

Teacher

Inside:

3
PENSIONS: TEACHERS CALL
FOR IMPROVEMENT IN
THE ACT

5
NOVAKOWSKI:
GOODBYE, AND THANK YOU

6
TEACHERS DOING RESEARCH:
IT'S A NATURAL FIT

8
TEACHERS APPLAUD COLLEAGUES'
EXCELLENCE IN TEACHING

10
PEDAGOGICAL REACHING

12
CASSIAR'S STORY:
WHEN A MINE CLOSES . . .

20
TEACHER-LIBRARIANS SHELVE
"KEEPER OF THE BOOKS" IMAGE

Departments:

- 2 Readers write
- 4 Resources
- 14 Income security
- 14 Personally speaking
- 14 Teachers remembered
- 15 PD Calendar
- 15 Classified

MAIL  POSTE

Canada Post Corporation / Société canadienne des postes

Postage paid

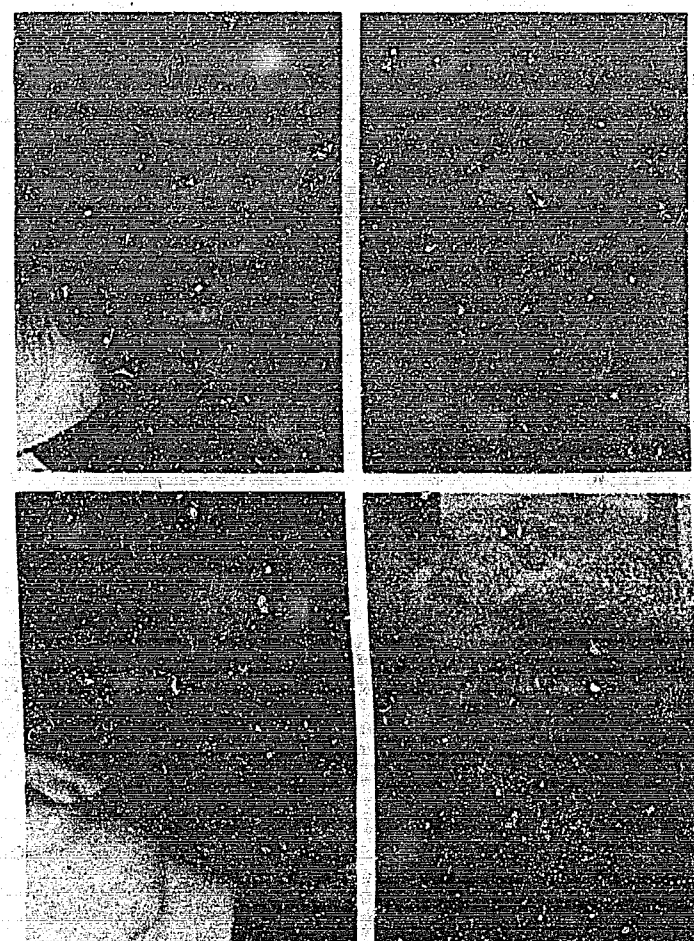
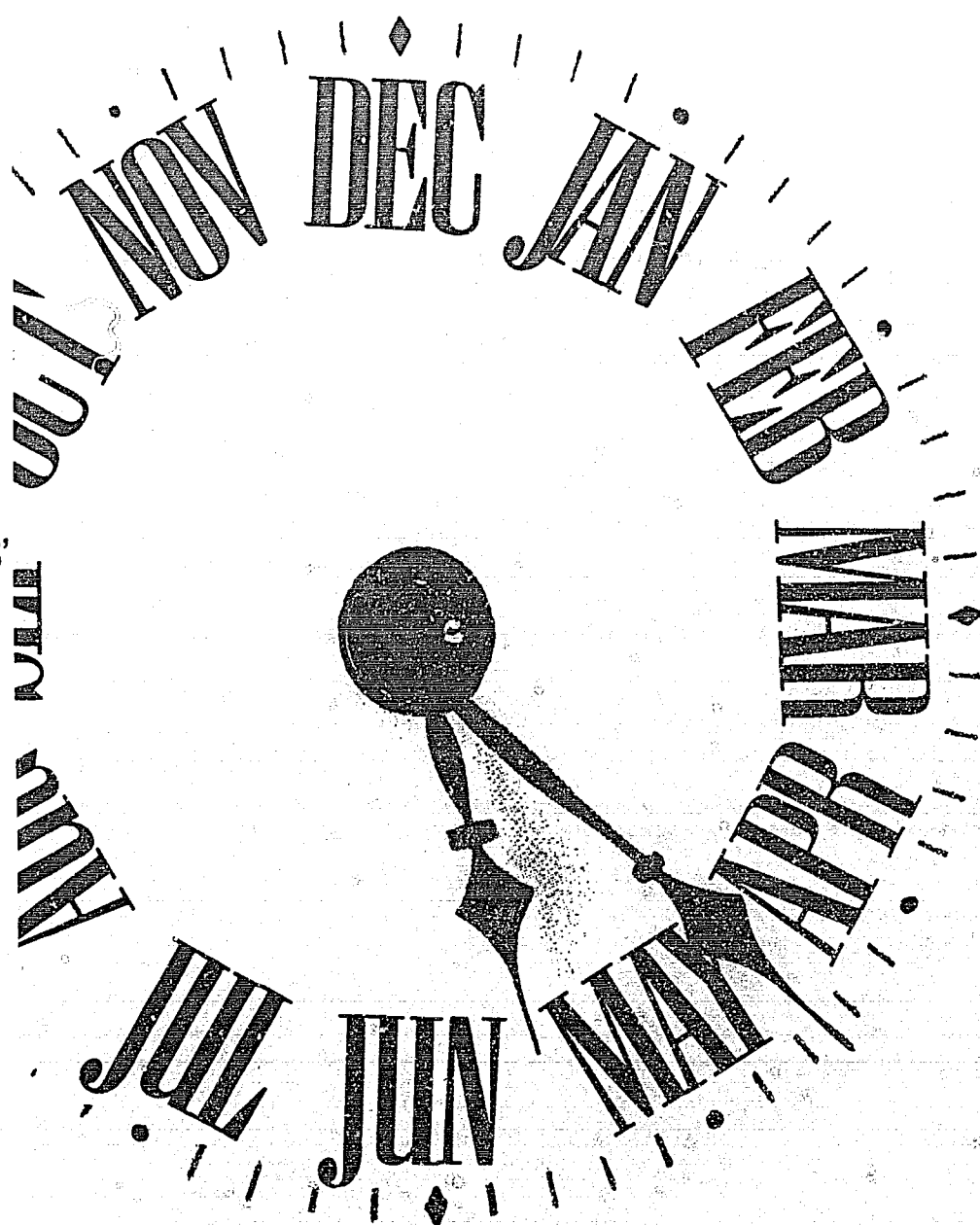
Port payé

