

Teacher

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A new era for B.C. education



Team approaches to student services are featured in many innovative school programs. Similarly, the profession wants to "work together" with the new government. (Above) Students from Vancouver's David Thompson Secondary School with James Hill, music director, and Lorene Connor, teachers' assistant.

— Tim Pelling photo

by Larry Kuehn

With the election of a new government, those who care about education hope for a new era in British Columbia. Expectations are high for an end to the decade of "school wars." These expectations are not just for an end to the high level of open conflict, but also for a "peace dividend," some positive actions that will improve the situation for students and for teachers. Topping the list for change, of course, is Bill 82. Even before the new government took power, BCTF President Ken Novakowski met with Glen Clark and Anita Hagen to press the case for immediate action to negate the effects of Bill 82. Firm commitments were made by the about-to-be-appointed finance minister and education minister. By the time the New Democrats were sworn in on November 5, a number of school boards had already announced plans to pay teachers the full amounts negotiated and agreed to in collective agreements.

Unfortunately, the chaos in education left by Social Credit resulted not just from Bill 82. The government also seriously underfunded many school districts in the 1991-92 school year.

Expectations are not just for an end to the high level of open conflict, but also for a "peace dividend," some positive actions that will improve the situation for students and teachers.

Some boards already cut back in September, eliminating programs, worsening classroom conditions, and chopping support resources.

Other boards now face the prospect of similar actions as they pay the costs of the full contract provisions they agreed to in negotiations.

To clean up this mess, the BCTF has called on school boards to submit requests

for special aid grants under the provisions of Section 131 of the School Act. The BCTF has also urged the provincial government to receive such requests favorably, in order to "deal with immediate and urgent problems caused by education underfunding."

The new government will also have to straighten out the on-again, off-again directives regarding the Year 2000 program for B.C.'s schools.

Some success has been achieved in implementing the primary program, but much of the rest is in disarray.

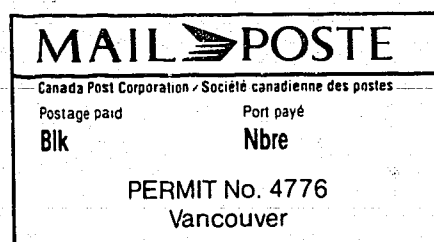
The attempt to impose new programs has either been ignored or resisted by some teachers. Program ideas have been developed by central committees and ministry staff, at times without being rooted in the practice of teachers.

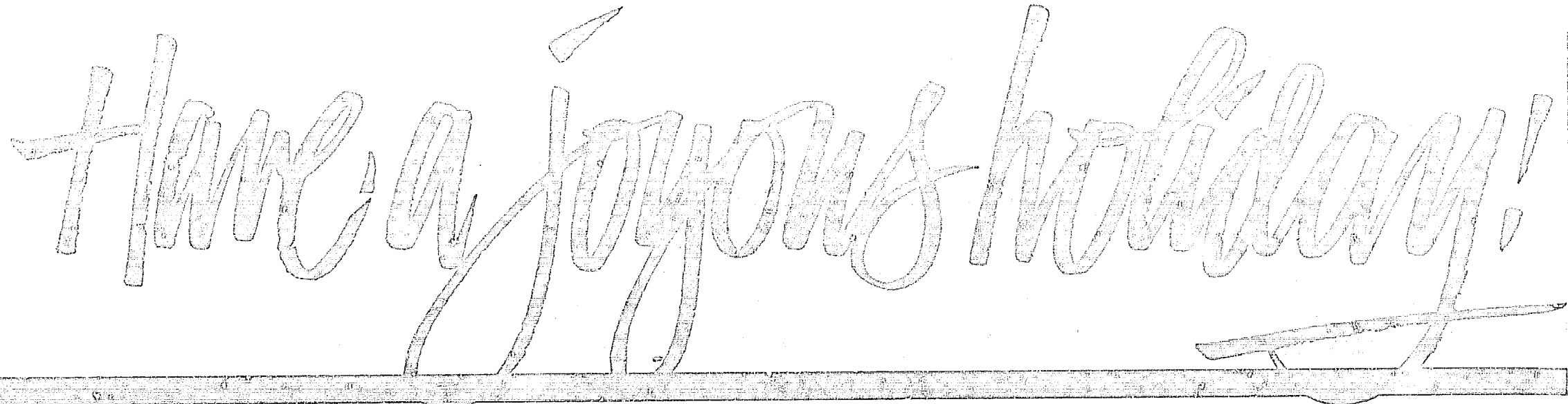
The change in ministers in the last months of Social Credit further confused the situation. Tony Brummet had been an advocate of the Year 2000; Stan Hagen made it clear that he disagreed with the principles on which it was based.

The BCTF has asked the new minister, Anita Hagen, to take a different approach to educational change, one that recognizes the central role of teachers in the process.

In a brief prepared for a meeting with Hagen, the federation emphasized

See "New era" page 6





Move beyond confrontation with AOs

I am fortunate that, during my leave of absence, in Florida, I receive the *Teacher* newsmagazine, albeit somewhat later than my colleagues in Nanaimo. News from home is a precious commodity in a land that looks no further than the 49th parallel.

I read with interest the perceptions of a few teachers selected from around the province as to what they expected of their school administrative officers. Six of the seven showed a realistic sense of attributes required to facilitate a positive and successful learning environment.

However, I was somewhat surprised that one of my colleagues chose to use the article as his personal avenue of political rhetoric. In so doing, he picks away at a scab that desperately needs to heal over and be let go. The strike in Nanaimo was at times humiliating and confrontational, and always distasteful. There were plenty of losers and no winners that I can see, and the whole process was worsened because long-time friends and colleagues who chose to be administrative officers were now on "the other side." We veterans remembered being on the same team with a common cause. It was not a simple one, but at least we were united in our purpose.

I, too, was sorry our Nanaimo administrators felt caught in the middle and could not commit openly to our situation. Perhaps some appropriate strategies will emerge from the experience to help avoid some of the anxiety generated by standing on opposite sides of a line in the dirt.

Nevertheless, constantly tearing at what is already a fragile fabric does not prolong its longevity. So I urge my worthy colleague to give it a rest, and adopt some positive rather than negative thinking. A lot of people up there, instructors and administrators, are making valuable contributions to our profession. Let them get on with it and help them sail the boat instead of making useless waves.

Wayne Drinnan
Former Nanaimo teacher

Editor's note: In fairness to teachers featured in AO article, May to October passed between writing and publishing.

Congratulations

Allow me to congratulate you on an impressive newsmagazine for the BCTF. Having lived and worked in Ontario, Quebec, and Manitoba I know that no similar publication exists of the same quality either in format or in content.

I only recently (July 1991) moved to B.C. and have now received my first copy of *Teacher*. I have read it from cover to cover and look forward to future issues.

Alin Sénécal-Harkin, Vancouver

inter-provincial arrangements.

A fair reciprocal agreement in B.C.? Certainly not.

Unfortunately, this situation is not made clear when you transfer to B.C. You are assured that B.C. participates in a reciprocal portable pension-plan agreement. The hook comes when you are nearing retirement and you find your pension is not truly reciprocal but much less than expected.

We believe that, in B.C., teachers should receive the same pension benefits granted by the other provinces that have joined in this pension agreement. All services should be recognized. Pension based on total years of service in all provinces and your highest five years of salaries. Period!

Let us work together to change this agreement and make it truly reciprocal. Let's begin to find out how many of us have service in other provinces and whose pensions will be adversely affected. Let us work to change this agreement. Please state your situation — years of service where and when and forward to one of the following addresses: Clara A. Ernst, c/o Hampton Elementary School, 231 Regina Street, Victoria, BC V8Z 1J6, or Marie Harris, c/o Frank Hobbs Elementary School, 3875 Haro Road, Victoria, BC V8N 4A6.

At present, if you had taught in Alberta at some time in your career, you could return to Alberta for your last year (providing you can get a job), have all your accumulated years and funds transferred from B.C., and receive a full pension from Alberta based on the average salary of your five highest years of earnings.

Clara A. Ernst

Victoria

In order to fully understand reciprocal portable agreements between B.C. and

Spohr strikes chord on teaching

Bravo! to Norm Spohr who clothed in words the wonderful experience he and his students had with Mrs. Knight, "Eyes that shine...voices full of wonder," *Teacher* September 1991. In transporting the teacher and the students to "the threshold of her world and theirs," Mrs. Knight invited them into a new, vast world of beauty, order, and awe.

These words from Robert Frost come to mind:

"Two roads converged in a wood, and I — I took the one less travelled by,

And that has made all the difference."

I agree that Norm is different "just for having remembered," as he said. And me,

what about me and my experience with students? There is the well-travelled path

of work, busyness and doing — all of which is a necessary part of my day. But

what of the larger order of things, the sense of awe and beauty at the threshold

of my world and the child's world? Being sensitive to this larger world and giving

expression to it while in the midst of all my doing *does* make all the difference, for

this is the place where eyes shine and voices wonder. Knowing this place and

inviting others into it is the exciting challenge and wonder in teaching.

Ken Walters

Vancouver

other provinces, more background information is needed.

There are, in fact, a number of agreements in place. The agreement between the provinces of Alberta, Saskatchewan, Manitoba, and Ontario is not the same as the one between B.C. and those provinces or between B.C. and Quebec or between B.C. and the federal government plan (Yukon and Northwest Territories).

The agreement between B.C. and the western provinces allows for the transfer of contributory service, which is used to determine one's eligibility for a pension (10 years) or for a non-reduced pension prior to age 60 (35 years). Pensionable service, which is used in the calculation of a pension, is not transferred. What is transferred is *double* the teacher's contribution plus interest, which is converted into an annuity and added to the B.C. service pension. If teacher contributions in the exporting province reflect the real cost of providing the pension, and if that province credits the contributions with reasonable interest, then the annuity purchased in B.C. will be close to what the service might have provided.

Because some provinces have had low contribution and interest rates, the monies coming to B.C. have not been sufficient to cover the costs of a full-service-related pension. The province of B.C. as a net importer of teachers, has not been prepared to subsidize the poor rates established in other provinces.

Recent tax changes in Ottawa have led to a re-evaluation of existing teacher reciprocal agreements. Superannuation commissioners from across Canada, with input from teacher organizations, are attempting to develop a common, fair, reciprocal agreement that will include all provinces. Currently the maritime provinces are not included.

Information on reciprocal agreements is available from all superannuation commissions.

BCTF buttons

The 75th-anniversary committee is looking for slogan buttons of all kinds for the BCTF archives. If you can part with some from your treasure chest, contact Deirdre Greig, BCTF.

Debunking a recycling myth

There is a common perception that coated papers (as used on the cover of *Teacher*) cannot be recycled because of the clay they contain. In actual fact, some mills find it easier to de-ink coated paper because the ink dries on top of the coating rather than being absorbed into the paper fibres. In addition, clay-coated papers are ideal for the flotation de-inking process because the clay acts as a stabilizer for the bubbles.

Source: *Earthprint*, Holladay-Tyler Printing Corporation, 1990.

Teacher is printed on recycled paper.



Letters to the editor

Letters to Readers write (*Teacher* Newsmagazine, 2235 Burrard Street, Vancouver, BC V6J 3H9) may be edited for reasons of legality, taste, brevity, and clarity. To be considered for publication, they must be signed, and include the writer's home address, school district, and a telephone number (which will not be published) so authorship may be verified.



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UTFE

Homophobia articles condone homosexuality

It is significant that having given considerable space in *Teacher* to articles condoning homosexuality, the editors have chosen to publish letters favorable to the articles, including the latest from Gay and Lesbian Educators of B.C. Why not Homosexual and Lesbian Educators of B.C.?

Those of us who are not homosexual or lesbian, and do not condone the practices of either group, are, of course, laboring under ignorance and intolerance. We, obviously are part of the public who *must* be educated. To what? one may ask. To the acceptance of a litany of abuses and deviant practices euphemistically dubbed an "alternate lifestyle," and deemed wholesome and desirable by such educators?

Bernard Barton

Delta

Editor's Note: The September '91 "Readers Write" section of this newsmagazine contained letters reflecting a variety of perspectives on the homophobia articles featured in the spring issues.

Correction

In last month's issue, we featured an article about the Heart and Stroke Foundation of B.C. and Yukon's fun-filled educational program, Jump Rope for Heart. We erroneously printed the wrong toll-free number to call for more information about the program. Interested teachers outside the Lower Mainland should call toll-free 1-800-663-2010. (Our apologies.)

As a result of Fall Representative Assembly decisions:

- The BCTF is seeking the immediate implementation of negotiated collective agreements (including retroactive salary increases) by urging the new government cabinet to revoke Bill 82, and by urging all parties to support the repeal of Bill 82.
- A brief outlining items for immediate action has been prepared to present to the newly appointed minister of education, Anita Hagen, as soon as possible. (See page 1 story by Kuehn for details.)
- A BCTF position was adopted that supports educational change reflecting a broader mandate, places teachers at the centre of the change process, and is based on incremental innovation, leading out from practice-into-programs. (To be communicated to the new government in a variety of ways.)
- A report will be prepared, in conjunction with the First Nations Congress, outlining the potential impact of local education agreements contracted between native bands and public school districts.
- A comprehensive report on teacher education policy and proposals for the future was debated and approved; it will form the basis of response to the College of Teachers' Review of Teacher Education and future BCTF program initiatives. (Contact Rick Beardsley, staff, for the full report.)

As a result of Executive Committee decisions:

- A discussion paper on school roles and relationships will be prepared to stimulate membership discussion, leading to a report and recommendations to the '92 annual general meeting.
- Work has begun on a mainstreaming research project aimed to evaluate the policy-in-action, describe its impact, and identify current teacher attitudes, exemplary practices, and the essential conditions that support successful programs.
- BCTF will support the provincial Adolescent Health Status and Risk survey to be conducted by the McCreary Society.

— Nancy Hinds

Ministry grants support teacher leadership

1. Learning for living curriculum implementation project

The Learning for Living Teacher Development Project is the first year of a five-year program for implementing the Learning for Living Curriculum. The project will develop and pilot a model for the delivery of Learning for Living professional development to teachers in the elementary years. The professional development modules will be developed and

piloted in rural and urban school districts. The project also calls for the development of a project proposal for the next four years of the implementation plan.

2. Education stakeholder plan for leadership in education change

An \$80,000 grant will support the education stakeholder organizations work to develop and implement a plan for supporting and sustaining educational change in B.C. The project calls for organizing Education Change Forum II, February 9-12, 1992. Participants will include leaders of the major education-stakeholder organizations. The forum will be planned by the Education Change Planning Group chaired by the BCTF representative.

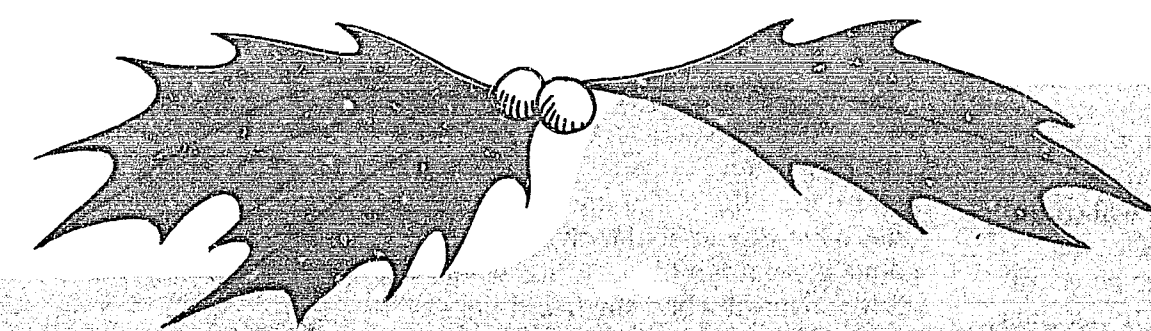
3. Race relations/multicultural education/ESL staff-development project

This project bringing together teachers who have expertise in race relations, multicultural education, and ESL, will give these teachers quality training in workshop design and facilitation, and will offer a workshop-delivery and consultation service at the school and school district level.

The project is divided into three phases. The ministry is funding the project for three years (\$40,000 each year).

The total grant request for all three phases of the project was \$162,000.

For further information on any of the above projects, contact Mike Lombardi, BCTF.



A recipe for a collective agreement

If you clip recipes, especially during the holiday season, you might want to add this one to your file. It takes quite a while to prepare, and it requires lots of cooks, but the meal has been known to

satisfy thousands for a period of up to two years.

Step 1: Develop Bargaining Objectives

Identify the ingredients before you begin to prepare your meal. The recipe usually calls for liberal servings of union security, professional development, due process, and working-conditions clauses. The more cooks in the process, the better the meal!

Step 2: Building the Case

During this stage of preparation, your team of chefs collect data about things such as grievances and class size. The school board's cooks are in another kitchen preparing an altogether different meal (lean cuisine) for you. Experience tells us that if they are planning falls far short of the minimum requirements to keep a healthy body of teachers healthy. Work diners (members of the meal ahead.

Step 3: Negotiating

Now you are cooking. Begin at low heat. You should have your ingredients at hand, but you shouldn't put all of them out on the counter. See if the other team of chefs will display its package of ingredients first. The other team of chefs will try to make you believe that their ingredients are better. Don't be fooled. Insist on only BCTF- and local-approved ingredients. Also beware of the other chefs attempting to make you place some of your ingredients on the back burner or in the garbage.

Step 4: Job Action

(Optional) Set the table. Turn up the heat for as long as it takes. Leaving the kitchen and parading around the dining room has proved crucial to the successful completion of the meal. If this method is required, your team can count on lots of help from chefs and diners in other locals.

Step 5: Finalizing the Agreement

This one comes straight out of "magic chef." At the end, the two chef teams suddenly decide on a common menu. Experience shows that the other team's chefs usually agree to your ingredients and portions. They do insist that they be able to play head chef. Humor them. In a final act of good manners, a chef from each team signs the menu.

