a head injury may:
- not learn from peers
 - not learn from social situations
 - behave like a much younger child
 - withdraw
 - distract in noisy surroundings
 - become lost even in familiar surroundings

Source: Depompei and Blosser, March 1986.

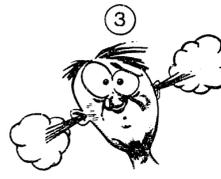
Important information about Canada's economic plan and how it affects you



Get a belt...

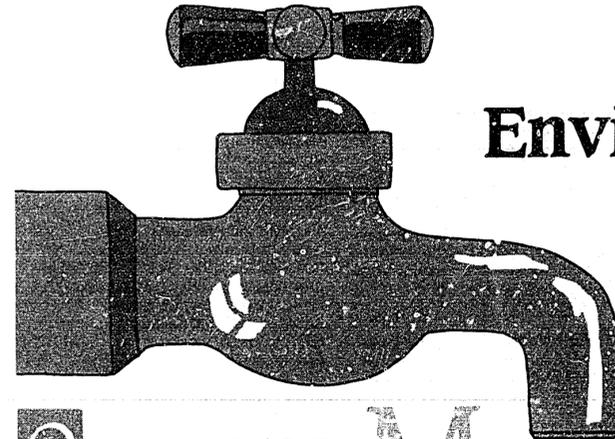


Tighten it...



Try to breathe without fainting!

CALM 1990 Canadian Computing Co.



QUOTES OF NOTE

"Honest hope derives from a belief that positive change is possible in the world. And we will only believe this if we experience ourselves changing. The key is risk, doing that which we thought we could not do."

— Frances Moore Lappé

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it's the only thing that ever has."

— Margaret Mead

Many of us set goals for self-improvement at the start of the year. Perhaps making a similar list of environmental resolutions would help us act on our good intentions toward the environment.

1. Review your home heating systems, your water heater, and your insulation. Much of the energy consumed in the average Canadian home is wasted because of inefficient heating systems. Tuning up an oil furnace, applying caulking and weatherstripping to seal cracks, insulating the attic, and upgrading or replacing the windows in your home can reduce energy loss and heating bills.

2. Check your appliances' energy consumption. Keeping your refrigerator and freezer even 5 degrees colder than necessary will increase your energy consumption by as much as 25%. According to guidelines provided by Ontario Hydro, refrigerators should be kept at between 2 degrees and 5 degrees C and the freezer

New Year's Environmental resolutions

compartments and the freezer at -18 degrees C. Every six months, condenser coils at the back of the fridge should be cleaned carefully with the brush or nozzle attachment of the vacuum cleaner. After appliances, water heaters are the second largest energy user in your home. In a home without a dishwasher, you can safely turn down the thermostat on your water heater to 54 degrees C. Turning off the heater when you leave home for a weekend or take a vacation is also recommended.

3. Turn off the lights when you leave the room and choose light bulbs with conservation in mind. One 100-watt bulb gives almost as much light as two 60-watts and uses less energy. Compact fluorescent bulbs are the latest innovation in efficient lighting. Although they cost more than the traditional incandescent bulb, they use less electricity and pay off in lower energy costs.

4. Conserve water. Keeping the water running while you brush your teeth, shave, or wash dishes is a bad habit that in time squanders an astonishing amount of water.

5. The average Canadian household throws out a ton of garbage a year. Practice the three Rs — reduce, reuse, and recycle (in that order). Reduce means avoiding unnecessary, heavily packaged, or disposable goods. Reusing can entail borrowing, bartering, renting, or repairing items to prevent using items only once.

Look for goods packaged in recyclable materials — glass, metal, or paper; avoid plastic and styrofoam.

6. Handle and dispose of toxic wastes such as paints and thinners, oven cleaners, car batteries, antifreeze and pesticides with care. Simply throwing them in the trash or flushing them down the drain eventually contaminates the soil, water, and air.

7. Reward companies whose goods are less harmful to the environment. CSA is the testing and certification agency for Environment Canada's Environmental Choice Program. Under this program, guidelines have been developed in product categories such as re-refined motor oil, thermal insulation, plastic fencing, and water-based paint. Draft guidelines have also been established for newspapers, heat-recovery ventilators, energy-efficient lamps, compost, and water-conserving products. If products in a category are made, used, or disposed of in a way that causes significantly less harm to the environment than others in the same category, their manufacturers are allowed to display the EcoLogo mark.

8. Become fuel-efficient. Cars emit carbon dioxide, nitrogen oxides, and hydrocarbons — gases that contribute to the greenhouse effect, acid rain, and ozone smog.