Blk

Nbre

PERMIT No. 4776
Vancouver

Mixed reviews as year ends



(Clockwise from top left) Teachers Karen Boyd, Cathy Bulger, Helen Gabriel, and Graeme Galloway feel "positive, but a little jaded," as another school year ends.

COLLEAGUES RALLY SUPPORT

by Elaine Decker

The minister has said 'No', Mr. Novakowski," said the reporter. "Why don't you teachers give up?"

It's a good question. It's year end, and we are busy and tired. We're confused because, while the government has changed, the education climate feels the same. We still hear calls for schools to improve, to do more but to do it with less. So why don't teachers give up?

Some do, according to Phyllis Pritchard, president of the Howe Sound Teachers' Association. "Not give up, exactly, but withdraw. Some teachers feel powerless; the fight has left them. Some are still determined, looking for creative solutions to problems. Some, unless things touch them personally, retreat into their classrooms and close the doors."

Graeme Galloway, staff rep at Brackendale Elementary School, in Squamish, describes himself as "positive, but a little jaded." "The hypocrisy of the government is hard to take. We think the Year 2000 Program has real merit. I've changed from

a basal-reader approach to a literature-based program, and now I see our library staff time reduced by 18%."

"While it was never a simple task, teaching today faces many new challenges. The economic and social environment is being transformed by the knowledge explosion and by the dizzying pace of technological change, as well as by globalization, growing competitiveness pressures, and changing social structures. The classroom and its occupants are also being transformed in the process."

— Education and Training in Canada,
Economic Council of Canada, 1992
(page 26)

How does Galloway sustain himself? "I get energy from my students — electricity's released when they're learning. I get energy from my colleagues. We are soulmates, sharing anxieties, projects, teaching strategies. I couldn't do this job alone."

Still, Galloway has concerns. "We have been working on new forms of assessment, including observation and analysis. But with our class sizes going up, where will we find the time to do this reporting properly? More students, more needs, more stress, less support."

He has a question for the minister: "If you are really committed to the goals of the Year 2000 Program, will you provide realistic support for educators who are trying to implement it?"

Cathy Bulger, late-primary teacher at Airport Elementary School, in Comox, feels the same, though she is under the annual pressure of the final countdown — so much still to do, so many activities at once.

Bulger is part of a dynamic team of teachers who have worked together for three years in a pilot school for the Primary Program. "We are a cohesive group, all of us pull our weight. This has been one of my best years."

See "Mixed reviews" page 3

Learning for Living potential

As our school system struggles to implement the Learning for Living program, it is worth pausing to grasp the unprecedented opportunity before us: this curriculum "must address the physical, emotional, intellectual, social, and spiritual dimensions of human development."

This curriculum is about avoiding death, rather than one creating a wonderful life.

No one questions the need to address the contemporary tragedies of AIDS, substance abuse, family violence, and despair. Or that our children are growing up in a world where calling a taxi or wearing a condom is equated with staying alive. Somehow, though, don't we have to do more?

Wellness can be described as a joyful response to the awesome mystery of being alive in the universe. And the expression of that response through art, music, sports, friendships, and spiritual wisdom awakens the body, mind, and soul to a sense of belonging to a greater whole. It is the birthright of young children.

The Learning for Living curriculum has the potential to bring together all that we know about health and all that we know about education. If we get it right, we will be worthy of the symbolic beauty of our own logo: a lamp aflame.

Jane MacRae
Victoria

Distressed beyond belief

I am distressed beyond belief that the North Vancouver School Board is being forced to close the North Vancouver Outdoor School because of underfunding from the NDP government, in whom we put so much of our faith and hope.