Step 6: Contract Enforcement

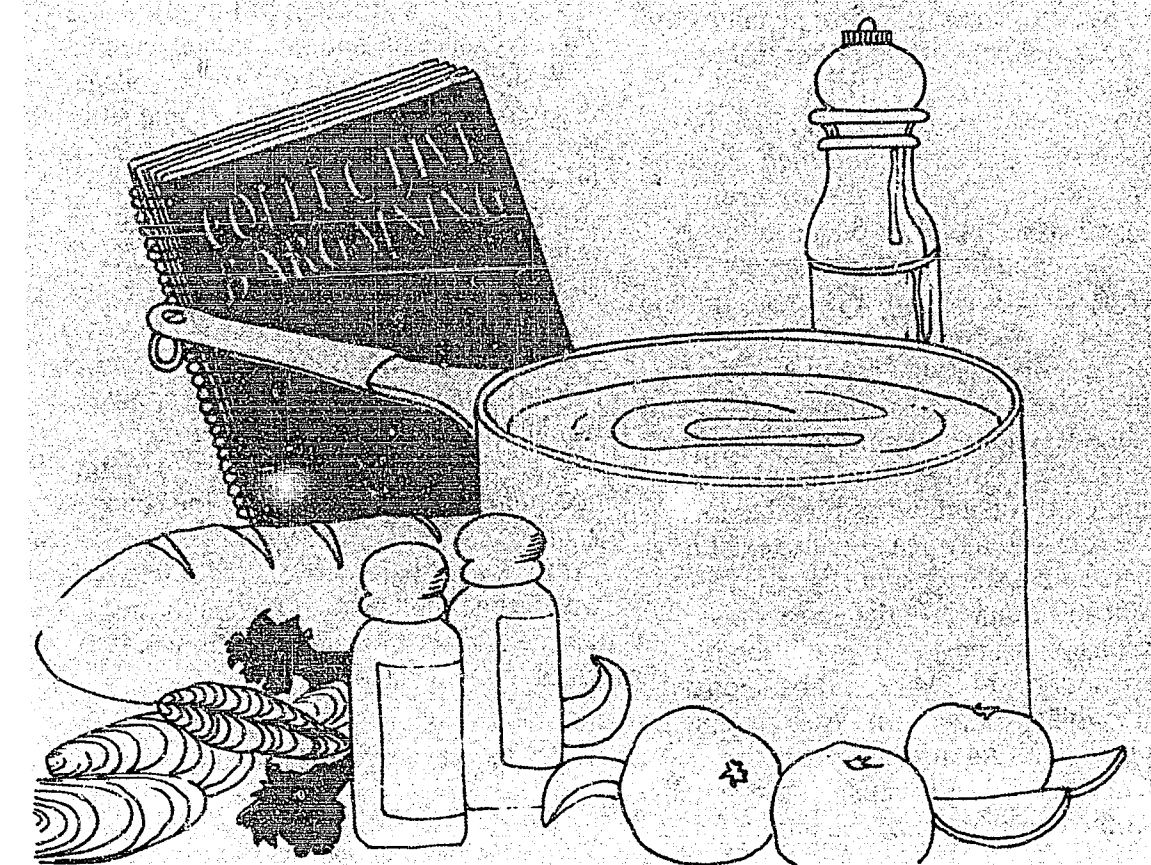
You can't relax after the meal has been served. Unfortunately, the kitchen managers sometimes forget to dish out all courses, or they give unequal portions to the guests. If your team of chefs isn't careful, you will be hungry again and have to wait a very long time for your next meal.

Voilà! What may seem to many as a potluck stew is, in fact, a masterful culinary feat reflecting thoughtful selection of the best ingredients, sound preparation, and skillful teamwork by the cooks, the menu planners, the diners, and the entire kitchen crew. Enjoy!

Do you have a bargaining recipe? Send it to "Contract Cuisine," c/o *Teacher* newsmagazine. We are looking for recipes for the following:

School Act Soufflé, Grievances Au Gratin, Ed-Change Casserole, PD Pot-pourri, Mainstreaming Meringue, and Class-Size Petits Fours.

— Kit Krieger



Take back the nation

"We are losing Canada; we are losing the things that built this country." That was the warning Council of Canadians chair Maude Barlow gave teachers on the CLC's October 26 Day of Action.

Barlow held the rapt attention of BCTF local association representatives as she gave evidence for her fears for the future of Canada and eloquently advocated that teachers join a broad-based campaign to "take back the nation."

What has her so worried? The Free Trade Agreement with the United States and the impending agreement with Mexico top the list. Related federal policies, which she labelled "the corporate agenda," add to the problem.

"We are watching the de-industrialization of the Canadian economy," Barlow said. "Sixty percent of the jobs that have disappeared in the recession are permanently lost. Multinationals are taking advantage of the trade agreement to move their work to the U.S."

Not only are the good jobs going, but social services are being systematically cut back. Federal transfer payments for health and education are being phased out, leading toward the end of a universal medicare plan.

"National medicare has five years left in this country," Barlow said. "Then it will be province by province, because each will be picking up all its own cost."

This, too, is happening because of the Free Trade Agreement. "The end of federal transfer payments will coincide with the end of the seven-year subsidy provision in the agreement."

Canada's negotiations with Mexico and the United States are aimed at a continent-wide "Bill of Rights for Corporations," Barlow claimed. It will remove the guarantee of health care for everyone, of education for all.

The guarantees will be for the corporations. By the year 2000, two hundred transnational corporations will control 90% of the world's trade, she said.

"In a global economy, the power of transnational corporations transcends national governments," Barlow said. "In Canada, the government has turned its economy and people over to this corporate agenda."

But Barlow isn't giving up. She said, "We have a choice. We can be devastated, or we can be committed. We have to stop adapting, and face the fight that is on our hands."

She urged teachers to realize that it isn't enough to worry just about educational issues. "Join with others calling for abrogation of the Free Trade Agreement. Recommit to our values that made the U.S.-Canadian border make sense."

Those values, she said, include tolerance, recognition of three founding nations, nurture of the land, and commitment to international peace. "Washington is filled with war monuments; Ottawa isn't."

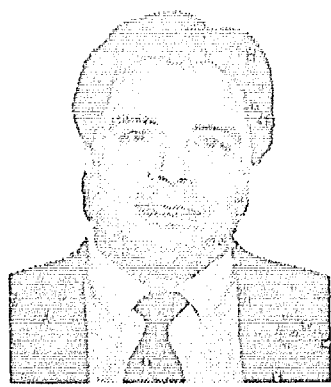
Reclaiming Canada won't be easy, Barlow told the assembly. "We will need to support each other if we are to do it."

— Larry Kuehn



Maude Barlow
Chairperson, Council of Canadians

LEGAL BRIEFS



The College of Teachers: a case of double jeopardy?

by Randy Noonan

Jennifer Felix had been teaching math and science in the same northern school district for 17 years. During those years, Jennifer had experienced most of the rewards and drawbacks of the teaching profession, and she felt that she had been making a valuable contribution to the community and her students. The worst day in her career happened last January.

Jim, a 16-year-old student, had been getting under Jennifer's skin all school year by being insolent and disrespectful, not only to her but to other students as well. He made the difficult job of teaching almost impossible some days.

Jennifer had encountered several students like Jim over the years and had always managed to deal with, or at least survive, such students before. Had she not been under unusual pressure and stress from the recent breakup of her marriage, she undoubtedly would have done so again in January. She would not have snapped when she heard Jim say, in a loud voice to his friends, "There's that stupid bitch, Ms. Felix," as he rudely gestured toward her with his finger. She would not have slapped him when he stood nose to nose with her and repeated his comments.

Jim wasn't hurt by the slap, but Jennifer Felix couldn't know how much she herself would feel the sting.

After the incident, Jennifer went right to the office, where she reported to the principal what had happened. The principal, seeing that Jennifer was very upset, suggested that she take the rest of the day off.

At home that night, Jennifer was shocked to see an RCMP officer at her door. The officer indicated that he was investigating an alleged assault, and he asked if she wanted to make a statement. Jennifer candidly told the officer all that had occurred. The officer left shortly thereafter, promising to get back to her after the investigation had been completed.

For the next week, she went through hell wondering if she was to be charged with a criminal offence. She felt as if a weight had been lifted off her when the RCMP finally contacted her and told her that they did not believe charges were warranted and none would be laid.

When she returned to work the following Monday, she was handed a letter from the superintendent saying that she was expected to attend a meeting of the school board, which would consider disciplining her for "unprofessional conduct." She immediately contacted her teachers' association and arranged to have a representative with her at the board meeting.

The school board decided to suspend her from her job for six months. Both she and the association were shocked at the severity of the penalty, and they filed a grievance, claiming the discipline excessive in the circumstances.

The grievance proceeded through several stages. After a thorough discussion of the issues, the parties agreed that the penalty was excessive and that a more appropriate penalty was a one-month suspension, a letter of reprimand appearing on Jennifer's file, and a letter of apology written by Jennifer to the student and his parents.

This resolution was agreed to four months after the incident had taken place. During those four months Jennifer had been able to think of little else and she could not have been more relieved when it was settled. She knew that she could not excuse her actions in hitting the student, but she felt that the penalty she had paid through emotional trauma, loss of wages for a month, and the blow to her confidence as teacher was high. She was down but not out. It was time for her to put the incident behind her and get back to her job.

Teachers ... are subject to collective agreements, penalties such as suspensions from work, grievance procedures, and arbitration ... Given that ... the disciplinary role of the college puts a teacher in double jeopardy, forcing the teacher to face the same charges ... for a second time.

Then Jennifer was hit with a ton of bricks. She received a letter from the College of Teachers. The college indicated that it had received a report that she had been disciplined by her school district and that the college was convening a committee to investigate her "unprofessional conduct." Shortly afterward, she received a notice that a "citation" had been issued and that she was to face a hearing in front of a college disciplinary committee in three months. She was entitled to have counsel present, and she would face penalties up to the permanent lifting of her teaching certificate.

She phoned the college and told the person she spoke with that there must be some mistake. She had already been charged with unprofessional conduct by her board and had paid her penalty. The college replied that that was irrelevant and was just between her and her school board. It was looking at matters from the point of view of her teaching certificate. It might suspend her certificate for a period of time or lift it altogether. She argued that the distinction, while possible to make intellectually, really didn't exist in practice, as a suspension of her teaching certificate would have the exact same effect as a suspension from her job by the school board. She would be deprived of her ability to teach and earn a living in her career during any suspension.

Jennifer felt that because of the serious potential consequences, she had to find a

lawyer to represent her. Her financial resources had already been depleted by the month's suspension without pay imposed by the school board, and the cost of defending herself in front of the college would be considerable.

Jennifer's case is not a real one, in as much as it is not an actual case. However, it is typical of many real experiences of teachers in B.C. in the last couple of years.

The College of Teachers came into existence in 1988 by way of Bill 20, a companion piece to the government's Bill 19, which brought in major changes to B.C.'s labour law.

In theory, the college disciplinary role mirrors that of other professional organizations such as the Law Society or the College of Physicians and Surgeons. At a superficial level, having an organization that functions as a self-regulatory and self-disciplining body of a profession is appealing. I suggest by way of the example given above, that the disciplinary role of the College of Teachers is not appropriate as it now stands.

Lawyers and doctors are not subject to collective agreements that contain disciplinary provisions within them. Furthermore, they are generally not employed by elected public bodies already charged with upholding the public interest. They do not have provisions in their employment relationships setting out grievance procedures and arbitrations to settle matters such as whether just and reasonable cause exists for discipline and whether a given level of discipline is appropriate. Teachers, on the other hand, are subject to collective agreements, penalties such as suspensions from work, grievance procedures, and arbitrations.

Given that, particularly when it relates to matters for which a school board has suspended a teacher for a limited time, the disciplinary role of the college puts a teacher in double jeopardy, forcing the teacher to face the same charges, based on the same facts, with the same potential effective penalties, for a second time.

In the fictional case set out above, Jennifer is going to be put through several months of emotional trauma awaiting the hearing and then the decision of the college as well as face considerable financial hardship. Then the college, in its wisdom, may decide, for example, that a two-month suspension of her certificate is appropriate. If that suspension were to take effect immediately, she would miss two more months of work, bringing the total penalty to three months. Had she known that at the outset, would she have agreed to the settlement of her grievance on the basis of a one-month suspension?

A significant rethinking of the College's disciplinary role is needed. In some situations (after a termination of a teacher has been upheld by an arbitrator, for example) the continued certification of that teacher should be brought into question. However, where the teacher is subject to penalty under fair procedure set out in a collective agreement, and penalty short of dismissal is inflicted, the college should not have the right to proceed further against that teacher. The current situation and method of proceeding by the college is unjust.

In the next edition of "Legal Briefs," I will outline the law as it relates to the college and review a number of actual cases it has dealt with.

Randy Noonan, a BCTF staff lawyer, writes this column for Teacher.

by Ralph Sundby

In the past 16 months, 23 complaints alleging breaches of the Code of Ethics have been lodged with the Judicial Council.

This is four times the average rate of the past decade. Why the drastic increase? Does it result from increased pressure on teachers in schools? Is it caused by rapid change in demands, such as new curriculum and changing methodology? Or are teachers less aware of their ethical responsibilities?

The numbers should give members cause to think about how they conduct themselves in relation to others in the school system.

When the Discipline Task Force recently reviewed the Code of Ethics and procedures, it looked at the reasons for maintaining a code.

"One of the marks of a profession is the maintenance of a high standard of service and conduct," the task force stated in its report to the AGM.

The task force also noted a desire among members to retain and observe a professional code of ethics, more than just a desire for a set of rules with penalties for those who break them: "Group articulation of ethics provides an ideal to aim for," observed the Discipline Task Force, adding that having a code "increases group strength in pursuit of a common objective."

The federation attends the Code of Ethics to be a guiding for teachers, an aid in choosing words and actions more carefully giving due consideration to their effects on students, colleagues, and the profession.

Put another way, the code is as much for showing members how to conduct themselves as much as it is a means of penalizing inappropriate conduct. This approach reflects itself in two other ways.

The first is in positive wording of most clauses in the code of ethics.

"The teacher respects ... the teacher recognizes ... and the teacher acknowledges..." are all statements of how the profession has determined its members should act in order to be ethical.

The second reflection of a positive approach is in how complaints are handled. Hearings establishing guilt and imposing penalties are used only as a last resort.

The initial stage in handling complaints is the voluntary-resolution stage. Early steps in the process are designed to produce resolution based on discussion, clarification, retraction, reparation for damage, or apology.

The intent of our profession is clear: members should regard the Code of Ethics primarily as an aid to their conducting themselves ethically and only secondarily as a re-course when they perceive a wrong to have been done.

Complaints under Clause 5 often result from soured relations between colleagues or from failure to resolve situations rationally and maturely. Sometimes they result from backbiting rather than dealing up front. Members would do well to examine their conduct toward others and their openness to talking things out.

If you have felt wronged or if you have hurt someone else, don't automatically consider a complaint to the BCTF. Take on an appropriate share of the responsibility for sorting out the concerns and de-escalating the situation.

Of course breaches of such significance that only a formal hearing and imposition of penalty are sufficient will occur, but many others should be dealt with through mature discussion and "fixing things up." Isn't this the way mature adults and professionals resolve the inevitable human relations problems?

Ralph Sundby, a BCTF staff person, provides support to the Judicial Committee.

The next issue of Teacher will contain a follow-up article on "Clause 5: misconceptions."

Gender equity = less pain for more people

by Linda Sands

If we are really to cause less pain for more people, we can begin by acknowledging the diversity of our oppressions. This was one of the closing remarks by Dr. Celia Haig-Brown in her keynote address on "Past Strengths - Future Challenges" at the provincial Status of Women contacts training in Vancouver, October 25-26. Haig-Brown, a faculty member at SFU, helped structure the very successful gender-equity course offered last summer by the Ministry of Education. She has recently completed doctoral work on First Nations issues.

Haig-Brown began her address by acknowledging the women behind the formation of the Status of Women Committee of the BCTF, who at the AGM in 1973, introduced the resolution for its creation. She said that despite the limits placed on women throughout history, there have always been some who have actively worked to improve their lives, the lives of

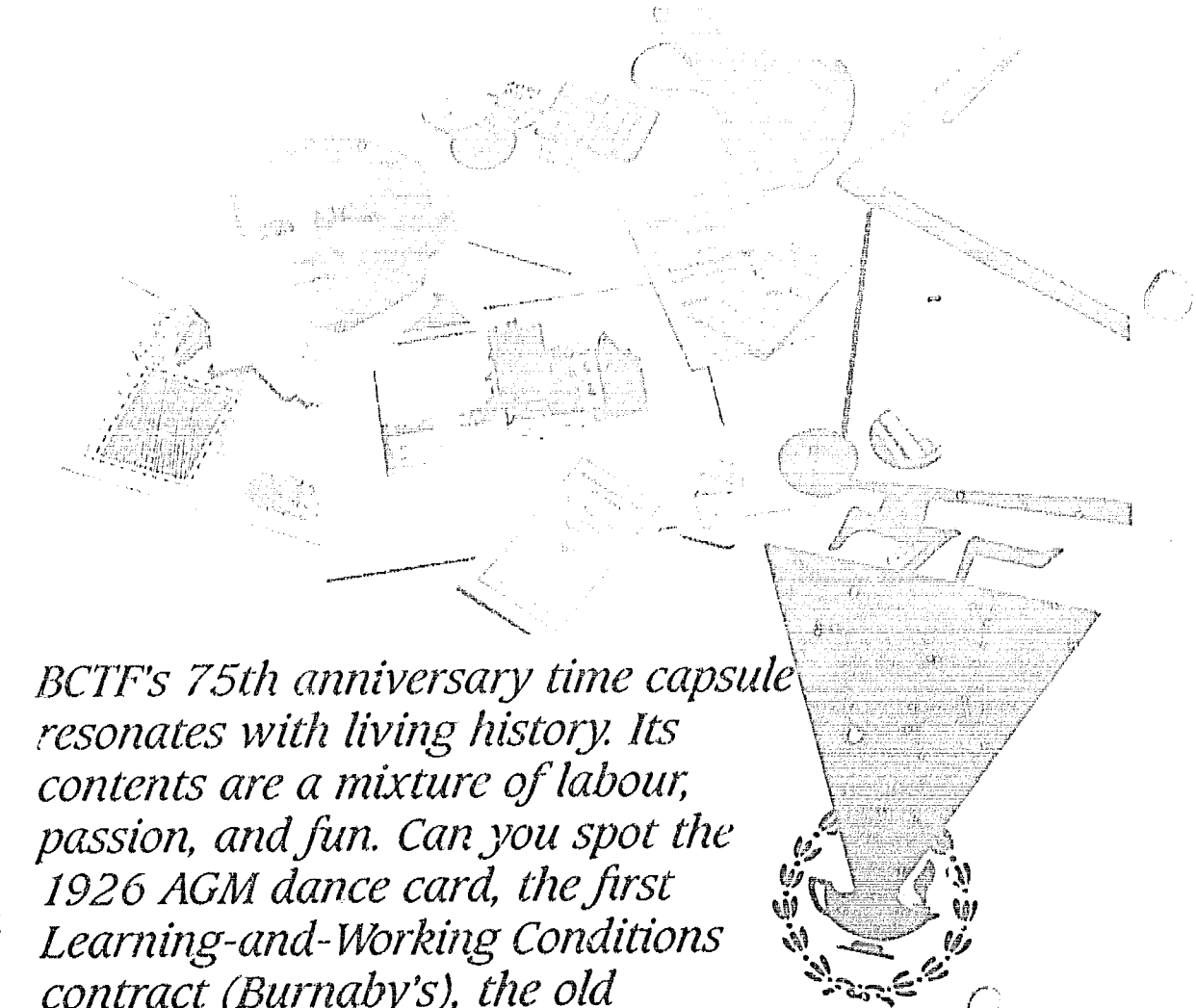
others, and to make change.