Give your car a tune-up. The more gas your car consumes, the more harm it does to the environment. Keeping your car tuned up makes it more fuel efficient and cuts down on toxic emissions.

Carpooling is another gas-saving initiative, one that helps your pocketbook and the environment.

Source: CSA & the Consumer, December 1990

Income Tax

Tax reform and RRSPs

You've heard about the new pension and RRSP Tax rules, and you may have read about them. Here's what they mean to you.

You still deduct, for income-tax calculations, the full amount of any regular teacher-pension-plan (TPP) contributions made by you. (See recent articles regarding tax deductibility of past-service purchases.)

Under the new rules, the amount of your regular TPP contributions has no effect on your RRSP room. Starting in 1991, you calculate RRSP room by subtracting the value of the pension you purchased the previous year (called a PA or pension adjustment) from a pre-set number. In 1991 the pre-set number is the lesser of 18% of 1990 income or \$11,500.

The formula for calculating your PA is a bit complicated. Since the TPP integrates with the Canada Pension Plan, you must use the following calculation:

1.3% of salary up to \$28,900 (the year's maximum pensionable earnings for the CPP for 1990), plus 2.0% of salary above the yearly maximum pensionable earnings (YMPE) to \$63,889, times 9, less \$1,000. Let's look at an example:

The PA for a full-time teacher with a gross 1990 salary of \$40,000 would be 1.3% of \$28,900 plus 2.0% of the salary over the YMPE (\$40,000 - \$28,900), times 9, less \$1,000.

| | |
|-----------------|-------------------|
| 1.3% X \$28,900 | = \$375.70 |
| 2.0% X \$11,100 | = 222.00 |
| <hr/> | |
| \$597.70 X 9 = | 5,379 |
| | less 1,000 |
| | 1990 PA = \$4,379 |

RRSP Room (1991) = 18% of \$40,000 less the PA = \$7,200 - \$4,379 = \$2,821

Teachers earning the YMPE (\$28,900 in 1990) or more will have \$2,821 in RRSP room in 1991. Teachers earning less than \$28,900 in 1990 will have less than \$2,800 RRSP room in 1991.

If you have additional earnings that are not subject to pension-plan contributions (work during the summer), your RRSP room will be greater.

A second example: A 60% teacher who teaches 10 months in 1990, or a teacher who works only six months in the school year for a gross 1990 salary of \$24,000:

| | |
|--------------------------|------------------------------|
| Actual salary annualized | = \$24,000 X 10/6 = \$40,000 |
| 1.3% X \$28,900 | = \$375.70 |
| 2.0% X \$11,100 | = 222.00 |
| <hr/> | |
| \$597.70 X 9 = | 5,379 |
| | less 1,000 |
| | 1990 PA = \$4,379 |

X % time worked = \$2,190

RRSP Room (1991) = (18% of \$24,000) - \$2,190 = 4,329 - 2,190 = \$2,130

Don't have any extra money to put into an RRSP this year? Under tax reform, up to seven years of unused RRSP room can be carried forward to be used later. This also means you could carry RRSP room into retirement (to age 71).

The Superannuation Commission will inform you in the spring of 1991 of the pension adjustment earned in 1990. Revenue Canada will inform each taxpayer individually in the fall of 1991 regarding the available RRSP room for that tax year.

RRSP rules for 1990 are the same as in the past: \$3,500 less your contributions to the pension plan.

Pension-fund investments

Bond values have declined noticeably with the weakening of the economy and continued high interest rates.

For the third quarter, ending September 30, 1990, the fund earned 1.85%. Over the 12-month period ending September 30, 1990, the earnings were 7.75%. The non-diversified Municipal Pension Fund earned 8.28% over the same period, primarily because more of its fund was in short-term GICs and T-Bills. Teacher fund returns are less because of the movement of fund monies from short-term investments into equities (currently 13% of the fund). Short-term-money investments averaged 13.4% over the past 12 months; whereas stock prices were depressed, whereas 16.9% in same period. The good news in this lowered return is that stocks are being purchased at reduced values and are expected to be 20% higher in value by the end of 1991.

In contrast, the inflation-adjustment account, which is held primarily in short and mid-term bonds, earned 3.56% in the quarter, or 11.39% over the previous 12 months.

The Ministry of Finance is preparing a list of stocks purchased to the end of 1990 for review by the Pensions Committee and staff.