As a Brackendale resident, West Vancouver teacher, and former North Vancouver student, I have often marvelled at the progressive minds that must have scored this jewel for North Vancouver. From salmon enhancement to First Nations culture, the environmental, conservation, science, and ethnological education that happens there can never be duplicated in the classroom. The thought of losing this irreplaceable asset shakes, to the very foundations, one's faith in that kinder, gentler government we voted in.

This, of course, is only the tip of the iceberg. Cuts to education this year include 800 teachers' jobs resulting in cuts to programs, larger classes, fewer services to children, and more anxiety and stress for all concerned.

While many of us hope the Socreds are beyond resuscitation we may well be looking for a resurrected Liberal Party next time round. It is nice that teachers aren't being bashed any more (we aren't being blamed for all the government's woes), but who would have thought that life under an NDP government could look harsher than it did under the Socreds?

Dorte Froslev
Brackendale

Curricular semantics?

As a student of curricular integration, I began reading with much interest Roland Case's article "Curricular integration: an overemphasis on themes?" (*Teacher*, February/March 1992). However, I soon became disillusioned with the basic tenet: theme study is overemphasized in school. His criticism does not judge the use of themes in its true context — as a complement to the disciplinary approach to teaching. Also, it underestimates the professionalism of teachers to select theme topics that are realistic, rich in experience, and relevant to the concept studied. While Case's reasons for caution are well founded and his semantic alternatives to themes are bonafide, he does not credit the value of curricular integration in actualizing many of the elements of the Intermediate Program of the Year 2000 framework, nor does he suggest what criteria are used to select themes and how theme use fits into the array of curricular integration models available to the teacher.

Bob Newman
Powell River

Teacher on call

I am a teacher on call writing in response to Don Fodor's article in the February/March issue of *Teacher*. To me, the real problem in creating a good system of call out is job security. TOCs must be able to say "I'm employed by such and such" for as long as they are doing that particular job. I know on-call teachers, doing the job for three years, six years, and more, who can't qualify for group benefits or insurance or anything because they don't work for "somebody." Being on a permanent list could alleviate that problem. I would like to see the following plan implemented.

1. Two categories of on-call teachers exist: generalists and specialists. A teacher may have his/her name on either list or both lists. Schools decide whether they require a specialist or a generalist. The board would use a central call-out system.
2. Most important, after an on-call teacher has returned to a board for the second year, he/she qualifies for permanent on-call status, and the board says so in writing. The board indicates day rates and approximate number of days an on-call teacher will receive (usually 125 to 150). This would be helpful for banking and other legal requirements.

A teacher who has received permanent designation should qualify for benefits and allowances due under the board contract. (Group insurance, for example, is unavailable to TOCs at this time.)

The board is not obligated to call a permanent TOC over any other TOC. The same rules apply for all on-call teachers. The only difference is that the board states in writing that this teacher is doing this job permanently until he/she chooses to do something else.

Randy Millan
Vernon



Shop in Canada

I strongly urge my colleagues to do their shopping in Canada instead of south of the border.

Many parents of our students are suffering from these hard economic times. I believe that one responsibility of a good community member is to give economic support to that community. We teachers are paid from the taxpayers' pockets, and we are biting the hand that feeds us if we do our spending in the U.S.A. while small Canadian businesses are going bankrupt.

Our school districts are generous in funding public education, compared to our American counterparts. Teachers' salaries are higher, and student teacher ratios lower here than in most of the states.

The quality of life we enjoy in Canada in terms of better minimum-wage levels, education, and medical and social services is expensive and reflected in our higher costs of goods.

Slipping across the border for great deals, all the while enjoying the benefits of the publicly funded services in Canada is unethical.

Valerie Clark
Burnaby

Display case needed

The BCTF Status of Women Committee presented the 1992 AGM with the 75th anniversary quilt. That significant piece of fabric represents hours and years of energy and effort women have spent to build an improved and enlightened educational setting in B.C.

Our federation is built on co-operation and shared visions. Please join with me to provide a handcrafted wood and glass display case for the quilt. Such a display case will enable us to preserve the quilt's message for another 75 years.

I invite teachers throughout B.C. to donate \$5 to BCTF Quilt Display Case, c/o Status of Women, 2235 Burrard Street, Vancouver, BC V6J 3H9.

Through our efforts, a simple message will speak to the future. Thank you. Status of Women, for creating an opportunity for us to support one another.

Stewart Schon
Surrey

QUOTE OF NOTE ON TEACHING

"I think it's important to relate well to your students and get them to reveal their limitations. Then you can begin to teach. If they don't reveal their limitations, then you're simply transferring information. If the answers in the textbook are too glib, the student's curiosity becomes exhausted. The proper role of a textbook is to stimulate students to go to the library and find out more."

"... Three words that describe a good teacher ... First of all, *sincere*, because if your students get any sense that you're not sure of yourself or your subject, all is lost. Second would be *focused*, because if you're running off on tangents here and there, your students will lose the point of your message. Third is *sensitivity*, which has to do with the 'hard cases' that every teacher has. Some people need more attention — they may be too quiet, too loud, too shy — and the teacher has to have the sensitivity to address the special learning needs of these people. ... I think the way you remain a good teacher is in the act of realizing that you too are always a student."

— 1992 SFU "Excellence in Teaching" award winner Professor Mark Wexler, Business Administration, Simon Fraser University.