Haig-Brown challenged participants to consider that "Gender equity is more than a numbers game. It is work tied inextricably to feminism..." Gender equity could reduce feminist projects to the number games (of percentages and statistics) and "it can be a retrogressive move that forces us first to critique the limitations of gender equity before we can move on to the real work of working for justice for women."

Haig-Brown suggested strategies to the Status of Women Committee: to focus on the notion of anti-essentialism (the intersection of race, class, physical and mental challenges, and sexual orientation with gender complicates any action). She cautioned delegates to recognize that "we are not all women together. We are different from one another, and we must learn to talk across differences, never to deny their existence."

"Develop coalitions to do serious work together, and find ways to cause as little pain to as few people as possible," said Haig-Brown.

Linda Sands, a teacher in Cowichan, is a Status of Women Committee contact.



BCTF's 75th anniversary time capsule resonates with living history. Its contents are a mixture of labour, passion, and fun. Can you spot the 1926 AGM dance card, the first Learning-and-Working Conditions contract (Burnaby's), the old school bell, the handwritten minutes, the original federation stamp? Forward any historical material to Jeirdre Greig, BCTF.

A unique 75th celebration Hiking the West Coast Trail

by Lorrie Williams

A workshop given at the Metro Status of Women Spring Zone Meeting, "Choosing your battles and planning to win," led five committee members to tackle the West Coast Trail as our 75th anniversary project.

What has the BCTF's 75th birthday got to do with hiking the West Coast Trail? Commitment, connection, new challenge, and courage, for starters.

I have been around the world a few times and have logged millions of miles, but I have never spent so much time planning a trip. We had to buy and break in boots, plan a menu for eight days, borrow backpacks and tents, load the packs, unload the packs, plan our trip to Port Renfrew, talk to people who had been there before, handle our anxiety, and prepare GORP (good old raisins and peanuts).

Mid-July, we were ready. We ferried to Victoria, stayed overnight at Port Renfrew, and the next morning took a boat to the trail head. Twenty minutes into the trek, someone said, "This isn't too bad!"

The book said it was 72 km to Bamfield, but if it were ironed out, it would be three times that. A step-by-step account of the trek appears in various guidebooks. Here I'll share the lists we made at the end of the trip: the worst and the best.



(Left to right) Metro Status of Women Committee members Jecka Meertens, Louise Paulsen, Cheryl Douglas, Lorrie Williams, and Natascha Proctor relax at the end of the West Coast Trail, Bamfield. — Lorrie Williams photo

that development of new programs must be incremental and asked her to adopt an approach that "reflects a gradual and evolutionary sense of change."

The BCTF proposed some immediate actions that demonstrate a co-operative approach that involves teachers in the decisions: for example, Hagen was asked to cancel the Sacred plan to have businessman Edgar Kaiser head a review of the Year 2000 and instead assign that review to a newly created provincial curriculum committee, with significant teacher representation.

The federation also advised cancellation of the ministry's plans to spend \$600,000 on "regional design meetings" and to use the money on education-change forums initiated by all the groups with an interest in education.

If the new minister listens to the representations of the BCTF, teachers should have more influence in the policy decisions the government makes about education.

The BCTF also reminded the New Democrats of their pledge to repeal Bill 20, legislation introduced in 1987, imposed by the Vander Zalm government, with no consultation with teachers and over the opposition of the NDP.

Bill 20 created the College of Teachers, imposing on the profession a new, mandatory membership organization with all basic facets determined by legislation rather than by decisions of the teaching profession.

It created a new disciplinary function that duplicated existing processes and unfairly subjected teachers to *de facto* double or triple jeopardy for disciplinary matters.

Bill 20 also removed the School Act provision that had existed since 1948 for statutory membership of public school teachers in the teachers' own organization, the BCTF.

The federation has thus called on the new government to repeal Bill 20. It has proposed that the teacher certification function be carried out by a College council newly established within the School Act, and comprising 15 representatives of the BCTF and 5 representatives appointed by government, reflecting other constituencies with a direct interest in certification.

The federation has also asked for a restoration of the statutory BCTF membership provisions that existed before Bill 20.

One other matter was imposed by government in 1987: exclusion of administrative officers from the bargaining unit. The federation has asked the new government to maintain the exclusion of A.O.'s who carry out management responsibilities.

A definition of the appropriate role of administrative officers in the school is expected to be a major topic for the 1992 Annual General Meeting. Further requests for legislation affecting A.O. roles may follow that policy-making session.

This full agenda of BCTF advice for the new government reflects the need to restore morale and reconstruct the school system after a decade of ongoing attacks on teachers.

Fed up with the years of conflict, teachers got actively involved in the election campaign. More than 4,000 came out of their classrooms in the evenings and on weekends to work for a change in government.

With the new government's commitment to more open and consultative processes, teachers now have the opportunity to adapt to an improved climate for achieving the conditions needed to do the job in the classroom effectively. The prospect is exciting.

Larry Kuehn is director of the BCTF's Research and Technology Division.

BCTF members may get a copy of the full brief to government by phoning or writing with a request.

by Peter Northcott

Affiliation with the Canadian Labour Congress (CLC) would formalize and strengthen the BCTF's relationship with the rest of the labour movement. It would give teachers the benefits of full participation in Canada's major national labour central and would mean a stronger, more representative *labour congress*. Affiliation would improve articulation of teachers' and other workers' concerns at the local level. As a redefined union of professionals, the BCTF is already a union of teachers' unions. It is time for us to rejoin the larger *House of Labour* and participate in its continuing development.

This metaphor of a house of labour has particular personal significance. As president of the Prince Rupert District Teachers' Union (PRDTU), I do a lot of work in our union's office in Prince Rupert's Fishermen's Hall. Next door is the United Fishermen and Allied Workers' Union. Across the hallway is the Carpenters' Union and the Pile Drivers and Divers Union. Further down the hallway are city workers' and postal workers' local CUPE and CUPW offices. The Prince Rupert and District Labour Council meets directly opposite our office. For many years now, Rupert teachers have had voice, and often informal vote, on that council. Upstairs, next to the large meeting hall itself, is the Unemployed Action Centre, funded by Rupert-area unions, including our own.

In Prince Rupert, we already have a working relationship with the rest of the labour movement here, including Local 4 of the Pulp and Paper Workers of Canada, an affiliate of the Confederation of Canadian Unions (CCU). However, I believe that the formal links forged by BCTF affiliation with the CLC would improve this local relationship, with significant benefits to the PRDTU, the labour council, other local unions, and the community itself. This would be true in other communities where local teachers' unions also choose to establish links with their labour councils. Local educational issues, including the central role of teachers, would be an on-going part of a labour council's agenda. Teachers could expect that their priorities and perspectives would be more fully integrated into the communications and actions of the entire working community. In similar fashion, the local teachers' union would be more directly involved in discussing other workers' concerns.

At the wider organizational level, BCTF affiliation with the CLC would result in three important benefits:

- improved co-ordination and support in collective bargaining (e.g., access to information, access to training, discussion of shared goals, solidarity in job actions);
- expanded influence on federal and provincial legislative programs (e.g., UIC, child care, workplace health and safety, maternity benefits, pensions);
- increased co-operation and influence in working toward progressive social change (e.g., gender equity, environmental protection, human rights).

BCTF affiliation with the CLC would signal the increased significance of public

education in the national debate on the structure, politics, and economy of Canada. Other provincial teachers' organizations would have to reconsider their roles with respect to the labour movement. Existing affiliations with the low profile Canadian Teachers' Federation (CTF) could be revitalized.

Of course, affiliation would have certain costs. Although monthly affiliation fees are minimal, regular costs would accrue from full participation in the biennial CLC conventions and committee work. Similarly, some costs would accrue from any subsequent participation in B.C. Federation of Labour and local labour council activities. However, the costs would be inordinate.

Criticisms of affiliation have been raised based on the perceived male-dominated, top-heavy business unionism of the traditional labour movement. While these perceptions may have some substantive historical grounds, and while elements of bureaucratic power structures may still exist, they are neither a full, nor an accurate perception. The CLC could just as well be described as open, democratic, and progressive. Like the BCTF, the CLC, its structures, process, and affiliates, is undergoing change. Part of that evolution mirrors the debate within the BCTF over centrality versus shared, participatory power. It is utopian to postpone affiliation until both the CLC and the BCTF have achieved some perceived perfection.

More than 80% of the organized workers in B.C. belong to CLC-affiliated unions. They would welcome BCTF affiliation. They view the potential affiliation of some 35,000 teachers in 75 autonomous teachers' unions, as a major, and significant, step. Conversely, a BCTF decision to remain independent, would not necessarily be seen as an outright rejection of the rest of the labour movement. However, it would clearly indicate our differences and would unavoidably affect our future relationships with other unions.

The door to the House of Labour is open to us. We should go in.

Peter Northcott is the president of the Prince Rupert District Teachers' Union.



by Lorraine Walsh

I am a trade unionist. I have been a member of CUPE, the Carpenters and Joiners' Union, the BCGEU, and the Surrey Teachers' Association (my favorite). Having spent many years as an activist teacher, I am committed to working with my sisters and brothers in the BCTF to build a strong, democratic union of unions in B.C. I did vote in favor of investigating BCTF affiliation with a large labour central such as the Canadian Labour Congress, but as the 1992 AGM decision approaches, I find it increasingly difficult to support joining the CLC. Although several factors have influenced my position against affiliation, for the purposes of this article, I will focus on a few key points.

One of the most compelling reasons I oppose affiliation is the style of unionism I see in the CLC and in the B.C. Federation of Labour. Teachers can be proud of

level of democracy and grassroots decision-making that we work hard to enhance and protect in our union. However, when Jack Munro stepped out of a back room in November 1983 to blindsides the striking Operation Solidarity participants, we saw another style of decision making and another style of unionism, a style I dislike. When B.C. Federation of Labour leader Ken Georgetti publicly intervened to endorse the unpopular initial tentative agreement in the 1990 nurses' strike, the rank-and-file membership of the nurses' union responded by waging a province-wide campaign to reject the agreement. Finally, after a bitter and protracted job action, a collective agreement was achieved that was acceptable to the majority of B.C.'s nurses. That type of intervention is not what I want either. From our own recent experience, we recall media coverage of Georgetti's dispensing some unsolicited advice as to what form the BCTF response to Bill 82 should take ...all in the midst of our 1991 AGM discussion of Bill 82 and its impact on teachers across the province. I don't need that kind of union *affiliation*.

Another source of concern regarding affiliation, is the link forged between political parties and large labour groups, such as the CLC and the B.C. Fed. I did support the NDP candidates in the recent provincial election, but I draw the line at friendships between my union and my MLA or my MP. I believe that the CLC and the B.C. Fed are too friendly with the NDP, and when unions are too closely aligned with partisan politics, it becomes very difficult for them to act on behalf of their members — criticize and to lobby in the political arena. For me, it comes down to what I think a union is supposed to do for its members. I believe that unionism obliges me to fight for fair treatment and fair collective agreements. Whatever my union must do for itself has nothing to do with whether an election is on or which party forms government.

Criticism has been voiced concerning the centralization of power in many other unions. I like to think that my input means something in the Surrey Teachers' Association, and that I can be an active, informed member of the BCTF. We have worked hard, over the years, to give our members an active voice, before unionizing and after. We must resist any moves toward increased bureaucracy in the BCTF. We do not want an entrenched business union, full of highly paid union staff on permanent contracts, who are out of touch with what it means to be a public school teacher in B.C. As new unionists, we have a wonderful opportunity to build just the kind of union we want: a union that will address social and educational issues, professional development and bargaining strategies. We have much work to do together.

Now is not the time to affiliate with the CLC or any other large labour central. Like the nurses' union, we can remain unaffiliated and still participate in co-ordinated activities with other labour unions. We have much to offer other working people, and we can benefit from our involvement with them. Teachers took a leadership role in the fight against Bill 82, organizing an effective lobby of MLAs and throughout the past six months, applying pressure to repeal that bill. Other labour groups have recognized our leadership and will welcome our continued co-operation, even without affiliation.

Lorraine Walsh, a teacher at T.E. Scott Elementary School, Surrey, is a BCTF local association representative.

A problem with the solution to the problem of social studies

by Peter Selixas

Many teachers may write in response to Pat Clarke's column, ("The problem with social studies," *Teacher*, October 1991) letting him know the progressive things that are going on in social studies. From my relatively recent position at UBC, I am tempted to assure him that we have a new methods course in social studies, entitled *Issues in Social Studies Education*, which encourages student teachers to take on the controversial and pressing questions that Clarke so clearly says we need to confront. Neither my defensive response, nor those that are sure to come from teachers, should make us complacent.

On the other hand, Clarke's cry for change, in addressing a number of distinct problems in such a short space, risks confusion. In particular, he argues for relevance and a global perspective. The problem is "capex and bays and dead men." The solution is more *current affairs* classrooms. I will leave defense of the capes and bays to the geographers; I want to defend the dead men.

The dead men, as we all know, refers to the teaching of history. But Clarke's comments do not discuss revising approaches to history or making the content of history teaching and learning more inclusive. As I read his column, I do not see much place for the study of the past; yet I know that people cannot understand the present without seeing it in temporal context. The urgency with which Clarke writes is dictated by his own sense of historical change; yet historical understanding seems to play little part in his prescription for a new social studies.

How about including women *and* men in history, looking at the history of social classes and social movements, examining the question of how we got to the situation we are in today? How about examining how power has been exercised in the past? How about investigating where we get our ideas about the past, how different groups have used presentations of the past to legitimize themselves or to attack others?

Why not explore with students how the dynamics of capitalism over the past four centuries have increasingly linked the world's peoples, through trade, investment, and migration, for good and for ill? The issues of economic change, environmental degradation, gender relations, racial prejudice, nation building, and political fragmentation demand historical contextualizing. And a study of history that deals with these issues cannot avoid the questions — crucial for secondary school students — of human agency, moral responsibility, knowledge and interpretation. We need to enrich history teaching, not abandon it. Studying current events without this kind of historical perspective would only promote social amnesia.

Clarke does correctly identify textbooks as being part of the problem. The reading we ask students to do in social studies too frequently leads to the stereotype of history as "dead, white men," facts that students are asked to absorb passively in preparation for multiple-choice tests. But the problems go beyond the subject matter of history textbooks: using a few women, workers, and natives is not enough. Historians, history educators, and teachers will soon confront these problems at a second annual conference on history in the schools. On February 14, 1992, at UBC, I hope those who see history as a critical dimension for students' understanding their world will attend.

For more information, contact Peter Selixas, Department of Social and Educational Studies, UBC, 822-5374.

Opinion

Questioning Local Education Agreements

by Laurence Greeff

A noted educator once said to me, "I see life as a continuous stream of problems waiting to be resolved." It seems I have spent my entire teaching life discovering this salient truth, and to further complicate life, a new problem has emerged for me from the murky depths of the School Act.

Section 104 of the School Act states, "A Board may enter into an agreement with respect to the education of Indian children...with a council of a Band as defined in the Indian Act (a federal statute)."

The result of Section 104 of the School Act is being described in school districts as the *local education agreement* — a service contract between the school district and the First Nations community.

I firmly believe that given the wording in Section 104 as it relates to First Nations people, there exists a potential for exploiting both First Nations communities and our community of teachers.

My critics would say that the provincial government genuinely wished to forge closer ties between school districts and First Nations communities and that I am being racist for challenging the positive spirit of Section 104.

I must disagree with the criticism because I think that the Ministry of Education conceived a cynical method for school districts to extract federal money from First Nations communities, and a way for school districts to continue the colonial tradition of showing First Nations people how properly to run educational programs.

Given how the federal government has crushed the hopes of First Nations communities to build their own education programs by denying them adequate capital and operating funds, First Nations communities may now find yet another level of government playing out a cruel hoax against them at great cost to their future.

Why am I concerned about the local education agreement?

There are 196 First Nations bands in the 75 school districts in this province. There could be 190 agreements between districts and bands, and what could be negotiated as cash-strapped districts try to bolster their budgets is limitless.