Retirement-planning seminars

Chilliwack, February 9, 1991
Best Western Rainbow Country Inn,
09:00 - 16:00

Surrey, February 16, 1991
Surrey Inn, 09:00 - 16:00

Vancouver, February 23, 1991
Plaza 500, 09:00 - 16:00

Richmond, March 2, 1991
Richmond Inn, 09:00 - 16:00

Castlegar, March 16, 1991
Fireside Dining Room, 09:00 - 16:00

Campbell River, March 23, 1991
Anchor Inn, 09:00 - 16:00

Victoria, April 20, 1991
Victoria Conference Centre, 09:00 - 16:00

Attention, Ontario teachers

Teachers who left Ontario and took a refund of their pension contributions may repay those refunds to the Ontario plan, for purposes of transfer to the B.C. plan. Applications to repay refunds must be made by December 31, 1991 and repayments must be completed by December 31, 1994.

To apply for reinstatement of refunded service, contact Teachers' Superannuation Commission, 400-5650 Yonge Street, Toronto, ON, M2M 4H5.



Memorial:

BCTF president, 1958-59

On January 4, 1990, Harold Parrott died. In the midst of a dedicated career in education, he served as BCTF president. It was the time of the Cold War, and educational organizations were focussing on the need for expanded research in pure and applied sciences and vocational training. Parrott championed a strong profession and tackled specific educational issues: the introduction of a second language in the elementary-school curriculum; and increased funding for students with special needs, enhanced teacher training, and appropriate placement for teachers with supplementary special education training.

Bernard Gillie, another past president of the BCTF, speaks of Parrott's caring and energetic commitment to education and the profession. "Harold Parrott was a loyal, hard-working professional, interested in developing the federation into a strong, united force for teachers in general," said Gillie.

Recognizing his contributions to the profession, the BCTF made Harold Parrott an honorary member in 1974.

Leonard Anderson, Victoria
Tony Arruda, Surrey
Andrew Bryant, Saanich
Doug Chamberlain
Moreen Cobb (Heagerty), Surrey
Donald Cunningham, Saanich
Agnes Doerksen, Chilliwack
Eileen Eby (Guina), Windermere
Nathaniel Eccleston, Nanaimo
Geraldine Forbes (Gardner), Victoria
Donald Fraser, North Vancouver
Kathleen Hammer (Murray), Victoria
Jean Lockhart (Runnalls), Vernon
Wilson Merrill, Nanaimo
George Nachtigal, Chilliwack
Sheila O'Brien (Carolan), Victoria
George Rogers, Cranbrook
Ann Salem, Vancouver
June Shearer (MacDonald), Victoria

As reported by the Superannuation Commission, the following teachers have passed away recently:

Charles Adlard, Peace River
John Allan, West Vancouver
Mary Barltrop, Quesnel
Vera Barnes (Schoening), Shuswap
Olive Benedict, Burnaby
John Bowbrick, West Vancouver
Winifred Boyes, Vancouver
Norman Bradbury
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Dorothy Devlin (Grant), Vancouver
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Richard Downing, Surrey
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Lorne Ginther, Vancouver
Edna Graham (Robertson), Burnaby
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Bernard Hildebrand, Abbotsford
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Ross Shandler, Richmond
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Leo Smith, Vernon
Joseph Smyth, Vancouver
Ragnhild Tattow (Larson), Cranbrook
Viola Taylor
Ilah Thompson, Vancouver
Edward Tolhurst, Kamloops
Fred Welland
Mae White, New Westminster
James Wilcox, Kitimat
Lloyd Wills (Morris), Vernon
Fred Willway, Saanich
Vera Young (Emerson), Nanaimo

RESEARCH

What is your problem-solving model?

A recent article in *Journal of Creative Behavior* (V. 24, #2, Summer 1990), identified four basic types of problem-solver: generators, conceptualizers, optimizers, and implementers. Each type represents part of the problem-solving process; each is essential to the effectiveness of the process.

Generators are most involved in the initial stages - considering all possibilities and gathering and absorbing information from a wide variety of sources.

Conceptualizers analyze possibilities, organize ideas, and form strategies.

Optimizers are most useful in later phases of problem-solving; they focus on practical solutions and the organization required to achieve the solution to the problem.

Implementers work to ensure that the plan identified to solve the problem is effectively carried out.

Interaction and balance among all these types is essential for effective problem-solving.

Source: Precip of article in *Education Monitor*, August 14, 1990, p. 5. "Here's the latest fashion: Many styles of problem-solving!"

Are you an "at-risk" teacher?

We have identified the at-risk student, the one who is disenchanted, unsuccessful, and in danger of dropping out of the system. Unfortunately we also have at-risk teachers, in danger of leaving the system because they are frustrated and distressed. Ivancevich and Matheson (1980) identified five major negative consequences of excessive stress.