Source: Simon Fraser Week, February 27, 1992.

Signing off 'til September

The newsmagazine, in its fourth publishing year, aims to reach the hearts and minds of teachers with educational, socially responsible, and organizational articles that both inform and challenge. We depend on you, our readers, to tell us how we're doing.

Teacher welcomes letters and calls, ideas and manuscripts from readers.

The newsmagazine staff wish you a summer rich in relaxation and renewal.

Teacher honored by EDPRESS

Teacher newsmagazine has received a 1992 Educational Press Award for its series "Vignettes from history," by Mary Ashworth. Only 9% of this year's entries received acclamation by the panel of publishing judges. Congratulations to both the author and the newsmagazine.



Teacher

Newsmagazine of the B.C. Teachers' Federation
2235 Burrard Street
Vancouver, BC V6J 3H9
(604) 731-8121 or
(toll-free) 1-800-663-9163
Fax 731-4891

Editor
Nancy Hinds
Editorial Assistant
Helen Kolisnck

Editorial workgroup
Judith Blakeston
Sam Fillipoff
Kit Krieger
Ken Novakowski
Lyne Sinclair
Phyllis Westhara
Ray Worley

Copy editor
Debby Staggs
Design consultant
Betty Sommerville

Publication schedule:
September '92 deadline August 17

Articles contained herein reflect the view of the authors and do not necessarily express official policy of the B.C. Teachers' Federation. The B.C. Teachers' Federation does not endorse or promote any products or services presented in the advertising sections of the newsmagazine.

ISSN 0841-9574

Mixed reviews from page 1

But Bulger has concerns about next year. "We got class-size limits in our contract last time; that was a real gem for me. With 23 students in my class, lots of things were possible, like the reading program, alternative assessment approaches, working with a student with special needs. We're expecting an increase in enrolment, but no extra staff. I don't know what will happen."

Funding for the K-1 classes has been eliminated. Because they are convinced of the value of multi-age classes, the K-1 teachers have agreed to enroll K-1-2 classes for September. Bulger is confident that her staff rep and local association will keep her well informed as the situation changes.

Helen Gabriel, a Grade 2 teacher at Oliver Elementary School, says she has two full-time jobs: teacher, and meeting attendee. She feels pressure, stress, uncertainty, and frustration, but she laughs and says, "I can't quit; it's my job. I'm in it for the money."

Gabriel says she and her colleagues trying to implement the Primary Program have all sorts of questions. "What programs should we keep? Which should go? What was wrong with what I was doing? How can I fit in five reports? And what format should they follow?"

"Then there are the meetings: district meetings, full-staff meetings, primary-team meetings, committee meetings, pod meetings, buddy-teacher meetings, special-services meetings, primary-teacher-association meetings, local-association meetings. Who really understands these pressures?"

Colleagues and family keep Gabriel's spirits up, but she sometimes closes her mind to the endless challenges in order to live her life.

Alex Gardiner, from Kaledon Elementary School, in Pentiction, is upbeat. Involved in outdoor education and track and field, Gardiner says the final term is his favorite time of the school year. "Having a group of kids I enjoy working with is what gets me up every morning." "You also have to find people to team with," advises Gardiner, who maintains strong personal and working relationships with staff members and former colleagues.

What gets Gardiner down is the distant bureaucracy — at the ministry, at the board, and even at the union. "This bureaucracy is always ready with another program, always ready to tug me in another direction. We spend a lot of energy figuring out how to work our way through the layers to ensure that the kids get what they need. I worry about my chance to influence the bureaucracy; I wonder if I am listened to."

His involvement in bargaining has shown Gardiner that a good network of people does understand his classroom life. Pursuing a class-size grievance, he sees the contract as a tool to reduce teacher load and improve the quality of education.

Karen Boyd laughs as she says, "Anything is better than my first year at this school. Fortunately, I didn't know what I was getting into." Boyd recalls that she began as a French-immersion teacher with six different blocks, no French textbooks, and only one colleague to consult. Now she is part of an eight-person modern languages department at Pentiction Secondary School, with a strong parent group and motivated student body. She credits the stamina and initiative of her colleagues for the progress they've made.

"Now we have a better distribution of teaching assignments, with each of us concentrating on our academic speciality. Materials are more available; our retention rate is higher."

Boyd wonders if the world of the French-immersion specialist differs from that of other teachers. Her skills are in demand, and her program is valued in the community. She doesn't think the program

is threatened by recent budget cuts in the district, but says the uncertainty affects all teachers, directly or indirectly.

To support students and teachers through constant change, the BCTF demanded a stable and predictable system for funding public education. The NDP campaigned on such a promise and argues that it has made education a priority.

TABLE 1
SOLUTIONS, NOT EXCUSES

● Provide special-aid grants to districts that can demonstrate need.
● Cap administrative expenditures.
● Reallocate money from private-school allocations.
● Reallocate funds from annual capital allowance and accreditation to the unallocated block.
● Add grants for Year 2000 implementation.
● Allow deficits that can be paid off in a longer period of time.
● Reallocate funds from the debt/capital budget.
● Reallocate funds from Vote 25 (grants and contributions).