For example, a First Nations community may wish to purchase specialized support services from the district or have a school district operate and manage their community school or have the school district operate adult educational services for the First Nations communities.

How much will the school district charge for such services?

How will the school district contract out such services to First Nations communities yet maintain the same level of service to its own clients in the school district?

What other potential problems exist? A school district may enter into a local education agreement to operate a school on a federal reserve and as part of the agreement determine that the teachers who work on the reserve will be excluded from the bargaining unit. Further, as part of that agreement, they may offer specialized support services to the First Nations community.

For more information, contact Peter Selixas, Department of Social and Educational Studies, UBC, 822-5374.



Do our unionized professionals have the right to refuse to work in a school where their colleagues have been excluded from the bargaining unit?

What is the effect of the district's setting an hourly rate for employees to provide services to First Nations communities, then refusing to negotiate hours of work in our contract?

Do we have the right to resist contracting out, when we suspect that the district has no intention of ensuring that service delivery to our clients will be maintained?

What does the term *operation and management of the First Nations School* mean? Does it mean that the district will receive a block-funded rate for the children from the federal government and a block-funded rate from the provincial government?

What happens if the district applies economies of scale to ensure a cost-efficient operation?

Is it possible for a school district to set a lower operating cost for the First Nations schools they manage by excluding all the employees from the bargaining unit and skimming the money for creating additional administrative positions elsewhere in a school district? Yes, of course.

Outlining just a few of the potential problems shows that Section 104 can lead us into a minefield. Who wins?

The First Nations community loses because it is being double charged for services that it has the right to have under the current service system.

How long will school districts continue to deny to First Nations programs all the money they are entitled to receive from the province so that First Nations co-ordinators can use the program to fund support services to provincial schools serving First Nations communities?

Who is the employer of teachers who work in programs funded by federal, provincial, and band sources?

What rights does a teacher in a band-operated school have if he/she is evaluated by a school district administrative officer under the terms of a local education agreement and receives an unsatisfactory report?

These questions must be part of a comprehensive BCTF assessment of the impact of local education agreements.

The failure of the majority of school districts to include the local association in

the negotiation of these local education agreements is wrong. I believe that the Ministry of Education rewards First Nations communities with cash grants when they sign these local education agreements. If this is the case, then it is a practice that must end.

I believe it is wrong for us to sign addenda to our contracts to ensure that school districts can operate local education agreements. Given the potential misuse of these agreements by school districts, I am not afraid to say "No" to the local education agreement. However, I do believe that teachers must sit down with the First Nations Congress and examine how together we can approach the new provincial government and properly address the complex issues facing all of us.

A solution must start with ensuring that all the funding assigned to school districts for First Nations children must go to that program and not be assigned to other areas. Robert Matthew, president of the First Nations PSA agrees with me on this point, but he goes further and suggests that the BCTF must encourage the First Nations Congress to find ways to empower First Nations communities to ensure that school districts do serve them properly under the act, rather than continue the questionable practice of double charging them through the misuse of Section 104.

Contract language should be worked out to ensure that the problems caused by overlapping federal/provincial jurisdictions are overcome so that we can provide the best educational services to First Nations communities instead of the quackery generated by the racist attitudes that seemed to prevail in the Ministry of Education under the last provincial government.

Change is necessary. The BCTF must initiate action on all levels so that dialogue can occur with the First Nations Congress in an atmosphere of openness and shared responsibility.

Laurence Greeff teaches at Marie Sharpe Elementary School, Williams Lake, and is the BCTF local association representative for Cariboo-Chilcotin.

WHAT ENDURES?

by Heinz Zadler

Over the years, I have witnessed the blossoming and growth of many students. We shared a time and a place; we learned to trust and discover what the world is about. The students ventured forth, and I was left to ponder what heights they would attain.

It is proper to every gathering that the gatherers assemble to co-ordinate their efforts to the sheltering, only when they have gathered together with that end in view do they begin to gather.

Holly and Adella entered my classroom in September 1969. Two individuals in a class of 28 Grade 6 students. They had a particular air about them. I recognized early that they were different.

The first week of September is hectic. While I introduce everyone to my methods of working and handling day-to-day activities, we begin to understand some of what we are. It's a time of drawing out, of noting the teacher's response, of feeling good and warm, of being respected, of gathering the energy that will be released as we learn to work with each other. Only then can we safely learn and dream, when our classroom, like a warm covering, allows us to strike out on our appointed quest.

Adella strode in, her head held high, her eyes bright and twinkling. "I was hoping I'd get you," she chirped. "I like art, and you do a lot of it." She was an instant hit with me, a perceptive student with an unusual name. Adella picked a desk near the front of the room by our wall of windows.

Next to Adella sat her friend Holly. She was a cheerful person with a quick, warm smile but with, I thought, a tinge of sadness in her eyes. I learned later, she had asthma. She often volunteered to help me after class, and I happily accepted. I was her first male teacher, she said, in all her six years of school. Her parents had divorced, and she had lost her bond with her father.

Only image formed keeps the vision. Yet image rests on the poem.

Our classroom became a hive of purposeful activity, of striving, of stretching intellects. At the centre of this busy classroom were two students whose image set examples for the others to follow. Adella had a talent for language. She composed stories and poems that I still have in my folder of memories. Nearly every day, she would show me an item she had carefully composed. She wrote with maturity. She wanted to be a journalist, a writer, she often said. I was amazed: so young with a vision of what she wanted to be.

That year, we published several classroom newspapers. My star pupils had no problem filling the pages with delightful prose and poetry. Holly was an amazing story writer. She picked up on ideas and suggestions and added complex descriptions. I still have some of her beautiful accomplishments. Surely, she would become a famous writer, I thought. I was positive about that, but she never quite came out with what she was going to do with her gifts. It was a wonderful year that ended with hope for the future and a certain destiny for both stars.

The world's darkening never reaches to the light of Being.

Adella and Holly did well as they continued through their years of public schooling. Adella reached university and studied journalism. Holly worked in a delicatessen at a local shopping centre. She recognized me one day. We had a friendly chat. Did she still write as she used to? No, she replied. Her mother needed her help in the handicrafts business they were running. Then I remembered, Holly was a more outer-directed person. She was responsive to others, especially those close to her. Had she neglected the growth of what it was that drives one to accomplish great heights? Her mother was a strong personality, a person of determination and will. Why hadn't this trait transferred to the daughter? I could only speculate.

From time to time, I would receive a Christmas card or a note from Adella. She was studying at Columbia University. I was amazed: a pupil who had grown beyond her teachers and I was a small part of her success. This amazing ex-student of mine had developed a capacity for

learning and hard work that even I had found hard to believe. She showed she had heart as well as mind.

One day, not too long ago, Adella's name and a gruelling close-up view of war in the mountains of Afghanistan appeared on the international news page. I read the story several times. I was pleased that I had been the teacher who had guided the hand that had penned the words of this daring, accomplished war reporter. I was proud. Here was an amazing story of daring and sacrifice. I felt some anxiety, though, for the safety of my ex-pupil. I need not have feared for her safety: Adella had been a resourceful person.

Last Christmas, the staff of our old school had a reunion dinner. We talked about the good times, of our triumphs, of our defeats. I was shocked when Mrs. Funkel told me that Holly had died of an asthma attack two years before. How could it be? What dangers had she endured? Why hadn't she been saved from death? She had had so much to live for. She had brought light where there had been darkness. Now there were only thoughts of what might have been. She had made the full circle — birth, being, and death. I had known her for a short while, just a fraction of the circle.

...Thinking holds to the coming of what has been, and is remembrance.

My thoughts are here, in the now; my memories of the past, of two bright stars shining and lighting the way. The body of one is gone, but the light endures. The spirit, there, ready to enter and resume the quest for fulfilment. We are strangers again in the world I thought I understood. Heinz Zadler, an experienced teacher of 26 years, now teaches Grade 6 at Fraser Elementary School, in Edmonton. He holds a B.Ed. degree and a Diploma in Secondary Science Education from the University of Alberta.

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Wellness not left to chance at a Victoria Secondary School

by Sharron Higgins, Ken Bailey, Gail Peekekoot

Fellow. His presentation, "Mind Over Manipulation," demonstrated through the use of magic that things are not always as they seem to be. He made the points

filling four pages of the school yearbook with curriculum material is no small feat. It is one sure measure of the success of any project or event.

The second wellness conference at Central Junior Secondary School in Victoria brought the new ministry Learning for Living program to secondary students in a dynamic, relevant way that made the whole curriculum come alive.

Building on the school's first wellness conference, this second two-day conference was carefully planned for more than a year. It was seen as a full-detailed conference, not a health fair (à la career fairs), and, as such, it required a program, with top-notch speakers; fun and socializing; variety in sessions; value-for-budget; etc.

It was co-ordinated by a team, consisting of teachers, counsellors, administration, students and Sharron Higgins, the school nurse. The staff and the principal, Dave Allen, endorsed the idea. In addition, we felt buoyed by the success of conference one, spearheaded by a hard-working and visionary teacher on staff, Jane McRae.

The wellness lifestyle was under way at Central Junior. We were going through a shift in consciousness, leading us to value new ways of working and being together, connecting our community in new ways. Believing that a balance

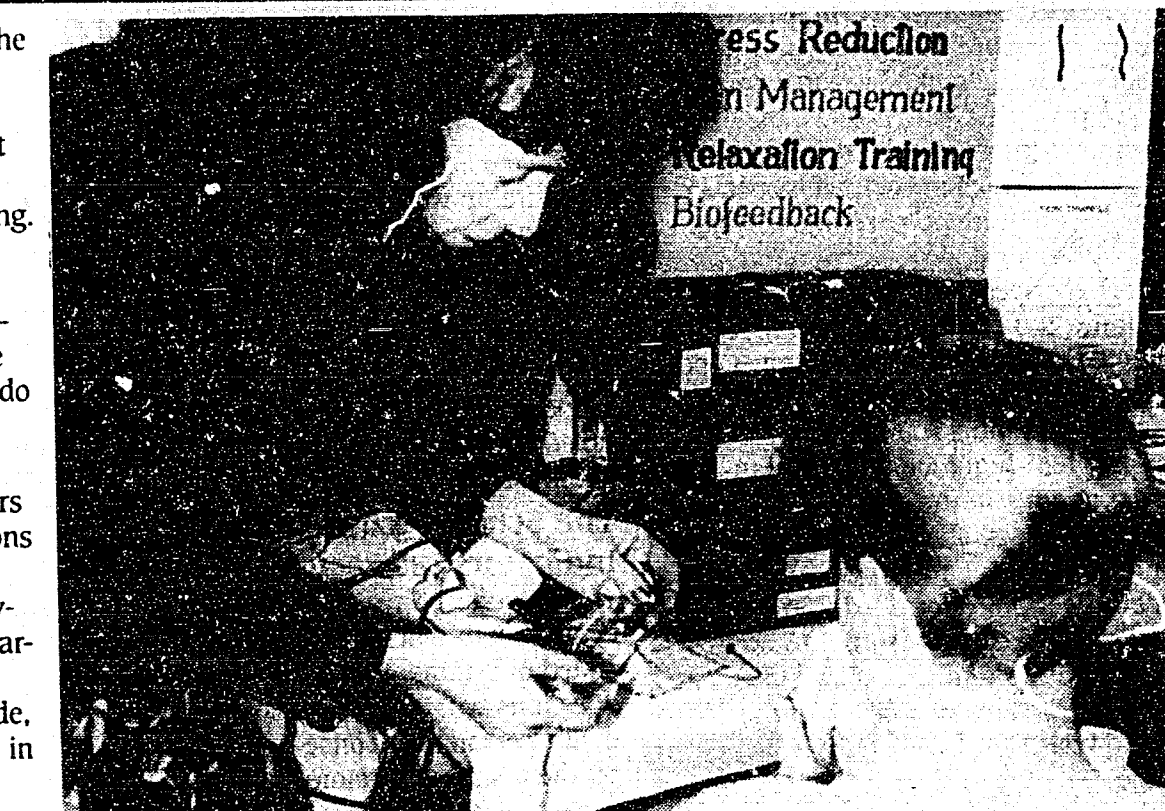
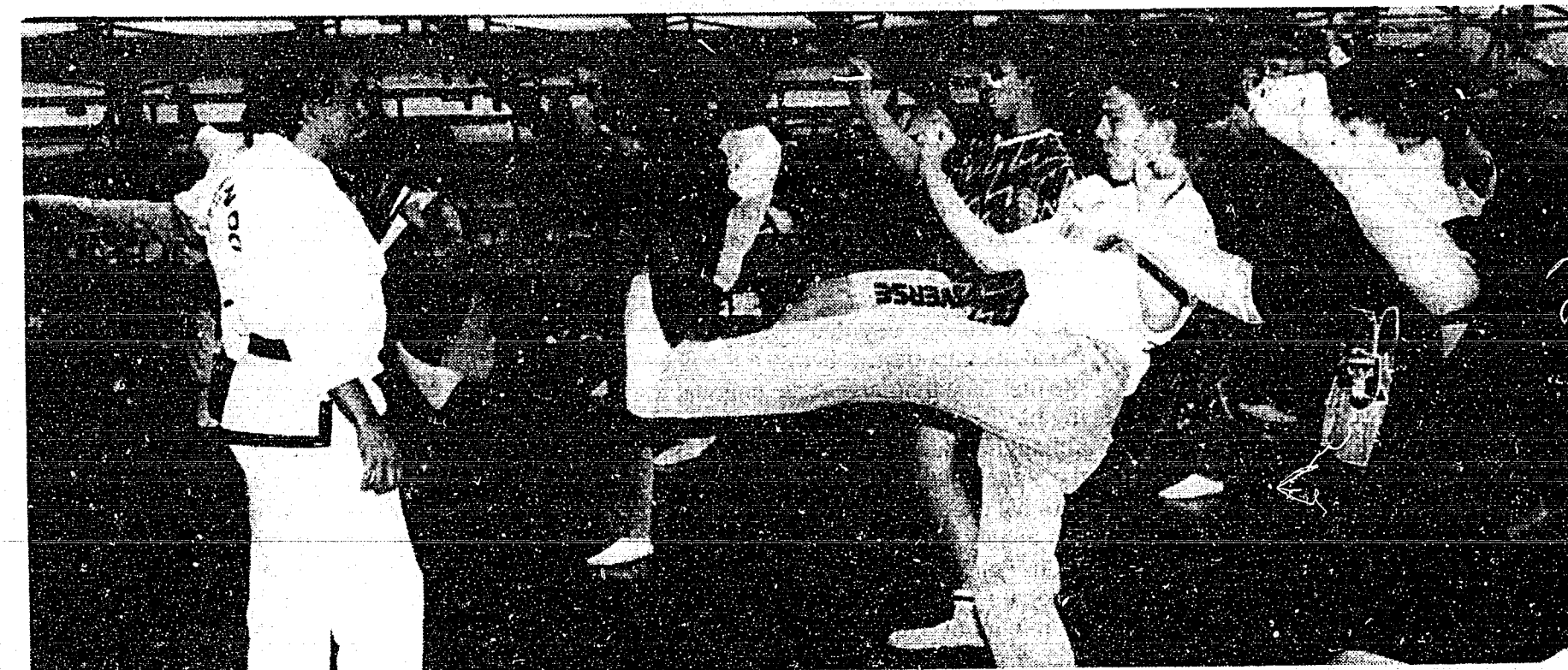
between work and play is essential in the wellness concept, we encouraged all aspects of being human in mind, body, emotions, and spirit. We also knew that closing the gap between believing and doing meant more learning and practising. Conference two was one response.

Our conference took place over two days in March. We summarized it here — complete with glitches — with the hope that it will inspire or encourage you to do one.

The atmosphere of the school was especially attractive. Bright paper flowers were everywhere. Cheerful yellow balloons created a party feeling. Many students noticed a sense of friendliness and playfulness. There was lots going on, but participants felt relaxed.

Regular classroom work was laid aside, and students heard speakers, took part in workshops, and spent time exploring community resource displays. Learning was fun.

We assembled each morning to hear a keynote speaker. The first was Bob



(Top) Sharron Higgins, school nurse, rallies students at Central Junior Secondary School's second Wellness Conference; (centre and bottom) students participate in two of the "healthy lifestyle" workshop sessions. — Sharron Higgins photos

lunch was provided. Students brought their own mug and spoon and had home-made soup and buns. Muffins, juice, purified water, and apples were available for snacks.

During their extended lunch break, students had time to enjoy community resource displays that were set up in the halls and main foyer. Many of the resource people (including the Victoria police) had not done such a display before and all were surprised by the students' level of interest.

All of this was supported by a conference kit that each student received. This included information about the conference and pamphlets of interest to this age group.

The conference closed with a powerful assembly. In the post-conference evaluation, 93% of the students said they'd like to have another conference in two years — and some wished for one next year or maybe two or three a year. (The wellness team would collapse from fatigue.)

Obviously, there is not a great understanding of what putting on such a conference entails. Actually, although this is the second conference at Central, we are still learning about what it takes. It's probably a good thing we didn't know how much time and effort was needed before we started out. Still, we have experienced much satisfaction from this work and profited from our mistakes.

Sharron Higgins and Ken Bailey are at Central Jr., Gail Peekekoot is a Vancouver public health nurse.

The Central Junior wellness team has put together a wellness conference guidebook available from the school in January. Call the team at 386-3591.

Our recommendations

Start planning a year in advance. Seek staff support and consensus. Consult with students; involve students in the conference needs assessment and planning. (Although the intention was to make the second wellness conference "student-driven," it was not the reality. Planners fell into the trap of the well-meaning, that is, "doing for" instead of "doing with.")

Design the conference sessions on assessed student needs and interests. Plan and document what you want to accomplish, for example, mission statement, philosophy, and goals/objectives. Clarity of purpose assists with evaluation as well.

Survey the interest and usefulness of proposed workshop sessions with students.

Screen the presenters carefully for style and topic appropriate to secondary students. (Hold a trial run.)