1. subjective - moodiness, fatigue, anxiety, guilt;
2. behavioral - increased accidents, impaired speech;
3. cognitive - poor decision making, poor concentration, forgetfulness;
4. physiological - increased blood pressure, high cholesterol, coronary disease;
5. organizational - absenteeism, turnover, losses in productivity, less commitment, job dissatisfaction.

A teacher experiencing these consequences reaches a condition called "burnout" and drops out of school.

Source: New Brunswick Teachers' Association News, September 4, 1990.

FEBRUARY

February 14-16 VANCOUVER

Second International Conference on Teacher Development, "Teacher Development: The Key to Educational Change," Hotel Vancouver, Vancouver. Contact Conference Plus, Box 188 - 2619 Alma Street, Vancouver, BC V6R 3S1.

February 15-16 VERNON

North Okanagan Neurological Association conference, "Together We Can - Parent/Professional Relationships," Vernon Lodge Hotel, Vernon. Workshops of interest for parents and professionals working with children with special needs who are under seven years of age. Contact NONA Child Development Centre, 2802 34th Street, Vernon, BC V1T 5X1, 549-1281.

February 15-16 SURREY

Art Teachers' Association conference, "Art-iculation 2000 - Connecting Through Art," Semiahmoo Secondary School, Surrey. Contact Ms. Chris McQuail, 590-2255, Fax: 590-2588.

February 21-23 VANCOUVER

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.

February 22 VERNON

North Okanagan Teachers' Convention '91, Vernon. Contact Vernon Teachers' Association, 203-3306 32nd Avenue, Vernon, BC V1T 2M6, 542-0456 or 542-0564.

February 22-23 RICHMOND

Teachers of Home Economics Specialist Association annual conference and AGM, "Environments - The New Esteem," Delta Pacific Resort (formerly Airport Inn) Hotel, Richmond. (Preconference February 21.) Contact Noni Langdale, 4711 No. 4 Road, Richmond, BC V6X 2M5, H: 278-4805, S: 274-7258.

February 26-29 QUESNEL

Glasser workshops: Control Theory/Lead Management. Contact Deborah Cullinane, 992-7211.

February 27-March 1 VANCOUVER

B.C. School Counsellors' Association annual conference and AGM, Sheraton Landmark, Vancouver. Contact Roz Adherton, 412 East 34th Avenue, Vancouver, BC V5W 1A3, H: 327-5700, S: 255-2644.

MARCH

March 1-2 PORT ALBERNI

Parent Partnerships - The Keys to Education, Port Alberni. Keynotes: Gary Phillips and Jaime Escalante. Contact Lynn Pecknold, c/o Alberni District Secondary School, 4000 Burde Street, Port Alberni, BC V9Y 3L6, 723-6251, Fax: 723-2126.

March 4-8 KAMLOOPS

Glasser workshops: Control Theory/Lead Management. Contact Shelly Brierley, 536-4200.

March 7-9 RICHMOND

Special Education Association conference, "Strategies That Fly: A Conference of Practical Methods, Delta Pacific Resort (formerly Airport Inn) Hotel, Richmond. Keynote: Rick Hansen. Contact Sue Ferguson, Box 5608 Station B, Victoria, BC V8R 6S4, H: 642-7870, S: 592-2022.

March 14-15 WEST VANCOUVER

Hillside Middle School's Third Annual Middle-School Conference. Contact Iris McEwen, c/o 2295 Queens Avenue, West Vancouver, BC V7V 2Y5, 926-7534, Fax: 984-2468.

March 14-16 VANCOUVER

Canadian Association for Young Children's national conference, "Meaningful Connections: Professional



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For more information, contact Leona Dolan at the BCTF office 731-8121 or toll-free 1-800-863-9163

Connections, Curriculum Connections, Community Connections," Hotel Vancouver. Contact June Meyer, 922-3202 CAYC B.C., or Jenny Chapman, 228-1923.

March 14-16 VANCOUVER

B.C. Teachers of English as an Additional Language (TEAL) Conference, "Setting Sail with B.C. TEAL," Sheraton Landmark Hotel, Vancouver. Contact Carol Kay, Box 83244, Burnaby, BC V5C 5P8, or call 294-TEAL.

March 18-22 VANCOUVER

Glasser workshops: Control Theory/Lead Management. Contact Shelly Brierley, 536-4200.

March 21-22 SURREY

Speech-Language Conference, "Let's Mainstream Speech-Language Pathology Service in the 1990s," Surrey. Charlann Simon speaker. Contact Ann-Maree Foxe, 584-2525 or 588-4435, or Gail Trotman, 591-2414 or 596-0357.

March 21-23 BANFF

International Reading Association's Second North-American Conference on Adult and Adolescent Literacy, "Launching the Literacy Decade: Awareness into Action," Banff Springs Hotel, Write IRA, 800 Barksdale Road, Box 8139, Newark, DL 19714-8139.