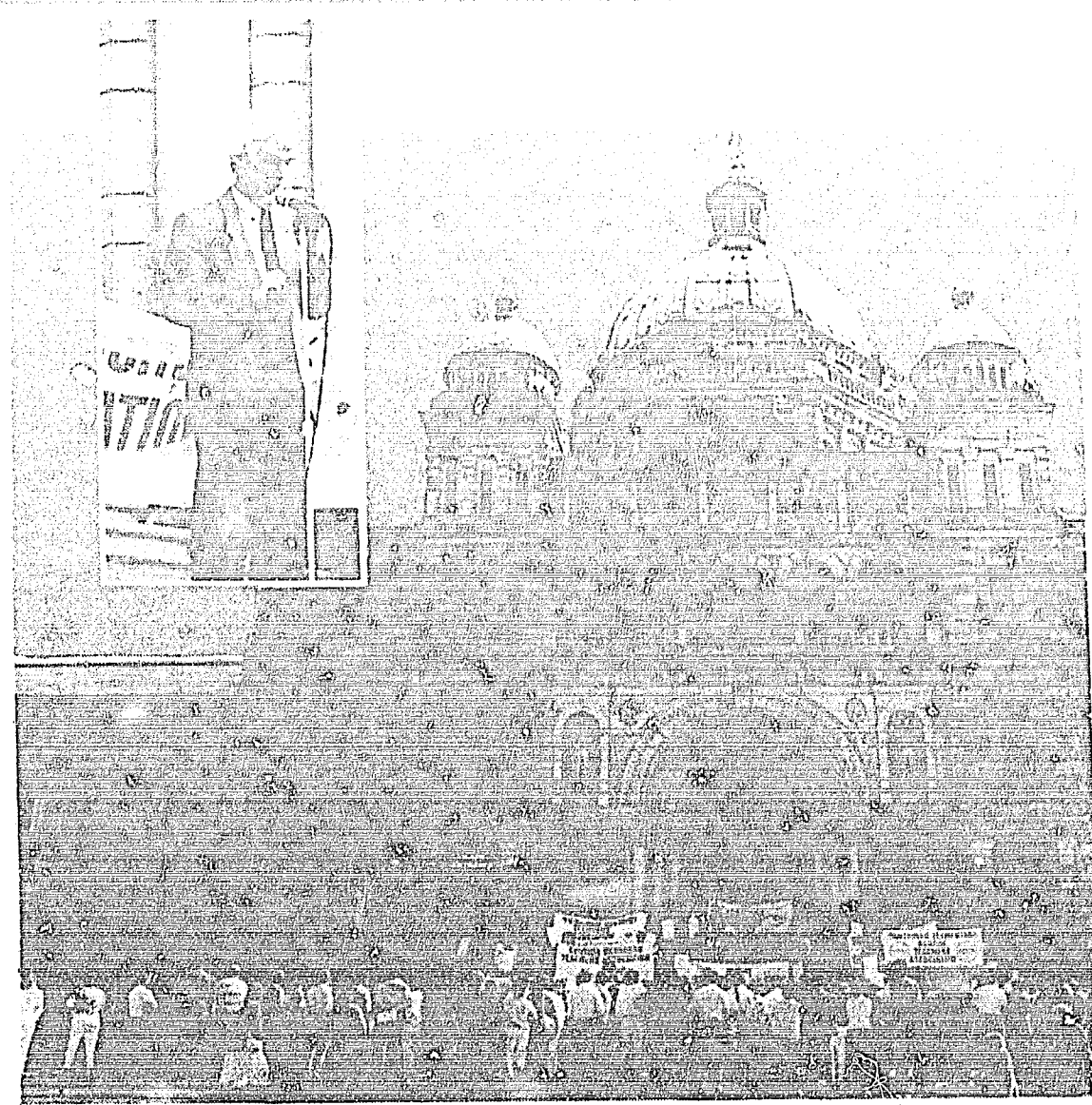
Teacher leaders gathered May 13 at the University of Victoria to study the funding problem and to press this government to provide solutions, not excuses. To those who ask "Why should we have yet another campaign to educate the public and the government?" President Novakowski offered these reasons.

- For 75 years, the BCTF has advocated for a quality public education system — no matter what government was in office. What is the consequence of no one's doing it?
- Everyone is affected by a deterioration of the education climate.
- Government needs to know that we will stand up for what we believe in. We are making a statement about education funding now, and for the future.
- The instability created by this funding confusion will have a negative impact on education change, mainstreaming, and class sizes, diminishing the support we can provide to our students.
- We need to continue to press for the long-term review that will mean we won't have to fight this particular fight again.

Novakowski made it clear: "We are not looking for a confrontation with government. We want government to understand the depth of our concern." On one level, the minister seems to express the same depth of concern. In her May 4 minister's statement, Anita Hagen said, "We are committed to clear goals: education is a high priority; funding must take into account inflation, enrolment growth and the special needs of children in every district; and the pillars of predictability and stability must be paramount in our system of funding."

Graham Galloway, Karen Boyd, Cathy Bulger, Helen Gabriel and Alex Gardiner undoubtedly like what the minister has to say. When they return in September, will they see evidence of these ideals come to life in their classrooms?

Elaine Decker is director of the BCTF's Organization Support Division.