Give potential presenters/workshop leaders plenty of time to confirm availability to the planning team.

Have students pre-register for sessions using a conference booklet. Prepare back-up plans for workshops that are over-subscribed to avoid disappointment.

Watch the paper overload in conference package. Underfill it.

Hold a post-conference evaluation session.

Make meals healthy and appealing to adolescents.

Involve everyone from the beginning — students, staff, parents, community, businesses, and agencies — and their energy will yield helping hands and commitment to meet the endless demands of hosting a conference in your school.

— the team

Paintings endure; buildings endure. But what endures for teachers? This is the question Heinz Zadler asks of himself as teacher.

Illiteracy (lit'ər-ə-sē) *n.* 1. The condition or quality of being illiterate; especially, the ability to read, write, and use language. 2. the fascination of science to schools

Illiteracy impedes 30%, CTF survey finds

TEACHERS ASSESS EXTENT OF PROBLEMS IN CANADIAN CLASSROOMS

by Jennifer Lewington

Three out of 10 students have some difficulty in reading, writing, and arithmetic, with illiteracy a bigger problem among students from poor families, says a survey of Canadian teachers released recently.

The \$197,800 survey, financed by the Canadian Teachers' Federation and the federal government's National Literacy Secretariat, asked teachers to assess the extent of literacy problems in the classroom, the factors affecting student performance, and effective strategies for promoting literacy.

The study, *Teachers and Literacy*, surveyed more than 10,000 teachers, who said that about 18% of students have difficulty understanding simple levels of reading, writing, or math. Another 12% of students have difficulty analyzing and evaluating what they read and in applying strategies to complex math problems.

The teachers' perception varies widely from class to class, with some reporting no literacy problems and others estimating that half their class has a problem. "Higher proportions of students with difficulties were reported for those schools with students from predominantly low socio-economic backgrounds," the study says.

The survey, the first to interview Canadian teachers and principals about literacy, is based on questionnaires and focus-group interviews in 1989-90, and it reinforces the conclusion of recent literacy studies by Statistics Canada and others.

Harvey Weiner, deputy secretary-general of the Canadian Teachers' Federation, which represents 240,000 elementary and secondary teachers, says the findings demonstrate that literacy is a shared responsibility for schools, parents, businesses, and others in the community.

"To expect that pure education (the school) is going to deal with this is dreaming in Technicolor," Weiner said in a telephone interview from Ottawa, where the study was released. "We'd like to see every child come to school ready to learn," he said, noting that some children suffer from poor nutrition, abuse at home, as well as a variety of language and other barriers that make it difficult for them to grasp what is being taught.

"Literacy is not a simple issue. Our concern is that the public has the impression that schools are not doing their job. "That's a myth, a falsehood. The only way we're going to reduce the scope of the literacy problem is to recognize that it is a societal problem, which will be resolved only if we get all segments (of society) doing their share of the job."

In a prepared statement, Gerry Weiner, the minister of Multiculturalism and Citizenship, which financed about 87% of the study through the literacy secretariat, said the problem "can be addressed most effectively if all Canadians work together toward a common objective: the eradication of illiteracy."

Among the survey's recommendations:

- Schools, boards of education, and school districts should develop a comprehensive policy statement on literacy.
- Administrators should identify literacy objectives for each school, with special emphasis on student needs in the early years of school.
- Teachers need more training and other assistance to understand the complexity of the literacy problem, with more support required for them to implement effective classroom activities.
- Strategies should be developed to involve parents in the development of their children's skills in reading, writing, and math.

Joan Green, director of education for the Toronto board, applauded the recommendations, noting that the policy statement on literacy is already a policy at the Toronto board.

Jennifer Lewington is the education reporter for The Globe and Mail.

Source: *The Globe and Mail*, October 29, 1991.

Much ado about national literacy test

by Steve Naylor

If you've been following the articles in the *Globe and Mail* and other newspapers, you'll know that the Council of Ministers of Education, Canada, is proposing to test the literacy and numeracy skills of 13- and 16-year-old students across the country. According to the initial documents, the School Achievement Indicators Program (SAIP) intends to develop reading and writing tests that will assess what students can do, rather than what they cannot do.

In the education column in the *Globe and Mail* (September 20, 1991), Andrew Nikiforuk states that "Canada's educators have a nasty allergy to paper-and-pencil tests." He believes that the Council of Education Ministers has initiated the SAIP because "taxpayers have a right to know whether their \$43-billion investment in the nation's school system was just being spent or being spent wisely on getting results (literate and numerate students)." Nikiforuk feels that the proposed tests are not daring or radical because individual test scores or school rankings will not be reported.

The *Globe and Mail* article asserts that the test will be "a symbolic mouse of tremendous importance" because it will be the first time that large-scale national testing has been attempted in Canada, although "France, Germany, Japan, and the United States have been setting national exams to judge the effectiveness and quality of their schools for years." The Council of Ministers "small foray into educational accountability" could "eventually set minimum national standards on basic skills." According to Nikiforuk, "armies of English teachers from across the country have demanded that the council's test be scrapped or watered down" because "popular and untested teaching fads such as the whole-language approach won't measure up well on the reading portion of the test."

I'm not sure that I would call the whole-language movement an "untested fad," but certainly the call for accountability is part of the motivation behind the proposed test. Similarly, teachers are not "allergic" to tests that are designed and administered appropriately.

The School Achievement Indicators Literacy Test

The proposed reading assessment will contain both machine scorable and open-ended questions. Some of the open-ended questions will take into account the students' personal response to the literature on the test. Furthermore, the reading assessment documents "are founded on the belief that reading is an act of creation as the reader interacts with and becomes

engaged by the text. The reader's success and satisfaction with this complex act of constructing and extending meaning from printed text will depend on life experiences, experience with reading, background knowledge, cultural contexts, the nature of the text — format, print style, content — and the nature of the associated tasks." (School Achievement Indicators Program, June 17, 1991)

The reading assessment will ask students to display their thinking processes by identifying, selecting, regrouping, assessing, judging, inferring, and interpreting information from a variety of genres. "The thinking strategies do not represent a hierarchy of comprehension abilities," according to the SAIP documents. "What distinguishes [students'] judgments is the complexity of the text and the related task as well as what individuals bring to the endeavor." To report the results of the reading assessment, five levels of reading performance have been established that represent increasing sophistication of understanding of content and understanding of style and organization of the reading selections. The results of the test are intended to give a snapshot of the reading abilities of students across Canada.

The writing assessment is similar in that five levels of performance have also been developed. Students will be permitted to select their own writing mode and form (e.g., narrative, transaction, expressive, informative, etc.). The assessment booklets will encourage students to work through their own writing processes of planning, drafting, revising, and editing. The test is supposed to give adequate time for students to finish their writing, but not so much time that markers will expect polished work. The writing will be considered to be first-draft writing, even though students will be encouraged to edit and revise.

"A major principle underlying the writing performance criteria is that student writers make choices relative to their writing" (SAIP June 5, 1991). Thus, the five levels that will be used to report back the results of the writing assessment will take into consideration the choices that the students made in content, vocabulary, organization, sentence structure and syntax, rules of language, and overall communication.

"Another principle underlying the writing-performance criteria is that any individual writer's performance will be uneven. The student writer's performance will be affected by the context for writing, comfort, and experience with the task and its content, and experience with writing itself. For example, a student who has developed strong strategies for organizing a composition may not have an equally strong vocabulary, particularly relative to the context of the task. This expected unevenness is addressed by separating the writing-performance criteria into com-

ponents of written work; students' strengths can be acknowledged and reported accordingly. In other words, students' writing will be assessed in terms of what they have produced rather than in terms of what is missing." (SAIP June 5, 1991) The descriptions of student performance represented by the five reporting categories are intended to provide another "snapshot" of Canadian students' sophistication and expertise in written expression.

Professionals have legitimate doubts

Many English teachers across Canada have responded to these SAIP test proposals with varying degrees of concern. Most of us welcome any assessment that is authentic and purposeful and that will help us in our work as English teachers. However, some teachers are concerned that the results of the SAIP assessment may be used to initiate national standards of reading and writing instruction across the country. Some teachers feel that the proposed assessment is too skills-oriented, and thus will provide misleading information about student performance, particularly when language instruction is becoming more holistic. These teachers feel that the notion of "levels" of reading and writing is inappropriate because it leads to the assumption that some students "cannot" perform certain tasks and that something must therefore be done about language instruction to "correct" these deficiencies. Much modern research into reading and writing leads us to believe that these processes are developmental. Students should not be viewed as fitting into a certain level of reading or writing, because, given time, their reading and writing abilities will change. It would therefore be inappropriate to use the SAIP levels to report that a certain percentage of Canadian students write with "unclear or uncertain" purpose or use words that "create a tone that may not enhance the writing." The students may have performed differently if they had written on a different topic or had written on a different day or had had 15 more minutes to complete the writing.

The *Globe and Mail* article states that "in opposing the national test, teachers and their political allies have once again revealed their fear of accountability and school reform. A well-designed test ultimately reflects what a teacher has or hasn't taught." Perhaps what critics of the test are really saying is that they are not sure if the SAIP is well designed, and that the test may not reflect what a teacher has or hasn't taught as much as it may reflect what a student is still in the process of learning.

As teachers, we know that our students learn very quickly how to write for the test. We must be vigilant in our efforts to provide quality reading and writing experiences for our students. If we are "allergic" to tests, it may be because we understand the potential for harm that indiscriminate testing can do.

Steve Naylor, an English teacher in Salmon Arm, is president of the B.C. English Teachers' Association.

Source: BCETA President's Newsletter, October 1991.

To touch another heart through writing

One of the letters written by adult ESL learners and published in their magazine, *Voices*, fall 1990.

Homesickness

I like your story [John, "Homesickness," *Voices*, Fall 1990]. Vietnamese came into my country and shoot my country. I left Laos. I miss Laos and feel homesick. I came to the United States and I miss my brother and sister in Laos very much. I went to Thailand and my dad and brother died in Thailand. I don't know what happened to the rest of my family.

May V. Xiong
Ladysmith, Wisconsin

John Replies

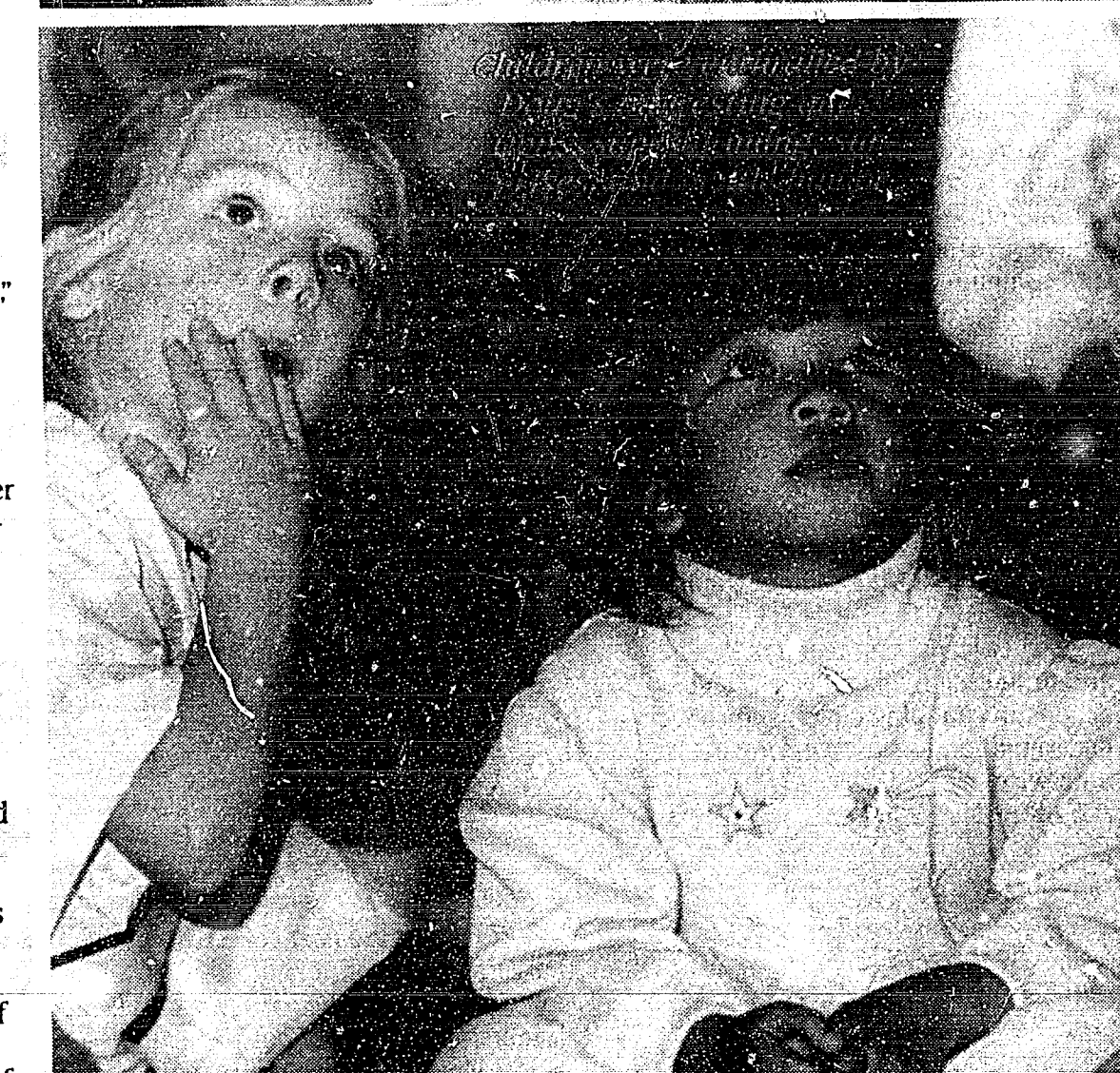
I was very surprised and touched by your letter, by the fact that somebody had read my small "article." Thank you very much for writing to me.

It is nice to write something that takes other people's attention and interest, but it should never hurt. Now I know that I did something very wrong — my piece of writing did hurt. I opened a wound in your heart, brought pain to the surface of your mind. I did something I didn't want to — my apologies.

May I try to bring peace to your mind? As a meadow covered by heavy snow knows that warm spring is coming, a pendulum of your fate is moving back from the darkness and pain.

Your father would be happy to see that you are in a safe place. He wouldn't want to see you in the darkness of pessimism, paralyzed by sad memories.

Hard work and time are the best things to cure a soul, to relieve and later to forget all the pain. One day, as a meadow blooming in new flowers, not remembering storm and winter anymore, you will find your peace.



How do you get kids excited about science? Doug Ballantyne (pictured here) and Mia Thomas, of *Science World*, used many tricks of the trade during their recent visits to elementary schools in Kamloops.

What does teacher leadership mean to you?



Teacher leadership means looking to the future with vision yet keeping touch with the past; seeing what might be and setting out toward that goal.

Teacher leadership needs commitment and communication skills. It demands a style that is open and risk-taking, a belief that well-informed persons make better decisions.

Teacher leadership values consensus building and the power of group problem solving.

Teacher leadership means taking collective action while maintaining a respect for and sensitivity to the right of the individual to dissent.

Teacher leadership requires flexibility and firmness, a willingness to review actions in changing circumstances and a determination to stay the course otherwise.

Bill Broadley
Victoria



Every teacher is a leader because teaching is ultimately leadership. We teacher leaders are visible every time we do anything that encourages, assists, or reassures a colleague.

Teacher leaders have a strong personal

commitment to change and growth and to helping colleagues grow in the same way. Teacher leaders are perceptive and have the energy, courage, enthusiasm, and stamina to move into the future, giving encouragement, support, and guidance to colleagues so they, too, will understand and handle challenge and change effectively.

Teacher leaders are motivated by the desire to improve the quality of educational life — they clearly understand goals and work toward achieving them, modelling what they advocate. Teacher leaders communicate well, speaking and listening.

Teacher leaders are in every corner of the profession and in every facet of the job. They lead in curriculum design, curriculum implementation, in contract negotiation, and in local association decision making — to name a few.

Carol Caldwell
Burnaby



During the past collective-bargaining season, I had the opportunity to be an active participant in local teacher leadership. As part of our job action, North Vancouver Teachers' Association members attended no AO meetings of any kind. Using our strong staff committees, consisting only of teachers, we continued to make decisions that affected our schools, our professional development, and our union. Local teacher leadership is gained through strong school staff committees, and I feel privileged to have been part of this positive experience.

Teachers must also take a leadership role when dealing with social issues. What happens in the world around us directly affects what happens in our classrooms. The recent war, violence against women and children, poverty, racism, and sexism are issues that I face everyday in my classroom. I was pleased to have received the resource, *Understanding the Middle East* from the BCTF. It helped me with the crisis in my classroom. It exemplified teacher leadership. To this end, teachers must continue to strive for strong staff committees and continue to be teacher leaders.

Ieke Giese
North Vancouver



Teachers, by definition and practice, are leaders. We enter teaching because we believe that as teachers we can make a difference, that our ability to lead shapes the lives of our students. Over the past few years, we have come to realize that while we still firmly believe in our role as classroom teacher, we see increasing opportunity for leadership in our local associations serving our teacher colleagues.

Teacher leadership to us means serving our colleagues in a variety of positions, facilitating full understanding of the rights and responsibilities staff have as members of the BCTF and the local association, and advocating for colleagues in both the bargaining and the professional arena.

Marianne Langin, Flo Reid
Cranbrook



Teacher leadership means different things to different people. Observing my colleagues in their daily classroom work with children, I know that teachers exemplify leadership throughout the day. When we choose programs and materials to meet the needs of our students, when we argue for special services for children, when we resolve conflicts in our

classroom and in our schools, and when we work with parents to meet the needs of children, we teachers are leaders in our profession.