APRIL

April MONTREAL

Canadian Council of Teachers of English national conference, Montreal. Contact John F. McGuinness, 12725 56th Avenue, Surrey, BC V3W 1G4, 596-5315.

April 10-13 PRINCE RUPERT

Adult Basic Education Association Conference and AGM, "Program Design and Delivery: Meeting the Needs of the Learner," Northwest Community College, Prince Rupert. Contact Marie Grinstrand, Northwest Community College, 130 - 1st Avenue West, Prince Rupert, BC V8J 1A8, 624 6054, fax: 624-4920

April 15-19 PRINCE GEORGE

Glasser workshops: Control Theory/Lead Management. Contact Sandra Nadalin, 992-8303.

April 16-18 VICTORIA

Fourth Annual Energy Forum, "Electricity, Education, and the Environment" sponsored by B.C. Hydro, Victoria Convention Centre. Contact 663-3389.

April 17-20 NEW ORLEANS

National Council of Teachers of Mathematics Annual Conference, New Orleans, Louisiana. Contact Ian deGroot, Sutherland Secondary School, 1860 Sutherland Avenue, North Vancouver, BC V7L 4C2, H: 989-6977, S: 985 5301.

April 18-20 CALGARY

Seventh Annual National Conference on Drugs, sponsored by Parent Resources Institute for Drug Education, Calgary Convention Centre. Contact College of Pharmacy, University of Sask., Saskatoon, SK S7N 0W0, (306) 975 3755, Toll free 1-800-667-3747.

April 19-20 TORONTO

Ontario Primary Provincial Conference, "Catch the Rainbow" Contact Linda Berg, 1-416-660-3083.

April 19-21 BRACKENDALE

Environmental Educators' Provincial Specialist Association and B.C. Teachers for Peace Education joint conference, North Vancouver Outdoor School, Brackendale. Using environmental themes to integrate curriculum across primary, intermediate, and graduation programs. Contact Jim Wisnia, North Vancouver Outdoor School, Box 250, Brackendale, BC V0N 1H0, H: 898-2000, S: 980-5116.

April 22-23 NORTH VANCOUVER

Learning Assistance Teachers' Association conference and annual general meeting, North Vancouver. Features Anita De Boer on consulting. Contact John Battaler, Box 132, Saanichton, BC V0S 1M0, H: 652-2787, S: 652-4401.

April 26-27 VERNON

B.C. Teacher-Librarians' Association "Story '91," Silver Star Ski Resort, Vernon. Contact Evelyn LeRose-Tull, c/o Kidston Elementary School, 7857 Kidston Road, Vernon, BC V1B 1S1, H: 545-6666, S: 542-5351.

April 28-May 1 VICTORIA

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.

May 2-4 VANCOUVER

B.C. Business Education Association spring conference, Sheraton Landmark, Vancouver. Contact Bette Grace, 9096 Trattle Street, Fort Langley, BC V0X 1J0, H: 888-3113, S: 434-5581, Fax: 433-7483.

May 2-4, WINNIPEG

The Canadian Association of Second Language Teachers conference, "The Multilingual Child: Today's Dream Tomorrow's Reality," Downtown Holiday Inn Convention Centre, Winnipeg. Contact Josue Bensionon, CASLT/ACPLS, 369 Montrose Street, Winnipeg, MB R3M 3M1.

May 3 BURNABY

B.C. English Teachers' Association Spring Conference, Simon Fraser University. Contact Mary Frederickson or Colleen Shook, Burnaby North Secondary School, 751 Hammaraskjold Drive, Burnaby, BC V5B 4A1, 291-7301.

May 3-4 KAMLOOPS

First Nations Education Association Annual Conference, Kamloops. Contact Peter Michel, 828-9806, or Robert Matthew, 392-7262, Fax: 392-4625.

May 8-11 VANCOUVER

Pacific Sounds '91, biennial Canadian Music Educators' National Conference, hosted by Music Education, Faculty of Education, on the UBC campus. Contact Alex MacLeod or Sandra Davies, 228-5206 Fax: 228-6501.

May 12-18 VANCOUVER

Canada-wide Science Fair, Vancouver. Of interest to intermediate, science, computer teachers. Contact Patti Leigh at Science World, 687-8414.

May 22-24 HALIFAX

Canadian Guidance and Counselling Association Conference, Halifax Hilton. Keynotes Richard Bolles (What Color Is Your Parachute?), Barbara Coloroso (Kids Are Worth It), and Laurent Laplante (Quebec journalist and professor). Contact Peggy Dutton, Box 2086, Station M, Halifax, NS B3J 3B7, (902) 424-5166, Fax: (902) 424-0511.