Ray Worley, BCTF president-elect, addresses teachers from across the province at the Victoria rally aimed at educating the government and the public about the serious effects of underfunding educational programs. — Kilbride photos

PENSIONS

Teachers' Union of Canada (TUC) president, David St. Pierre, says that the government's plan to reduce the pensionable earnings of teachers is a "disgrace." He says that the plan is designed to force teachers to work longer hours for less pay, and that it is a "betrayal" of the public's trust in the teaching profession.

The TUC is fighting the plan in court, and is also launching a public campaign to educate the public about the effects of the plan. St. Pierre says that the plan is "a direct attack on the teaching profession, and on the public's right to a quality education."

The plan would reduce the pensionable earnings of teachers by 10% over the next 10 years. This would result in a significant reduction in the amount of money that teachers would receive when they retire.

An 80 formula provides for salary increases between 3% and 5% annually. The plan would reduce the pensionable earnings of teachers by 10% over the next 10 years. This would result in a significant reduction in the amount of money that teachers would receive when they retire.

An 80 formula does not provide a full pension. A full pension plan costs 70% of the average of the last five years' salary. You must pay 25% of your salary into the plan for 25 years to qualify for a full pension.

Teachers doing research: It's a natural fit

by Joe Belanger

Research has improved the way we live. The products of research surround us: from the life-saving qualities of penicillin to the convenience of drip-dry clothes.

Research nods from time to time and produces atomic bombs and mustard gas, but our society thinks research is a high-status pursuit. All our ills and shortcomings have a research solution: cancer will yield to research, adequate research funding will produce a cure for AIDS, and research will lead us to cure the dropout rate and entice more young people into higher education.

This glorifying of research makes research appear to be either an arcane or an exalted activity, divorced from teaching. Teachers need to be at the centre of educational research, not only because daily immersion in the practical problems of education provides a stream of research questions, but also because research is professionally liberating: it leads professionals to deeper understandings of why they do what they do, and it prompts them to question their assumptions.

As Houser (1990) notes, "the successes of [research] projects are liberating for teachers who see themselves as experts with special insight into teaching and learning, not simply technicians who implement the strategies of others." Teacher research is seen as emancipating in that its goal is to facilitate changes, not "just ... attempt to understand and create theories about how things are" (Comber 1988).

Research is so central to teaching and learning that it cannot be given over to outside experts. To adapt a line from Clemenceau on war, educational research is too important to be left to the generals.

The concept of teacher as researcher is not new: teachers and administrators carried out a respectable share of the educational research in the '20s and '30s (Chall 1986), and the action-research movement of the '50s and '60s made teachers active partners in the research enterprise. Stenhouse (1978) What is new, however, is the realization that no Rosetta stone will unlock the secrets of education, and class-

room teachers are in the best position to examine the rich array of variables that constitute the learning process. Coincidentally with the loss of faith in the ability of big research to solve education's ills came a growing acceptance of anthropological models and case studies, research methodologies well suited to small-scale, unfunded or underfunded classroom research.

Informally, of course, every classroom teacher each day conducts research: forming hypotheses (Will this method teach these children this concept under these conditions?), experimenting, analyzing data, and publicizing successes (largely

No Rosetta stone will unlock the secrets of education, and classroom teachers are in the best position to examine the rich array of variables that constitute the learning process.

over coffee in the staffroom). As with scientific research, failures are forgotten. Unfortunately, most of this teacher research fails to reach a wider audience, fails to build up the body of codified knowledge about effective teaching and learning. In one respect, current teacher research resembles medical research of the 17th century: medical "families" failed to publicize their discoveries; consequently, even simple tools like forceps were invented and reinvented time and time again.

To shift a locus of research to the school or the school district — where

many feel it belongs — will require both education and encouragement since few teacher-training programs or school-district structures currently facilitate teacher research. Teaching is not seen as having a formal research component. Neither physical supports nor nurturing attitudes exist to encourage teachers to become researchers.

The prerequisite problem is education, at both the university level and the district professional-development level. Calendars of the 10 major Western Canadian universities are silent on preparing intending teachers for a research role. One exception to this is SFU's professional-development program (PDP) that is developing reflective practice among students. Graduate programs, of course, prepare researchers, but even these seem designed to prepare professors to become research managers rather than classroom teachers to become researchers.

One exception here is a program developed by Professor Merron Chorny at the University of Calgary and reported in his book *Teacher as Researcher* (1988). Over a 10-year period, Chorny developed a research community of teacher/graduate students who studied and experimented with the role-of-language-in-learning theories of James Britton, L.S. Vygotsky, James Moffett, and others. *Teacher as Researcher* records the reflections of 16 teacher researchers. Evident throughout the volume is the importance of collaboration among the researchers, collaboration that took many forms. The researchers have read many of the same works and have explored and refined their research questions in seminars and coffee houses. That they have read, one another's

work and been enriched by it is evident in the themes interwoven throughout the 16 chapters and the citations of the researchers.

Innovative programs exist in some school districts. For example, over the past six years, School District 36 (Surrey) has been developing a program for teacher researchers that includes university credit summer courses and this year it is also sponsoring five teacher-researcher projects, two district-wide and three in individual schools.