But on a larger scale, I think that changes brought about by legislation in the last few years have highlighted the abilities and successes of teachers in leadership roles. In my own local, as in many others, I've seen teachers bargain for professional autonomy for their colleagues. I've watched teachers become leaders in professional development, not only by choosing their own professional development, but also by developing courses and programs to meet the needs of teachers.

I also see teacher leadership as emphasizing the unity of teacher goals — for example, initiating actions to enhance the working conditions of all teachers. At the same time, when we speak out in support of each other's goals and achievements, we provide a positive environment for developing our skills and growing professionally.

Margaret Ross
Delta



ood lines and the threat of civil war in the U.S.S.R., environmental devastation in the Persian Gulf, and the growing number of families living in poverty in every part of the world, tell us that if humanity is to survive into the next century, we, as citizens of a global community, can no longer simply discuss the problems. We must begin to live the answers. We must transform ourselves, our society, and our world. Teachers, as leaders of the future decision makers, play a particularly important role. We must model and encourage social and environmental responsibility; we must interact with students, colleagues, and other members of the community in a caring and ethical manner; we must focus attention and facilitate discussions on the value of public education; and we must be willing to take the necessary risks without compromising our personal or professional integrity. The essence of teaching is leadership.

Jeanette Scott
Powell River

Growing up in apartheid South Africa

by Mpho Aubrey Mmutle

Growing up in South Africa means different experiences for the diverse races that make up the country's population. It also means issues are always examined in my country on a racial basis. My compatriots have no other experience than the one under a system of racial domination that has prevailed in South Africa for the last five decades or so.

Mine is one of the many bitter struggles that South African blacks have had to undergo to be accepted as normal human beings by the white minority government. I am a black male who had to assume many responsibilities as a result of being the first child in his family, responsibilities that shaped my attitude to life and subsequently my broad political outlook.

I learned from an early age to take care of the disadvantaged and to place my interests at the bottom of the priority list. When I was five years old, I had to take care of my brother and sister, who were three and two respectively. It was my duty to watch over them until I turned seven and would be eligible for admission at the local primary school.

My earliest recollection of apartheid is from 1966, when we travelled with my mum to live with my grandma in a small rural town called Makapanstad. I saw more whites than I had before, and they all seemed to live in the town centre or what we locally call toropong. Toropong had beautiful shops, streets, and tall buildings, and all the blacks I saw were dressed up as if it were Sunday (on this day blacks generally put on their best clothes for church services in the townships). In spite of this beauty, my mum was nervous, demanding that we hold her by the dress. She seemed to want to leave that pleasant place that I was falling in love with. Too many things went through my mind, but there was no possibility of discussing them with her for fear of being considered laastig or nosy. Answers to those questions came as I grew up in the dusty streets of my ghetto, facing all kinds of challenges.

I reached a turning point in my life when I returned from the rural areas. It had become possible for me to enrol at one of the local primary schools. The idea of wearing my new black-and-yellow uniform brought a smile to my face. It was not long after that I discovered that the majority of my fellow students would have no proper uniforms on our first day. They came to school dressed in their fathers' white shirts and black pants, with no shoes on. How embarrassing it was that I was one of the few who had the right sized uniform and wore shoes. We were between 60 and 70 in our class, with few benches to sit on. It became a norm for many of us to sleep the whole day at school without being noticed because we were just too many for the teacher to have complete control over all of us.

My family upbringing came to play an important part in the way I conducted myself at school. Being one of the few capable students in my class, I ended up having to assist students with difficulties that gave me an insight into their lives,



During his stay in B.C. as a co-operant with the BCTF and the Global Education Project, Mpho Mmutle, visited classrooms, talking to students about his country and his experiences as a youth in South Africa.

— Andree Audette, 100 Mile Free Press photo

an insight into apartheid and its consequences. The discovery of these painful experiences in the lives of my friends built bitterness and anger in me that I did not know where to direct. I failed to understand why my friends did not eat breakfast before coming to school or why they had stiff porridge and salt for their lunch.

At the same time, these were people who were very friendly, who appreciated my assistance, people who, I believed, had every right to the best that life could offer. During winter, I would see them walking to school slowly, in pain, without shoes on and with cuts appearing on their heels as a result of the biting cold. Those who did not have uniforms or books or who went to the local white golf club to earn themselves a few cents were often beaten with a cane. All of us from different socio-economic backgrounds were then expected to perform miracles and become the best students. How possible was this, I asked myself.

School became a concentration camp to me and to most of the students. Fear became second nature to us and made learning difficult. The fear our black teachers instilled in our minds was part of the overall fear that existed within the black communities because of the South Africa government's repression of our people. Those who survived had good grades in class and parents who were doing relatively well by township standards. I believed, however, that one day all the students would rise up and change their deplorable school conditions.

That moment came in 1976, when students in South Africa's biggest township, Soweto, rioted against the imposition of Afrikaans (language spoken by South Africans of Dutch descent) as a medium of instruction in the black schools. The mood spread all over the country affecting almost all the townships in the country. Atteridgeville, one of Pretoria's black townships and the place where I grew up, also went up in flames. What an opportunity for us students to finally express our outrage against a system that for so many years had suppressed us. It was an opportunity not to be missed.

As a "fresher" and still 15 years of age, I was not expected to take the initiative of organizing any demonstration in my school. Mine was a private Catholic school for the academic elite of the township, accepting only first-class passes or

distinctions. Conditions of study were comparatively better than those in the public schools, such that the authorities, all white, did not expect students to participate in demonstrations. Little did they know that for some of us, this was the opportunity we had been waiting for for years. I and my friend and classmate, Tiego Mosenke, now a prominent lawyer in Pretoria, decided to go from class to class explaining the necessity to close ranks with the rest of the students in the township. We were in Grade 8 then, and no one knows where we got the guts to address the Grade 12 class. However, the message sunk in, yielding a 100% response from the students and detention for the two of us in the principal's office. I was later to get involved in many demonstrations, earning myself further detentions.

My first detention was followed by two other detentions, by the South African police for three months each. All took place during exam time, forcing me to repeat my grades. I was collected from home at dawn with no explanation to my parents as to why I was being detained, nor were any rights or the law under which I was to be held explained to me. When I was in prison I ate porridge every day for my breakfast, lunch, and dinner. No change of clothing nor taking a shower was allowed. Lights were left on 24 hours a day in my dingy 4m² cell. Letting me exercise in the prison yard would never have crossed the minds of my captors. By the time I was to be released, my legs had become rubbery and could not sustain my weight.

I was expelled from Holy Trinity High School on my return from prison and told to go to a public school. There, restrictions were imposed on me, disallowing me from student activities. A ban declaring the debating society, which I had come to chair, an illegal student structure was also introduced, and the formation of a students' council was disallowed. At some point, my family was threatened with eviction as a result of my political activities at school. I remember agreeing to be caned 15 times on my naked back as a means of saving my family.

Given this background and history, is it a surprise I became an underground operative of the then banned African National Congress (ANC). Activists looked for this organization. Toward the late '70s it had become a household name within the struggling masses in South Africa. For two years, I undertook various missions on behalf of the ANC, until I was discovered by the police in September 1980, thereby being forced to flee the country.

An era in which I had tried my best to effectively defend the rights of students had thus come to an end. I disappeared into the wilderness without informing my family where I was heading. For ten years they lived without me, believing that I had been killed by the police. Routinely, the police would visit my family to see if I had called in and to continue psychological pressure on them. When I finally phoned my mum in May 1990 to inform her of my return to the country, she dismissed me assuming I was one of the SAP agents trying to fool her. It took a full month before she could talk to the rest of the family about my phone calls. Finally I spoke to my sister, who immediately identified my voice.

Throughout my experiences in travelling around the world, it never dawned on me that the day I was to return to South Africa, my own country, I would be expected to apply for a visa, which the authorities could revoke by the stroke of a pen. This they did, and it will be more than a year since June 1990 that I will again be allowed into the country. I am returning home in October, 1991.

Mpho Mmutle has returned to South Africa to apply his Canadian experience to his work with the ANC.

RESEARCH

Probing the Japanese education mystique

Support for a broad mandate for B.C. public education comes from an unlikely source: Japan. According to a law established in 1947, the purpose of the Japanese schools is:

"The full development of the personality, the nurture of a healthy people, sound in mind and body, who will love truth and justice, esteem individuality, respect labor, have a deep sense of responsibility and be imbued with the spirit of independence, capable of building a peaceful state and society."

In addition, one of the system's key curriculum areas, moral education, has as its goal:

"Realizing a spirit of respect for human dignity in the actual life of family, school and community, endeavoring to create a culture that is rich in individuality and to develop a democratic society and state, and training Japanese to be capable of contributing to a peaceful international society, and cultivating their morality of the foundation thereof."

What's particularly interesting about such statements is the total lack of economic orientation, sustainable or otherwise.

Here are some other interesting observations on the Japanese system:

- By law, Japanese teachers are paid at a higher rate than other public servants with comparable academic/career backgrounds.

- Classroom teaching hours appear to be set at a maximum of 23 hours per week, with substantial time for preparation, marking, and planning with other teachers.

- One Canadian teacher visiting Japanese schools reported them as being "dull, dirty, small, crowded, and in an advanced state of disrepair." Another described the almost total lack of computers in schools, and those that existed as ancient and rarely used.

Canadian teachers are weary of being told to emulate other systems in order to improve education. A useful tactic in countering the "follow Japan" proponents (often members of the business community) could be to welcome ideas from all systems, but not to pin our hopes on any one country's practices. We might also suggest to the business community that its practices, in areas such as investment in training and decision-making processes, also need scrutiny and improvement. Perhaps they, too, could learn from Japan.

Source: *The Japanese Educational System*, collected and distributed by the Canadian Teachers' Federation.

Prepared by Charlie Naylor, Research Division, BCTF

Cancel all junk mail

Sick of addressed junk mail? Write to this address to have your name removed from the computer address lists of 500 advertising companies: Canadian Direct Marketing Association, 607 - 1 Concord Gate, Don Mills, ON, M3C 3N6.

Lunch didn't rate near the top

In a survey by *Zillions* magazine of "What kids like most about school," and "What kids hate most about school?" Kids said they *hate* being bored (28%) and like *interesting classes* (32%). Getting poor grades is something they hate even more than homework. Only 3% of the respondents said lunch is their favorite part of school. Their favorite class (71%) is art.

Source: *Curriculum Review*, October 1991.

Majority favor sex education in school

"...the majority of the American people favor sex education in the school," writes Sol Gordon in *The Humanist*. "The opposition suggests that we already have sex education in the schools and that this is the reason for our current state of moral decay. What nonsense. I estimate that perhaps 10% of American children are exposed to anything approaching a legitimate sex education program. Even these are mainly courses in plumbing, a relentless pursuit of the fallopian tubes, plus a slogan, *Just Say No*. Of course, these programs have little or no impact on the average American child."

Source: *Curriculum Review*, October 1991.

Teacher-Librarian Awards

The B.C. Teacher-Librarians' Association is calling on teachers to nominate outstanding teacher-librarians they work with for the following awards:

- Award of Merit.** Honors practising teacher-librarians who are making an outstanding contribution to school librarianship in B.C. Nominees should be using an exemplary school library program and be involved in PD activities.

- Distinguished Service Award.** Recognizes the efforts of individuals other than practising teacher-librarians who have made an outstanding contribution in support of effective school library/resource centre programs in B.C. Nominees should have completed projects in the previous year or have pursued activities over a longer period.

- Ken Haycock Professional Development Award.** Provides money to a member of the BCTLA to pursue PD activities (credit or non-credit courses, workshops, conferences, or programs) in teacher-librarianship.

For information and application forms, contact Bonnie McComb, BCTLA Corresponding Secretary, 892 Woodhall Drive, Victoria, BC V8X 3L8, 727-9627.



"And Santa went union, and the elves lived happily ever after."

Unions and social causes

by Geoff Meggs



No shortcut to saving for your child's higher education

by Mike Grenby

In the eve of the Gulf War, the Hospital Employees' Union joined with the B.C. Federation of Labour, the B.C. Teachers' Federation, End the Arms Race, and others to sponsor a special advertisement in the *Vancouver Province*. Headlined "No Blood for Oil," the ad appealed to the Mulroney government to pursue sanctions against Iraq and to resist armed intervention.

A number of HEU members called the provincial office to protest the ad. Some doubted that the position taken was consistent with HEU policy — it was — but others thought the union should not take a position on matters outside collective bargaining.

That issue — the right of the union movement to participate in broader social controversies — was decided in June by the Supreme Court of Canada.

In that landmark case, called the Lavigne decision, the court unanimously rejected the view of an Ontario college instructor opposed to his dues' being used to support the New Democratic Party, to support choice on abortion, or to pursue other social issues.

The court's decision dramatically separates Canadian unions from their counterparts in the United States, where courts have ham-strung the union movement.

Consider the following excerpts from the 162-page decision, compiled by the Canadian Association of Labour Media.

"The interests of workers reach far beyond the adequacy of the financial deal they may be able to strike with their employers," writes Justice Gerald La Forest.

"There are two reasons why unions should be free to spend money on things not immediately related to collective bargaining," he continues.

"The first is to ensure that unions have both the resources and the mandate necessary to enable them to play a role in shaping the political, economic, and social context within which particular collective agreements and labour relations disputes will be negotiated or resolved.

"Government policy on daycare, for example, will affect what a union can achieve for its members at the bargaining tables."

The second reason why governments and courts should not restrict union spending is that it "contributes to democracy in the workplace. It is for the union to decide, by majority vote, which causes or organizations it will support in the interests of favorably influencing the political, social, and economic environment."

The court rejected Merv Lavigne's objection to the use of union dues to support the NDP. "There is evidence to support the view that the cause of unionism and of working people generally has been advanced by the NDP ... It is inconceivable that support of the NDP could be considered irrelevant to the union's obligation to represent those who pay dues to it."

Geoff Meggs is editor of *Guardian*, the *Hospital Employees' Union newsletter*.

Source: *Guardian*, September 1991.

renovate the old place — either of which will require a new mortgage/loan and monthly payments all over again. Or perhaps both parents have been working all these years, and one or the other is ready to retire.

If either situation is likely, or if you simply want the financial freedom to make some choices, you will need to consider some *saving options* which, unfortunately, mean having less money now so you will have more later.

1. Putting the family allowance into a savings account in the child's name should still top the list for most people. As the fund builds, reinvest in Canada Savings Bonds, term deposits, or possibly even a balanced mutual fund if you have at least 10 years before the money will be needed and can accept the inherent risk involved.

While the parent must declare the family allowance payments as income, the *interest* earned on this money belongs to the child for tax purposes. The child will typically pay little or no tax on this interest. Even if the financial institution sends a T5 slip in your name (which it shouldn't), you need not declare it.

2. The registered education savings plan (RESP), offered by many financial institutions, allows a contribution of up to \$1,500 a year per child for up to 21 years (formerly you could contribute a lump sum of up to about \$31,500). You get no deduction, but the money grows tax-free. When the student goes on to higher education, the investment growth is then considered his or her income, with little or no tax to be paid. Most RESPs can be redirected but if no student goes on to higher education, the investment-growth is paid to an educational institution.

3. Programs like the Canadian Scholarship Trust Foundation and University Scholarships of Canada are more formalized RESPs. If your child doesn't go on to higher education, the investment income earned is shared by CSTF and USC students who do continue. These plans impose a forced savings discipline and can be great if your children get to share in the money lost by those who drop out. But realize the risk you are taking if you/your children are the ones who drop out of the program.

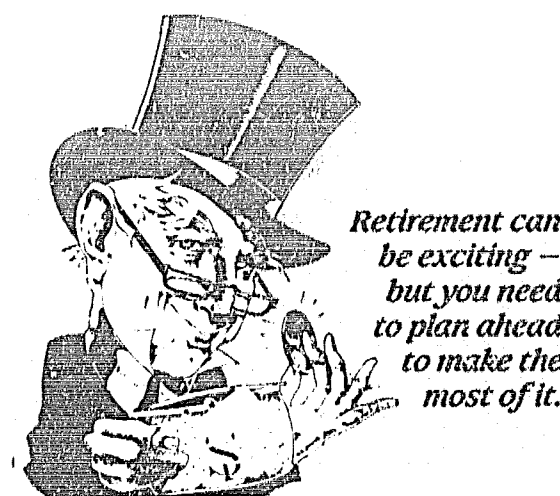
4. If you have the discipline and skill to set up an independent investment program, you could put aside money every month — the amount depending on the amount needed and how many years you have. You might choose term deposits, mutual funds, revenue property, or even a sideline/summer business.

5. You could give money to the children to invest in their name. But only capital gains would be considered the child's for tax purposes; you'd be required to report interest and dividends.

The best way to save for a child's future education is to be able to pay the child to work for you, shifting before-tax dollars into the child's hands. I'll have more details on this approach in a future issue of *Teacher*.

Whatever route to saving you may choose, start now to prepare for a fiscally smart future.

Mike Grenby, an independent financial adviser, lectures, provides financial counselling to individuals, writes a nationally syndicated newspaper column, and has written five books on money management. Copyright 1991 M & M Creations Ltd.



Retirement can be exciting — but you need to plan ahead to make the most of it.

It's RRSP time again

"...in this world, nothing is certain but death and taxes."

— Benjamin Franklin, 1789

You can avoid both, for a time. RRSP contributions delay income tax and reduce the income tax you will eventually pay on the monies put into your RRSP, and, of course, they supplement your income in retirement.

Revenue Canada will soon let you 'know your RRSP room for 1991. If you worked as a teacher in B.C. last year and earned between \$28,900 and \$86,111, your room will be \$2820. This is the amount you could contribute to your RRSP right now. The sooner you deposit the money, the sooner you start to accumulate tax-deferred earnings.

You can calculate your own RRSP room. The formula is 18% of your 1990 earned income (as reported in your 1990 tax return) to a maximum of \$11,500, minus your 1990 PA (pension adjustment). The PA was reported to you in February 1991 by the Superannuation Commission. (Remember that single sheet that looked like the annual pension report? That was a report to you of your 1990 PA.) You can easily calculate your PA: take 1.3% of 1990 earned income up to \$28,900, add 2% of income over \$28,900, multiply the sum by 9, and subtract \$1,000.