May 23-25 VICTORIA

Annual Teaching of Physical Education Conference, co-sponsored by the Physical Education Provincial Specialist Association and the School of Physical Education, University of Victoria. Contact Tom Holby, c/o Dr. T.A. Swift Elementary School, 34800 Mierau Street, Abbotsford, BC V2S 5Y4.

JUNE

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.

AUGUST

August 11-15 CHARLOTTETOWN

Eighth Annual Faculty Development Summer Institute on Enhancing the Teaching Experience, University of PEI. Contact Ian MacDonald, University of PEI, 550 University Avenue, Charlottetown, PE C1A 4P3.

OCTOBER

October 17-19 BURNABY

Association of B.C. Drama Educators annual conference, "Interact '91: Back to Our Future," Sheraton Inn, Burnaby. Contact John White, c/o 5325 Kincaid Street, Burnaby, BC V5G 1W2, 299-0611.

October 17-19 RICHMOND

30th Northwest Mathematics Conference, Richmond, B.C. Contact John Klassen, c/o West Vancouver Secondary School, 1750 Mathers Avenue, West Vancouver, BC V7S 2V8, H: 926-8005, S: 922-3931.

October 17-19 WHISTLER

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port to city centre. 10/night per adult (max. 3 adults). Phone 743-2842 for brochure.

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Miscellaneous

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The Hilroy Fellowship Program

Hilroy Resource Bank
One of the purposes of the Hilroy Fellowship Program is to foster improved teaching practices. In keeping with this objective, the Hilroy Resource Bank was created to provide financial assistance for P.D. workshops on national award-winning projects.

Purpose of Funding
To pay travel and accommodation costs for approved resource persons who respond to invitations to participate in P.D. workshops.

Resource Personnel
Approved Resource Personnel are Hilroy award recipients who have received national awards.

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- Mathematics
- Students and Teachers Opposing Prejudice
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- Computers
- Suicide Prevention
- History of Geography
- Language Arts
- Special Education
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If you are planning a P.D. conference, seminar or workshop, why not invite one of the Hilroy national award winners to share his/her innovative ideas with other teachers in your area.

For information on the procedures for use of the Hilroy Resource Bank as well as a complete listing of the Hilroy national award winners and titles of their projects, contact:
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CTF Trust Fund, 110 Argyle Avenue, Ottawa, Ontario K2P 1B4

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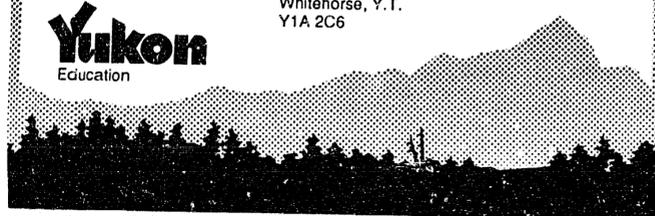
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- Teachers for the Separate Schools (Kindergarten - Gr. 9)
- Teachers of French Immersion (Kindergarten - Gr. 12)
- Teachers of French As A First Language (Kindergarten - Gr. 10)
- Administrators (Kindergarten - Gr. 12)

GENERAL INFORMATION

- All applicants must hold a valid teaching certificate from a Canadian province.
 - There are 26 schools in the system. All of the schools, except one (Old Crow), are accessible by road.
 - The Department of Indian Affairs does not operate any schools in the Yukon.
 - Prospective teachers should be capable of considering all aspects of their pupils' development. This must be interpreted from a position of educating pupils in a system which encompasses two cultural perspectives.
- Initially, applicants should request an application form and a copy of an illustrated brochure "Teaching in the Yukon".

Requests should be sent to: Teacher Recruitment Officer,
Department of Education
Government of the Yukon
Box 2703
Whitehorse, Y.T.
Y1A 2C6