Recent changes in attitude about what constitutes research also make it easier for teachers to conduct their own research. During the exclusive reign of the logical positivist, research seemed inaccessible to those who were not immersed in the theory underlying research questions, who did not know all the threats to internal and external validity, and who did not know how to crunch the resulting numbers. The growing acceptance of case studies and other naturalistic methods as legitimate research tools emphasizes observation, analysis, and synthesis, skills neither arcane nor inaccessible to teachers.

Of course, naturalistic and experimental research methods each have their own sets of procedures and assumptions, and any research that is to be valued by the broader educational community will have to follow conventions. How-to-research manuals, aimed at teachers, offer general advice on practices and procedures (Olsen 1990; Walker 1985); others focus on case studies (Bissex and Bullock 1987; Mohr and MacLean 1987; Goswami and Stillman 1987) or explain how to conduct traditional experiments (Meyers 1985). Bissex and Bullock also discuss the value of case-study research. That most report studies conducted as part of university-level teacher-research courses may

suggest that the average teacher requires a broad base of support in order to conduct effective research.

A difficulty the teacher-researcher faces is gaining credibility from administrators and colleagues, since the prevailing vision of the teacher's role does not include research, at least not formal research. Forming peer groups — a research community — offers teacher-researchers a certain legitimacy. Such groups provide support at all stages of the process: formulating questions, deciding on treatments or observation methods, finding or designing tools to measure results, reflecting on the data, and disseminating the findings. Such peer groups contribute to what Foster and Nixon (1978) call a "sympathetic political, social, and educational climate" for teacher research.

At the very least, administrators must avoid the active discouragement illustrated in the following comment. Reporting on a longitudinal Michigan study, Florio-Ruane (1990) noted that school administrators and curriculum specialists refused to take the teacher-researchers seriously and were often even rude to teachers at in-service presentations. She speculates that "... in the formal and informal hierarchies of school professionals, it might have seemed culturally inappropriate, indeed, for a teacher to be theorizing about curriculum or the process of instruction and for him/her to be doing that formally as a consultant to other, higher-status professionals. This seemed a troubling insight for all concerned since it suggested that knowledge alone or even knowledge and a platform from which to share it might be insufficient to empower teachers in their own institutions" (p. 325).

In discussions of the teacher-research movement, a question frequently raised is, Where will teachers find the time to carry out research along with their ever increasing burden of other duties? As legitimate as this concern may be, a more pressing question might be, Can teachers afford not to carry out research? Can they afford to be mere consumers of research, relying on outsiders to make the discoveries that guide education? Can they afford not to join with colleagues in solving the problems in their own professional lives?

Joe Belanger is an assistant professor in the Department of Language Education at UBC and a former president of the Canadian Council of Teachers of English. References available on request.

and images of Lynda show her looking anxiously around the room.

But on reflection, when looking at the photographs, she viewed her students as being consistently on task and co-operatively work oriented, and the noise as productive, as seen in the photograph.

"It's interesting to me how much discussion there is of work between the students. Maybe that's where my concern about the noise level comes from. I'm thinking there's so much noise — but it's good noise."

Perhaps defining off task within the co-operative group classroom necessitates the development of criteria different from those used in traditional classrooms. In the latter, students who are either talking or moving may be considered off task, but in this class, such criteria no longer apply.

— Charlie Naylor, BCTF researcher

Source: This article is a summary of a longer paper, "Snap To It — A Teacher Union/Teacher Researcher Collaboration Using Photography," which is available from the BCTF Information Desk.

Opinion

Fear and loathing at the Hyatt Regency

TWO VIEWS OF THE ANNUAL GENERAL MEETING

by Rod McKellar

Imagine, if you will, a staff meeting that goes for four days and nights. Imagine 666 teachers trapped together in the dimly lit, tacky ballroom of the Hyatt Regency. At one small table, the Langley delegation huddles together for solace and support, while motions and amendments, impassioned speeches, and ranting diatribes fill the air around them. Another amendment? An amendment to the amendment? Someone wishes to table the motion ... what was the motion again?

I face the abyss. It had begun innocently enough, of course, as it always does. Diane Gorton had phoned, asking me to represent Langley at the 76th AGM at the Hyatt — just for a few days over Spring Break. Executive duties, and all that. "Sure," I said, always eager for new experience. "Glad to help." I would be one of four neophyte delegates among 22 from Langley offered at the altar of procedural motions. I packed my bags, kissed the dog goodbye, and headed for Vancouver.

Arriving at the hotel, I checked into my room, took in the view, and planned my itinerary. This is the life, I thought. Tonight, a movie. Tomorrow, perhaps a walk around the Seawall. Maybe we'll finish early. Visions of Vancouver delights danced in my head. The bars ... the movies ... the bars ... sushi and chips ... the bars ...

Imagine my surprise on discovering that the session began right after dinner, and continued until 21:30. A few brief speeches of welcome, then right down to business. Another neophyte was charged with collecting our voting cards and redistributing them every morning. It began to dawn on me that these people weren't kidding. The AGM is serious business.

How serious became apparent as the days became eons. The list of recommendations (motions from the BCTF Executive Committee) and resolutions (from locals) filled a thick book of fine print. Then there were late motions, circulated on hastily photocopied sheets, as well as additional motions and supplementary motions and amendments on the overheads. Just keeping track of the accumulating paper detritus was a major logistical nightmare. And then the floor battles began.