If you taught only part of last year, or you switched districts, or you also worked at some other job, your PA calculation is more complex. Wait for your Revenue Canada report.

In 1992, Revenue Canada will inform you of your RRSP room on the tax notice you receive after filing your 1991 income tax return.

You may carry forward unused RRSP room from 1991 for seven years. This seems like a great advantage but unless you receive an inheritance or win a lottery you will probably have no more money in the future to put into your RRSP than you have today. Seven times \$2820 is almost \$20,000, and interest on money borrowed to make a contribution to your RRSP is not deductible.

Are there advantages to using available RRSP room? Since the money you contribute is tax deductible, the cost to you is less than the amount that ends up in the RRSP earning interest. A teacher at Category 5 maximum who contributes \$2820 will get a tax refund of approximately \$1290. The teacher's real contribution is \$1,530.

The power of compound interest encourages early contribution to an RRSP. Consider the following three teachers who each put \$1000 a year into a RRSP for a period of 15 years, and leave the monies until age 65 (assumed real rate of interest of 3%):

- A contributes from age 30 to 45, has \$33,574 at age 65.

- B contributes from age 40 to 55, has \$24,983 at age 65.
- C contributes from age 55 to 65, has \$18,599 at age 65.

All dollars are in 1991 amounts, not inflated amounts.

A 35-year-old teacher who contributed the maximum amount to an RRSP of \$2820 until age 60, again at 3% real interest, would accumulate \$102,815. You can overcontribute up to \$8,000 to your RRSP, but at no time should you have more than \$8,000 in your RRSP that has not been tax deducted. Otherwise you will be assessed a tax penalty of 1% per month for each month that the overage has existed. Overcontributing can be an effective strategy if you move \$8,000 from an account that is producing taxable interest to your RRSP where it will earn tax-deferred interest. The overcontribution must eventually be deducted from available RRSP room, but that could be in the years just before retirement.

Consider the tax advantages of putting your RRSP contribution into a spousal RRSP. This is a form of retirement income splitting that is useful if your spouse will have a lower taxable income than you in retirement. Withdrawals from the spousal RRSP will be taxed to your spouse. With a spousal RRSP, you must ensure that no monies are withdrawn until three years after your last contribution, otherwise the withdrawal will be taxed to you, the contributor, negating the income-splitting advantage.

The BCTF is investigating a group RRSP for members that may offer attractive rates of return and investment options.

WCB and you

The Workers' Compensation Board of B.C. exists to pay benefits to workers who are injured or sick as a result of work. No matter how small the accident, illness, or injury, if it is work related, it should be immediately reported to WCB on the appropriate forms available in each school office.

What is covered, and what should be reported? Any injury or illness you incur that arises out of or during the course of employment. Thus you should report any childhood diseases you contract such as measles, mumps, chicken pox, etc., especially when there are identifiable cases in your school or class; any accidents or injuries occurring during school, field trips, or approved extracurricular activities; and any chronic stress/burnout that is work related. Stress/burnout is not yet recognized by the WCB, but it may be soon. The stress could be caused by poor working conditions such as a combination of large classes, no assistance, turnover of aides, turnover of administration, harassment, etc.

If the claim or appeal is accepted, WCB will reimburse medical costs (including prescriptions or equipment) and wage loss (usually reimbursing the school board for sick leave, so that the sick leave bank is not depleted); provide physiotherapy; and award a permanent full or partial disability pension in the case of long-term chronic disability.

If the claim is denied, immediately contact either your local association president or the Income Security Office (Ken Smith or Karen Harper) to determine whether or not to pursue an appeal. You have only 90 days in which to appeal a WCB decision.

Remember, it is very important to report any accident, injury, or illness arising out of or during the course of work. Failure to do so could result in a reduced sick-leave bank, reduced income during disability, and great difficulty in having future related problems that are disabling recognized.

Ken Smith and Karen Harper, of the BCTF's Income Security Department, write this column for *Teacher*.

Until January 5, 1992: Science World presents "Hope: Seeing Our World Through New Eyes," an exhibition on international development. Guided tours and curriculum kits are available. Students can help prepare a solution to prevent dehydration, operate a Thai peanut sheller, sit in a Bangladeshi rickshaw, and more. Contact Nadine Grant, exhibition supervisor, 687-8414 (215).

JANUARY

January 10-11 VANCOUVER

Second National Perinatal Drug Dependency Conference, Coast Plaza at Stanley Park. Contact Continuing Education in the Health Sciences, 105-2194 Health Sciences Mall, Vancouver, BC V6T 1Z3, 822-2626, F: 822-4835.

January 23-24 RICHMOND

B.C. Alternate Education Association Conference, "Optional Routes to Learning," Delta River Inn, Richmond. Contact Bonnie Burgess, S: 859-5141, H: 853-1322.

FEBRUARY

February 6-7 PRINCE GEORGE

Year 2000 Conference: Crossing the Boundaries, Blackburn Elementary School. \$225. Contact Martha Otteson, Crossing the Boundaries, 1894 Ninth Avenue, Prince George, BC V2M 1L7, 963-7898, Fax: 963-7381.

February 6-8 VANCOUVER

B.C. Music Educators' Association conference, "Soundwaves '92," Hotel Vancouver. Contact Curt Janzen, Curriculum and Instructional Services Centre, 7532 - 134A Street, Surrey, BC V3W 7J1, 590-2255.

February 7-8 VANCOUVER

Association of Canadian Educators of the Hearing-Impaired, "Pathways to Performance" Sheraton Landmark Hotel, Robson Street, Vancouver. Contact Aileen Hollifield, president ACEHI-BC, c/o 7641 - 18th Avenue, Burnaby, BC V3N 1J1, 520-0937.

February 14 VANCOUVER

Second Annual Conference on History in the Schools, "Reading Historical Texts: New Problems and Old" co-sponsored by B.C. Social Studies Teachers' Association and the Department of Social and Educational Studies, UBC. Contact Peter Seixas, Department of Social and Educational Studies, UBC, Vancouver, BC V6T 1Z5, 822-5374.

February 17 VANCOUVER

All evening with Jim Telease, author of *The Read-Aloud Handbook*, co-sponsored by the *Vancouver Sun* Newspaper-in-Education Service, B.C. Confederation of Parent Advisory Councils, the Children's Literature Roundtable, and the Lower Mainland Council of the International Reading Association (LOMICRA), Hyatt Regency Hotel, Vancouver. Contact Donna McCormick, 261-5919.

February 21 VANCOUVER

Women and Leadership: Gender Equity Conference. Contact: Karen Kilbride, Surrey Teachers Association O: 594-5353, F: 594-5176.

February 21-22 NORTH VANCOUVER

B.C. Art Teachers' Association conference and AGM, Carson Graham. Major keynote: Arthur Erickson. Contact Bill MacDonald, 987-6667, F: 987-8967.

February 26-29 EDMONTON

Conference of the Western Canadian Association for Student Teaching, to reflect on past experiences and explore new possibilities in teacher education, University of Alberta, Edmonton. Contact WestCAST '92 Committee, Undergraduate Studies: Field Experiences, Faculty of Education, Rm. 833, Education South, University of Alberta, Edmonton, AB T6G 2G5.

February 27-28 VANCOUVER

B.C. School Counsellors' Association conference, "Revitalizing Family Connections," Coast Plaza at Stanley Park, Vancouver. Contact Kathi Adams, 1166 West 14th Avenue, Vancouver, BC V6H 1P6, H: 734-2698, S: 738-3191.

February 27-29 VICTORIA

Teachers of Home Economics Specialist Association annual conference, "Perspective '92," Victoria Conference Centre. Contact Mary Soby, 4630 Rocky Point Road, RR2, Victoria, BC V9B 5B4, H: 474-6145, S: 478-5501.

February 27-29 SECHLT

Hospital/Homebound Provincial Specialist Association conference, Sechelt. Contact Hanne Ratzburg, H: 985-9872, S: 886-2204.

February 28-29 RICHMOND

For-Ed '92, "Communities, Forestry, and the Environment," a conference for teachers and Grade 10-12 students, Delta River Inn. Contact Anne Bishop, 661-5385, F: 661-5235.

March 3-7 VANCOUVER

TESOL '92, 26th annual convention and exposition of Teachers of English to Speakers of Other

Languages, Inc., "Explore and Discover, Vancouver. Contact TESOL, Inc., 500 1600 Cameron Street, Alexandria, VA 22314, (703) 836 0774, F: (703) 836-7864.

March 12-13 RICHMOND

Special Education Association Conference, Delta Pacific Resort Hotel, Richmond. Contact Joyce Pauls, H: 850 3015, 5859-7820.

APRIL

April 2-5 VANCOUVER

12th National Conference of Car Orill Canada, "Melody/Melodie from Sea to Sea un Potpourri" Waterfront Centre Hotel, Vancouver. Contact Joyce Wallace, 6170 Cypress Street, Vancouver, BC V6M 3S2, H: 261 0420, S: 879 6571.

April 3-5 BRACKENDALE

Environmental Educators' Provincial Specialist Association Spring conference, CANCELLED.

MAY

May 1 BURNABY

BCTTA Spring Conference, SFU, Burnaby. Contact Marg Frederickson, 970 Gilroy Crescent, Coquitlam, BC V3J 3T1, H: 939-5781, S: 291-7301.

May 1-2 PORT ALBERNI

First Nations Education Association conference, Port Alberni. Contact Anne Robinson, Site 301 C-30 RR 3, Port Alberni, BC V9Y 7L7, H: 723-3573, W: 724-5542.

Compiled by Debby Stagg, BCTF Professional Development.

Concert from page 20

princess. She takes her place cheerfully and moves stolidly through the play.

The kaleidoscope twirls to the dress rehearsal. The music teacher has mislaid her guitar, the secretary has flu, the risers for the choir have not yet arrived, and Scott, our king, has chicken pox.

But the princess, looking wan, is present. Connie agrees to be the king. Even the costume fits.

The risers arrive, the secretary recovers, and the guitar is found, but two more children have chicken pox. Luckily neither has a key role, so I reassign lines and places.

One more twist of the kaleidoscope, and it is one hour till curtain time. The school rocks as anxious parents deposit excited children with overtired teachers. My class assembles, is dressed and made-up. They wait impatiently for their turn on the stage. There is a constant parade to the washroom. Videos and board games hold attention momentarily. I threaten to stomp on someone's ghetto blaster if it is not turned off now.

At last, it is time to make our way down the hall to the stage door. Amid much whispering and excited giggling, we move on tiptoe. We wait outside the gym. Once through that door, the children will be on their own.

Connie is a superb king. Danny, with scarcely a flicker, successfully prompts the queen, who, for one interminable moment, freezes on a line. Frankie manages to bow graciously over the princess's hand without the shadow of a grimace. The princess is pale but audible, and the lady-in-waiting steals the show with her audaciously flirtatious fan. They are a success. For 10 minutes, they have all been stars.

It is all over, the kaleidoscope clicks to one last scene. Carried away with the euphoria of a successful performance, I assure all the parents that I have done nothing; the children have done it all alone.

At last, the final child is dragged off. The chaos of discarded costumes and make-up smeared tissues fade, and I look contentedly at the familiar clutter of plant pots and potting soil. As Tennyson wrote, "The old order changeth, yielding place to new."

Perhaps it was worth all the hard work and the exhaustion, but this year, someone else will be doing the Christmas concert. Like the garden, the old gives way to the new, and each generation will bloom in its turn. I am content for it to be so.

Vera Jensen, a freelance writer, is a retired Comox teacher.

Exchange for Christmas vacations. Waterfront house in Sidney (30 minutes to Victoria) for house near ski resort. 655-4792.

For rent Blind Bay. Charming two bedroom home with loft on 1/2 acre close to beach, 20 minutes from Salmon Arm. Available January for two year lease, \$600/month, 675-4597.

For rent Sunshine Coast. Powell River. Private 1 acre waterfront, 2 bdrm. house. \$550/month, hydro extra. 1 bdrm. duplex \$575/month, hydro included. Superb location, low bank to sandy beach, ideal for retired teachers. phone 485-5418 (evenings).

To share. Elementary teacher, 30, European male is looking for open minded male roommate around this age in White Rock area ASAP. Moving from the West End closer to work. Phone 669-4941.

Weatherhane Bed & Breakfast. Character home near Government House, 4 min. to town. King/queen beds with ensuite baths (one with jacuzzi), down quilts and antiques. Private livingroom with fireplace. Gourmet breakfasts. Daily/weekly rates. Non-smoking. John or Suzanne Cabellu, 1633 Rockland Ave., Victoria, BC V8S 1W6, Call 592-0493.

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

London flats. Chelsea Bridge/Battersea Park area. One flat accommodates 3-4 persons; the second flat accommodates 5-7 persons. Elegant interiors, fully modernized to a high standard; two-hour maid service Monday-Friday. If our properties are fully booked, we recommend and book luxury serviced flats at 26 Queen's Gate, Hyde Park. Also, Folly Farm Cottages, Tetbury, Gloucestershire, two fields from the Prince and Princess of Wales. CAN ARRANGE FOR THEATRE TICKETS. Contact for brochures and photos: Mr. Thomas Moore, 801-393-9120 or P.O. Box 12086, Ogden, Utah 84412 USA, Fax 801-393-3024.

Egypt or Morocco for Christmas. See the pyramids, sail on the Nile, visit village homes, walk in the Sahara desert, explore Marrakesh! Prices from \$2850 CDN include flights, sightseeing, two meals per day and good hotels with ensuite. Also journeys to the Greek Isles, Turkey, Indonesia, Syria/Jordan, Albania, Nepal and Guatemala/Belize. Brochures available. Adventures Abroad, 310 - 1037 West Broadway, Vancouver, BC V6H 1E3. Telephone (604) 732-9922. Toll free 1-800-665-3998.

Los Cabos, Mexico. For rent to responsible individuals. Luxury beachfront resort hotel on the Sea of Cortez. 2 condo suites, side by side studios, complete hotel and gym facilities. Pools, hot tubs, sauna, golfing, etc. VIP treatment. Min. 1 week, available year round, monthly rates available. Direct flight from Vancouver. Book now. Contact June Barons 936-4551, Fax 936-7826.

Himark Travel Services. Meeting the educational travel experience. For tour information or quotations, contact Himark Travel Services, 208 - 2182 West 12 Ave., Vancouver, BC V6K 2N4. Phone 733-8836.

Serenity Farm Retreat. Refreshing, relaxing rural getaway, facilitated programs some weekends, RR 4, S4, C23, Nanaimo, V9R 5X9, 245-2340.

Big White Condo for rent. 3 bdrm. sleeps 10. Modern kitchen, 2 full baths, sauna, fireplace, luxurious. Call 1-860-1715.

Close to Paris. Fully furnished 1 bdrm. suite. \$300/weekly, \$900/monthly. Call 738-1876.

Whistler. 1 bdrm. condo (Whistler Creek), sleeps 4, fireplace, hot tub, swimming pool and sauna. Near stores and lifts. Winter rate \$100/night. Phone 530-0958, John or Jan.

Whistler Xmas/Spring Break. 2 bdrm. condo, sleeps 6, close to village, phone 420-0725.

Gabriola Island. 2 bdrm. beach house. Fully fur-

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Retired Teachers' Tour
Feb. 92

Student Tour Quotations
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For further information please contact:

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Tel: (604) 733-8836 Fax: (604) 731-8869

nished. Available until June 15, 1992. Non-smoker, no pets. 327-7459.

Cradle of Mankind. Explore Kenya - unique safari. Combine game viewing, trekking, homestay and relax on remote coastal island. Experience Africa through her peoples and cultures. Personally escorted 25 day tours. March/July/October 1992. 435 0500 (day) 732-9508 (evening).

Banff, Alberta. Luxury 2 bdrm. condo, fully equipped. Sleeps 6. November 1 to December 20, 1991. \$80/night. January 3 to June 15, 1992 \$95/night. Phone 420 1015 (Burnaby).

Spring Break '92. 7 day eastern Caribbean Cruise from \$1095 U.S. Call Louise for more information 854-5266 or 1-800-661-0195.

Cruise Alaska. August '92. 7 days from \$1495 CDN. Call Louise for more information 854-5266 or 1-800-661-0195.

Australian exchange. Australian teacher (Primary 1-7) to exchange anywhere in Canada. Contact Beth Bremner, 91 Hayes Avenue, Yukine, Western Australia 6060. Phone (09) 344-9980 (Perth, WA.).

P.E.I. English/Math secondary teacher wishes to exchange with a teacher from the Lower Mainland for the 92/93 school year. Would also like to exchange accommodation. Very large country home, excellent for a family with children. For further information, call Sandra Howes at office 826-0112 or home 853-8483.

Synergy '92. 11th annual conference of the ATA Computer Council. March 19-21, 1992. Palliser Hotel, Calgary, AB. Contact Bill Leonard, Cambrian Heights Elementary School, 640 Northmount Drive NW, Calgary, AB T2K 3J5. (403) 284-2246.

Relocating or investing in Okanagan? I'd like to assist you in finding a suitable property. After a B.C. teaching/administrative career of over 30 years, I have joined the Coldwell Banker Horizon Realty firm in Kelowna, and I'm enjoying my contacts with former colleagues throughout the province. As an Okanagan resident of 37 years, I'm in a position to successfully serve your real estate needs here. Ring Roger Tait 868-2223 or Fax 868-2488.

The Buckaroo Jake Show! Something new...something different. A special cowgirl/cowboy production suitable for all grade levels. Poetry, History, Tall Tales, Authentic Artifacts, Art, Slides and much more. Student involvement. Special rates for multiple school booking. Teacher Resource Pak available. Call JAKE at (604) 226-7694.