Yukon
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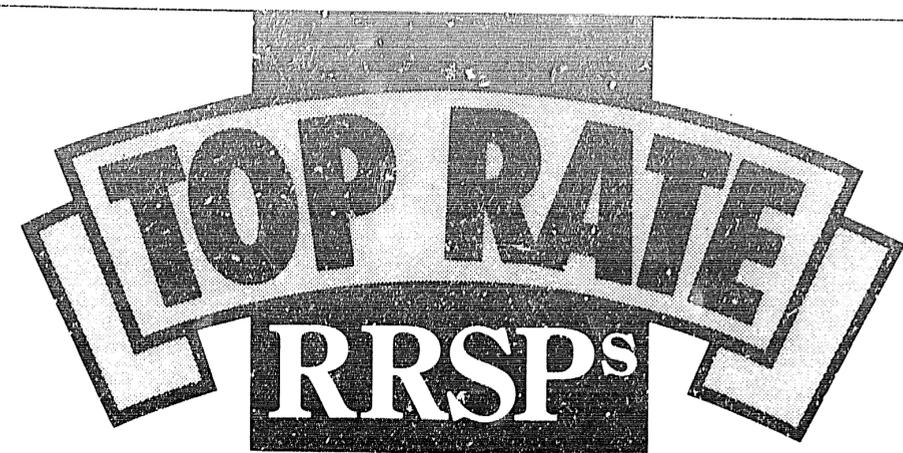
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Burnaby, B.C. V5G 3S8
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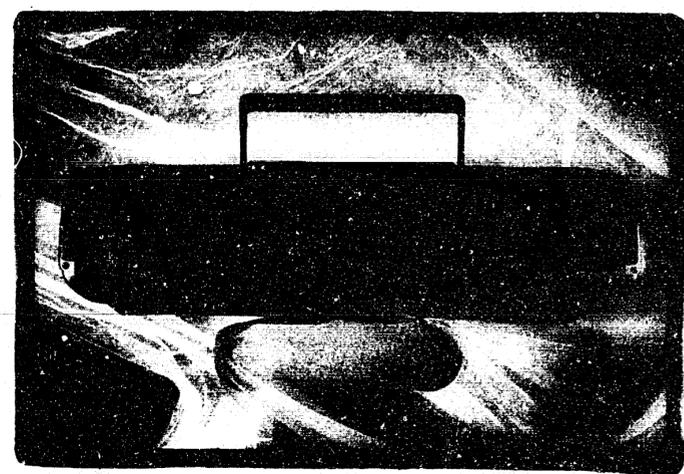
For more information, contact Dr. Raymond F. Latta,
Dept. of ARPE - International Summer Programs,
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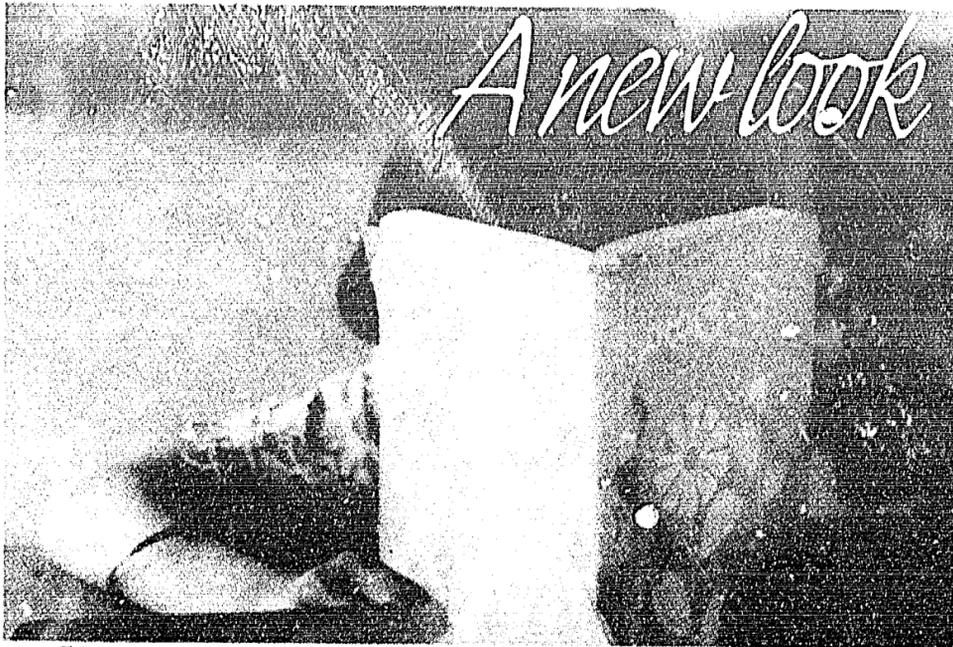
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National Institute **NI** L'Institut national

A new look AT AN OLD PLANET



Daily examples of how the world's people are inextricably linked underscore the need for global understanding as a central curriculum goal for this decade.

CIDA photos, Dilip Mehta, Crombie McNeil, Michel Dempiere photographers

NFB. CIDA has published a catalogue and an update called *Insight* profiling these resources. It is available from Media-sphere or from the NFB office in Vancouver.

Collections of more than 20 videos for secondary school students are housed in public libraries in Vancouver, Victoria, Prince George, and Burnaby. The educator's guide to these videos can be ordered from CIDA. Interior residents unable to borrow these videos through interlibrary loan can order them directly from Marlin Motion Pictures Ltd.

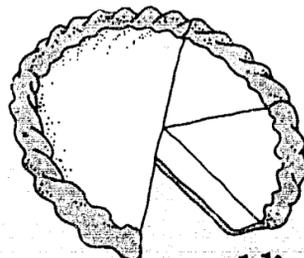
NFB (Vancouver)
Pacific Centre, 300-1045 Howe Street
Vancouver, BC V6Z 1P1

Media-sphere
Box 1310, Postal Station B, Hull, PQ K8X 9Z9

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(416) 890-1500

Deborah Fletcher is a consultant for the Canadian International Development Agency (CIDA).



How the world's resource pie is sliced

If the world's population were a village of 100 households, six families, making more than \$17,000 U.S. annually, would control half the community's income; 61 families would make less than \$500 per year; the children from 23 households would not go to school; about 60 homes would be mud or salvaged materials; half the households would be hungry almost all of the time; and out of every 100 babies born, 15 would die before their fifth birthday.

Source: *Asiaweek*, reported in *Globe & Mail*, October 1, 1990.

by Deborah Fletcher

Decisions today in B.C., and in every corner of the world, will have global repercussions; the decisions will affect our incomes, our security, and even the life of Planet Earth.

In the classroom, global interdependence has become the most important lesson of our time. Every day brings new examples of how all the world's people are inextricably linked; new economic, political, and ecological realities spell out our common future.

The first week of February, International Development Week, is a time for adults and children alike to focus on our roles as global citizens. And it is an opportunity for educators to help their students think about people in the developing world in a spirit of co-operation and mutual respect.

This is the third year in which Canada's and B.C.'s role in international development has been marked in the province's schools. On the recommendation of the National Committee on Development Education, the focus has been expanded from one day to a whole week.

Between February 4 and 8, a variety of special events will occur in communities

across the province. And although Development Week highlights Canada's links with the world, global education can go on all year long.

To help bring issues to educators and their students, a number of resources have been created by voluntary organizations with overseas-development programs, and CIDA, the Canadian International Development Agency. Check your school library for resource publications. The B.C. Global Education Project and the B.C. Council of International Co-operation have produced a comprehensive new guide describing the province's development organizations and their resources.

Materials are also available, free of charge, in English and in French, from Media-sphere, a joint venture of CIDA and the National Film Board of Canada.

Youth editions

Publications such as the 1990 version of the Developing World Map, storybooks for primary pupils, youth magazines, and poster-brochures showing the physical and human geography of developing countries are among the educational tools. (For a complete listing of materials, see *Teaching, Our Common Future*, the news-magazine of the B.C. Global Education Project, November 1990. Contact Pat Clarke at 731-8121.) Also contact Media-sphere, Youth Editions.

Videos and films

Nearly 100 films and videos on development issues are available through the



Leaders of new non-racial South African Union visit BCTF

President Shepherd Mdladlana (left) and General Secretary Randall van den Heever (right), of the South African Democratic Teachers' Union (shown here with Larry Kuehn), must sign up 100,000 members by September 1991.

Leona Dolan photo



Each leader in the struggle to end the apartheid system in South Africa's schools, visited the BCTF in mid-December. Shepherd Mdladlana and Randall van den Heever were on a

cross-Canada tour of teacher unions to identify aspects of organization and collective bargaining of use to SADTU, the new South African teacher union they head as president and general secretary.

SADTU (South African Democratic Teachers' Union) was launched in early October as a non-racial union to represent teachers in all 17 of the racially-based school systems that characterize apartheid.

Although some other unions in the country have eliminated racial bars to membership, SADTU is expected to be the first actually to incorporate significant numbers from all racial groups within its membership. Accomplishing that task will not be easy.

SADTU must sign up some 100,000 members by September 1991 and then get official recognition from the government as the representative of teachers Mdladlana and van den Heever described the task and the few resources beyond enthusiasm and commitment available to accomplish it.

The group discussed the campaign run by the BCTF when it had to sign up its

30,000 members because of Bill 20, and the South African teachers took away sample materials and organizational manuals from that campaign.

The success of SADTU is crucial to ending apartheid education through the creation of a unitary school system with a common curriculum open to all children regardless of race. The current system not only decrees separate education according to race, but provides very unequal resources, with most going to educate white students, and very little going to schools for black children.

CTF President Kitty O'Callaghan represented Canadian teachers at the SADTU launch in Johannesburg in October. The CTF's immediate invitation to the new organization's president and general secretary to visit Canada was an indication of Canadian teachers' support for the new teacher union as an important institution for a post-apartheid society.

- Larry Kuehn