Attention teachers! Free catalogue. Books for students of invention, entrepreneurship, and innovation! Edward de Bono, Roger von Oech, Douglas

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Troublesome position or research paper? Complete editing services, including ghost writing. Privacy guaranteed. Fax, phone, or write: M.E. Allen & Associates, PO Box 42043, 2200 Oak Bay Avenue, Victoria, BC V8R 1G0. Bus./Fax (604) 595 0838.

EDU-CATER teacher-written/classroom successful units now available. Elementary novel studies, math, art, science, language arts. High school drama and social studies. For unit descriptions and prices (from \$13.27 to \$47.06), contact Edu Cater, P.O. Box 1446, Lethbridge, AB, T1J 1K2. (403) 381-7768.

Easels for the primary Big Books. They are \$89.95 with a green, magnetic chalkboard. Brown chalkboard available for \$10 extra. They have a removable ledge to allow charts to be hung, with a tackboard on back. Send for information. Also available: magnifying glasses 99c or 12/\$10, Pinatas \$9.95, Parachutes from \$149 to \$225. Book of parachute activities \$2 (refundable on order). Giant colored chalk - 3 for \$1.49. Prehistoric shark teeth 50c each, \$4/12. Alder Distributing, 2599 - 160 Street, Surrey, BC V4B 4Z5, Phone: 536-7773.

Unique educational gift items with environmental/international theme. Lapel buttons, fridge magnets, T-shirts, sweat-shirts, canvas shopping bags with 4-color earth logo and "All One People" message. Available in over 30 languages. Free brochure/price list - Meanings & Values Enterprises, 626 Courtney Street, Victoria, BC V8W 1C1. (604) 721-2466.

Cool Solutions: A complete guide to peer counselling in the elementary school is now available for teachers and counsellors. Cool Solutions is an exciting, comprehensive peer counsellor training program. It includes sessions on effective communication, decision making, and conflict resolution. Cool Solutions is easy to follow and easy to use with reproducible student materials. To order, send cheque or money order for \$24.95 plus \$3 postage and handling to Cool Solutions, PO Box 33943, Stn. D, Vancouver, BC V6J 4L7.

Handbooks. Administrators! Why write your own handbooks? "Bereavement for Schools" and "School Crisis Handbook" (emergency) \$17 each. Also chalk absorbers (whiteboards/blackboards) \$30/dozen. FREE SAMPLE. Ceiling hooks (mobiles, plants) \$9.50/dozen. EDUPRO, Box 39022, 455 Simcoe Street, Victoria, BC V8V 2G0. 360-0636.

Earth from Space. posters, post cards, decals, T-shirts, wholesale balls, wildlife globes, earth books for kids. Sustain-ability Learning Services for a sustainable future. Phone 521-8052 (New Westminster).



UNIVERSITY OF VICTORIA

Faculty of Education Graduate Programs

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

SUMMER PROGRAMS

Summer-based MEd programs will begin in July 1992 in the following areas:

Art Education
Curriculum Studies
Educational Administration

Coaching Studies (Co-op program)
English Language Arts (includes ESL)

WINTER PROGRAMS

MA/MEd: Curriculum Studies
Educational Administration
Educational Psychology:
—Counselling
—Special Education
—Computer Applications
—Learning & Development

English Language Arts
Mathematics Education
Music Education
Physical Education
Science Education
Social Studies Education
Sport & Exercise Studies

MSc: Sport & Exercise Studies

PhD: Educational Psychology English Language Arts

Qualified students (B average in baccalaureate degree) are invited to apply. Financial awards are available to academically superior full-time students in all programs.

STAFF ASSOCIATE PROGRAM

Staff Associateships will be offered to highly qualified applicants interested in full-time graduate work in Education. Each associate will be granted \$11,000 for the year to assist in the work of the Faculty of Education. (Applications for this program must be requested specifically).

FOR FURTHER INFORMATION CONTACT:

Graduate Secretary, Faculty of Education, University of Victoria,
P.O. Box 3010, Victoria, BC V8W 3N4. Telephone (604) 721-7882/83



SIMON FRASER UNIVERSITY

Faculty of Education, Professional Programs, Burnaby, B.C.

V5A 1S6. Telephone: (604) 291-3395

La faculté d'éducation de l'université Simon Fraser
recherche des enseignants avec expérience pour le poste de:
ASSISTANT PÉDAGOGIQUE PROGRAMME DE FORMATION
PROFESSIONNELLE (PPF)

LE POSTE

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

LES CLAUSES DU CONTRAT

Le contrat d'assistant(e) pédagogique est de 9 mois. Il prend effet dès la mi-août. Le processus normal d'embauche se fait d'habitude par détachement à partir d'un district scolaire. La majorité des nominations sera confirmée vers le 31 mars pour permettre aux assistants de convenir d'un congé sans solde avec leur conseil scolaire. Cette annonce s'adresse aussi aux candidat(e)s désirant un poste d'assistant(e) pédagogique à temps partiel, poste qui pourrait être combiné avec des études de deuxième cycle, par exemple. Le nombre de postes à temps partiel est limité. Les décisions concernant l'admissibilité au programme de deuxième cycle sont prises par le Comité des programmes de deuxième cycle; elles sont prises indépendamment du processus d'embauche de l'assistant(e) pédagogique.

CRITÈRES

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

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

POUR POSER SA CANDIDATURE

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

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



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THE TERM

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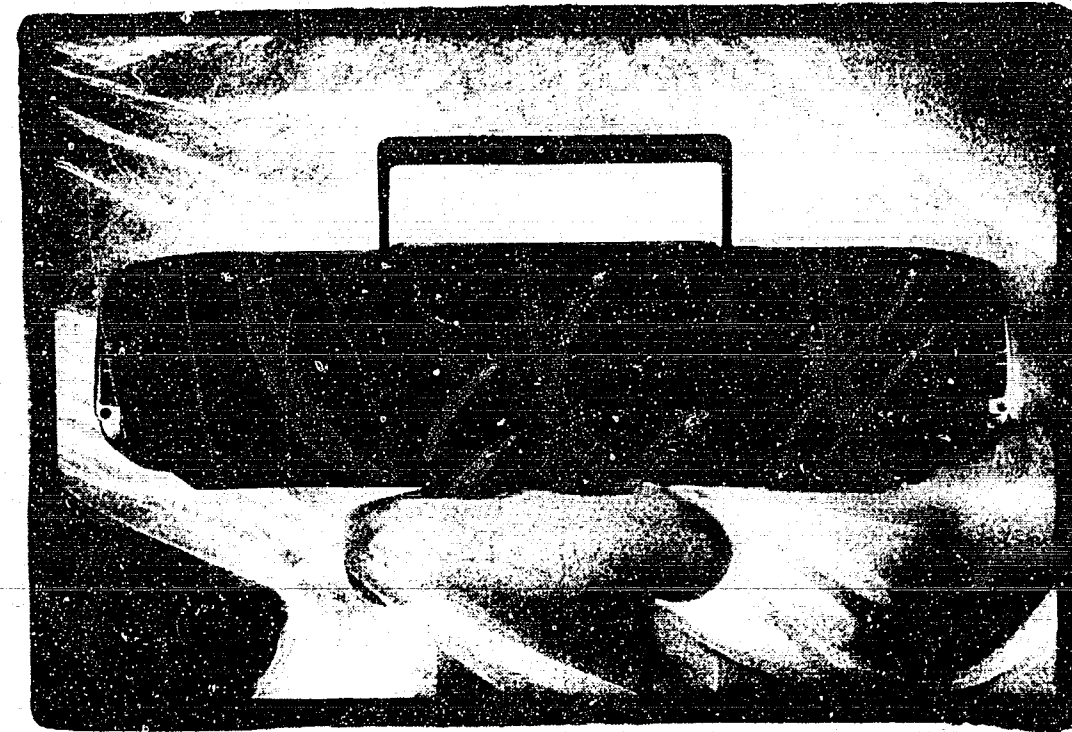
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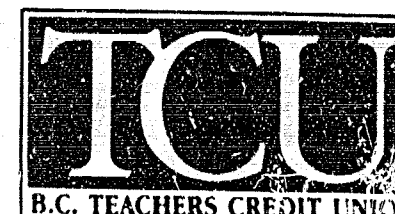
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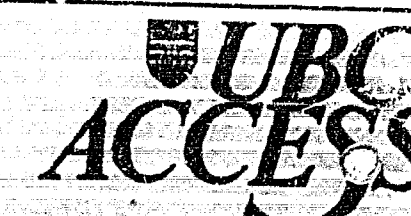
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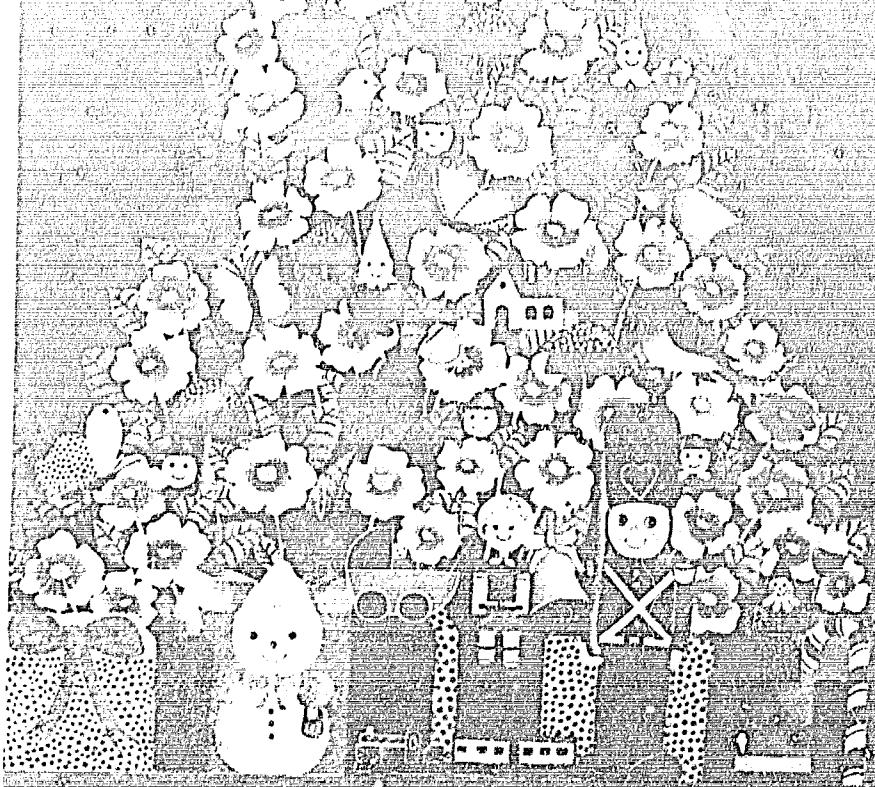
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Delta	EDUC 432	The Supervision of Teaching	3	\$186.00	Lynne Abbott, Telephone: 822-2013
Kamloops	READ 476	Remedial Reading	6	\$372.00	Hoberly Hove, Telephone: 376-2266
Langley	ENED 341	Introduction to Teaching Children's Literature	3	\$186.00	Diana Cruchley, Telephone: 530-4060
Langley	EPSE 317	The Exceptional Child in the Regular Classroom	3	\$186.00	Diana Cruchley, Telephone: 530-4060
Maple Ridge	CNPS 363	Career Counselling	3	\$186.00	Ann Coombe, Telephone: 463-4200
Richmond	EPSE 431	Programming for Children with Specific Learning Disabilities	3	\$186.00	Allen Stevens, Telephone: 668-6065
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Vancouver	EDUC 432	The Supervision of Teaching	3	\$186.00	Lynne Abbott, Telephone: 822-2013

BACKSTAGE



By Jane Kenyon

You must miss the children this time of year, gushes my neighbor. She leans over the fence as I dig up the last of my gladioli bulbs along our boundary. Something I should have done a month ago.

"My children?" I straighten my back. As is usual with my neighbor, I seem to have missed the first part of the conversation. My "baby" is 28 years old and has sons of his own. I see them frequently.

"Children?" I repeat. "The little ones," she waves her hands about vaguely, seeming to indicate a myriad of small people somewhere in the shrubbery. "The little ones at school, all the Christmas fun."

"Oh, yes," I try to collect my scattered wits along with the glad bulbs at my feet. I retired from teaching last year with no regrets, but my neighbor is convinced that I pine for those glorious years in the classroom.

"My Marnie and Melissa are in the Christmas concert this year," she chatters on, referring to her grandchildren. "They're so much fun, I can see why you miss them. It must have been so much fun; they're so funny."

"Yes," I stare thoughtfully at my buckets of gladioli bulbs, "I remember how much the parents enjoyed our Christmas concerts."

She rattles on about the parts the two Ms will be playing, while I think about their teacher. No doubt he or she is still young and enthusiastic. I step nearer to the fence.

"Few parents," I rush in as she pauses for breath, "realize how much heartbreak and sheer drudgery go into those productions."

"Oh, but it must be..." "Horrendous," I interrupt before she can say "fun." I shake my head sadly.

"Someday I'll have to tell you some stories. Are you helping with the costumes?" She backs away a step. "Oh, I don't think..." her hands express confusion and indecision.

"You should," I say firmly. "You are good with your needle and your dressmaking, and it is always hard to get the costumes done right."

"You'd enjoy it," I hammer in the point.

I'm a little unsure, but she seems to be a good person. I'll try to help her. I'll try to help her.

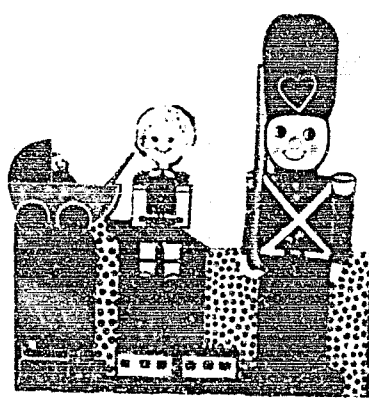
Once that is settled, it is time for the delicate task of assigning roles. Type-cast? Challenge? Ferd Penny's already ample self-esteem, or boost Danny's poor self-image? Either one would be a handsome king.

Finally I decide. Danny will be the chief councillor, and I will add lines if he seems able to handle them. Kenny will be the prince, and Scott the king. The same concerns influence the choice of queen, princess, and lady-in-waiting. As tactfully as possible, I assign the major parts.

Having spent a weekend adding to and deleting from the script, I've ensured that every child who wants a part has at least one or two lines to say.

I remember spending another weekend printing poster-sized cue sheets and long evenings blocking moves, rewriting lines, padding and deleting, and generally fitting the script to the abilities of that year's class.

The kaleidoscope shifts, and I am into the second week of rehearsals. The children know one another's stage moves.



A seasonal quiz

To get you thinking even more about the world at Christmas, try our seasonal quiz:

1. How much do Canadians spend on wrappings, decorations, and presents for Christmas? (a) \$1 billion (b) \$2 billion (c) \$4 billion

that is, I'm a little unsure, but she seems to be a good person. I'll try to help her. I'll try to help her.

"I'll keep me out of the pub," he grins. Cheerfully, I come back to the reality of the garden shed. I pick up some herbs that need to be repotted for their winter sojourn in the house.

My memory kaleidoscope shifts to the week before the big production.

Monday morning, Kenny, the prince, rushes in to tell me that he and his family are going to go to Disneyland for Christmas. He won't be available for the concert. A hasty check with his parents confirms their plans.

I consider my options. Join the Peace Corps? Have a nervous breakdown? Look for another prince? I discuss the problem with Frankie and ask him to take the part. After being assured he does not actually have to kiss the princess, he reluctantly agrees.

Immediately after school that day I am accosted by Vickie and Penny. They gig-

2. How much food will the average Canadian family throw out this December? (a) 1 garbage-can full (b) 3 garbage-cans full (c) 10 garbage-cans full
3. How many children in the Third World will die from starvation this December? (a) 1,200 (b) 120,000 (c) 1,200,000
4. It is said that we are shaped by what we see, and we see more advertisements than ever in December. How many television commercials does the average North American see before leaving high school? (a) 3,500 (b) 35,000 (c) 350,000
5. At Christmas, we talk about "Peace on Earth." How much money does humanity spend every minute on weapons of war? (a) \$20,000 (b) \$200,000 (c) \$2,000,000

Answers: 1-c; 2-b; 3-c; 4-c; 5-c.

Source: Excerpted with permission from "Under the Tree: Creative Alternatives to a Consumer Christmas" by David and Elizabeth Morley. A Lorraine Greey book published by Seal Books.

Thank you to Unicef for the Christmas card tree.

gle and Penny jump on me and hug me. I'm a little unsure, but she seems to be a good person. I'll try to help her. I'll try to help her.

The kaleidoscope shifts to the next morning. I explain the situation. Penny and Vickie insist that they will quit if they cannot exchange roles. No less than five little girls volunteer to replace either Vickie or Penny. Both girls agree to continue with their assigned roles.

Another rehearsal comes to mind. The sun is shining and the children are restless. Sean pinches Miriam and Sandy punches Ahmad. There are bouts of tears and sly name-calling. No one remembers lines, and the children forget to move on cue. Neither arithmetic games nor silent reading change the atmosphere of barely restrained mutiny.

I bundle the children into coats and boots. I write *Nature Walk* firmly across my daybook and lead the children out into the crisp winter sunshine. We return at lunch time with our natures greatly improved.

The kaleidoscope turns, and it is rehearsal time again. Sandy pinches Robert, and Richard kicks both Miriam and Kylie. I send them all out to run around the school.

Then Mary shares her cookies with me at recess time.

Another weekend is spent helping Mary's father and a number of other teachers to prepare stage and scenery.

The last week of rehearsals was always a series of potential disasters and minor miracles.

Several swords and at least one metre stick are broken. Two more children leave early for their Christmas holidays. The princess gets the flu.

But Mary's father has prepared extra swords, and Connie knows the princess's lines.

Connie knows everybody's lines and moves. Dear reliable Connie. She is the biggest and strongest girl in our class and our star soccer player. She has yet to learn the three times tables, but she knows all the lines of our play. Connie will be the

See "Concert" page 16