Now you may understand, as I did not, that two factions exist within the BCTF: TUF (Teachers for a United Federation) and Viewpoint. TUF has been most strongly represented on the executive for the past four years or so, and has brought the federation through the Sacred years of teacher bashing, Bills 19, 20, and 82, etc. Viewpoint is more interested in decentralizing the federation and giving local executives more power.

It took a while before the "meaning" of the various speeches and motions became clear. Viewpoint supporters opposed many of the recommendations made by the TUF-dominated executive, and it support-

ed resolutions limiting the power of the federation. One motion allocating several thousand dollars from federation funds back to locals for staff reps passed, but another for grants to locals, which would have transferred over \$1.5 million into local hands, failed by a narrow margin.

During one of the debates on a motion to restrict the salaries of BCTF staff, I was convinced to go to the microphone to make a case. My hastily scrawled speech on the back of a candidate-support form did little to assuage my nervousness as I stepped to the dais to make my points. And as the chair recognized the delegate from Langley, the reality of the debate became very clear.

Hidden among all of the motions and recommendations are two distinct philosophies about how our federation should organize itself for the next four years and beyond. We rejected joining with the CLC and sent a message to the Federation of Labour about how we see ourselves, and them. We limited the salaries of our staff and sent another message about the value we place on their services.

When Maude Barlow, a member of the Council of Canadians, addressed the meeting, however, it all fell into place. She spoke of the growing power of the transnational corporations, and of their agenda to roll back the social progress made in the last 50 years in order to meet the needs of the bottom line. She spoke of the working and living conditions of the Mexican people and of how free trade has affected the Canadian workplace. She spoke passionately but clearly about the importance of Canadian citizens' rediscovering the values that created Canada in the first place, about the need for communication among everyone in our society, to remember who they are and what they stand for.

Our cultural, political, and economic lives are being transformed by the agenda of big business, and the challenge for us as citizens cannot be divided from our role as teachers in the classroom or as delegates conducting our union's business. What happens at the AGM matters, not only because it will have an impact on how we act in our classes, but also because our policies reflect our perception of how the future of our nation, and our profession, will be determined.

It is easy to be cynical and detached about the business of the federation, to imagine that it is up to other people to attend the meetings and carry out the necessary actions, to pretend that the issues will just go away if we ignore them long enough. But I learned a valuable lesson in that dimly lit, tacky ballroom at the Hyatt: There can be no real separation between our professional and democratic responsibilities, no meaningful distinction between our lives as teachers and our lives as citizens. And if all it takes is a few days out of Spring Break to rediscover that lesson, then I'll be back again next year. Even if I have to make another speech.

Rod McKellar teaches at Mountain Secondary School, Langley.

by Keith Lindstrom

ould the AGM continue to address social and political issues? Under our present structure, whether the majority of our members agree with our federation's taking public stances on currently controversial topics, is irrelevant. As I observed the pump-priming speeches at our convention in March, speeches purposely preceding contentious social and political recommendations, I realized that this simple strategy would predispose us to vote in certain ways. You'll have to ask your AGM delegate what the outcome was. By the time it was over, I wasn't sure whether I was at a teachers' AGM or at a political party caucus.

On the other hand, when Lynne Terlinden, of Windermere, got up to speak against overinvolvement of the BCTF in social and political causes, she was jeered almost to the point of tears. Very few people in the assembly appeared to want to hear what she had to say.

We either have to readjust the goals of the BCTF to expand our social and political agenda or stick to our purposes as an organization as stated in "Goals of the BCTF" in the *Member's Guide to the BCTF*. More time, I believe, should be spent at the AGM dealing more thoroughly with items such as legal aid for teachers under litigation, the near poverty of teachers on call, the alarming suicide rate of our members, the 40% salary indemnity figure for stress-related illness, national testing, phonics vs. whole language, The Year 2000, changing teaching styles, adjusting expectations to match lowered student ability, and a myriad of other concerns more appropriate to classroom teaching and our status as unionized professionals.

I have a few suggestions for structural changes of our AGM:

1. No members can serve as AGM delegate more than two years in a row.
2. Hold elections earlier in the convention to avoid political posturing during business parts of the meeting.
3. Limit the number of resolutions that can be considered so all business can be conducted in the allotted times.
4. Readjust time limits on speaking to motions to reduce windbagging.

Another alternative would be for us to heed a call I heard repeated over and over at the March session: "Let's get more power to the locals!"

If a local like mine, for example, feels its voice isn't being heard at the AGM, we could easily do as our school board has suggested: have our dues go directly to our local association, then we portion out an amount to the central office in Vancouver. Fiscal control is true local empowerment.

What do you think? Would this be a feasible option? On the other hand, perhaps Don Walmsley, of Hope, was right when he said in the *Vancouver Sun* on March 20, 1992: "There's certainly some resistance on some issues that the federation has taken positions on. But I think (Terlinden) is in the minority."

Who's right? Maybe some of these "tremors of dissension" should be calmed before the next AGM, when the tremors might become an earthquake.

Keith Lindstrom teaches at Pentiction Secondary School, Pentiction.

Snap to it: Photography as a research lens

Lynda Coplin, a Delta Grade 6 teacher, joined last summer's teacher research class at SFU, taught by Ken Zeichner. Interested in researching her own classroom, but tired of the masses of print used in her school work and master's project, she participated in a research project in which the sources of data are

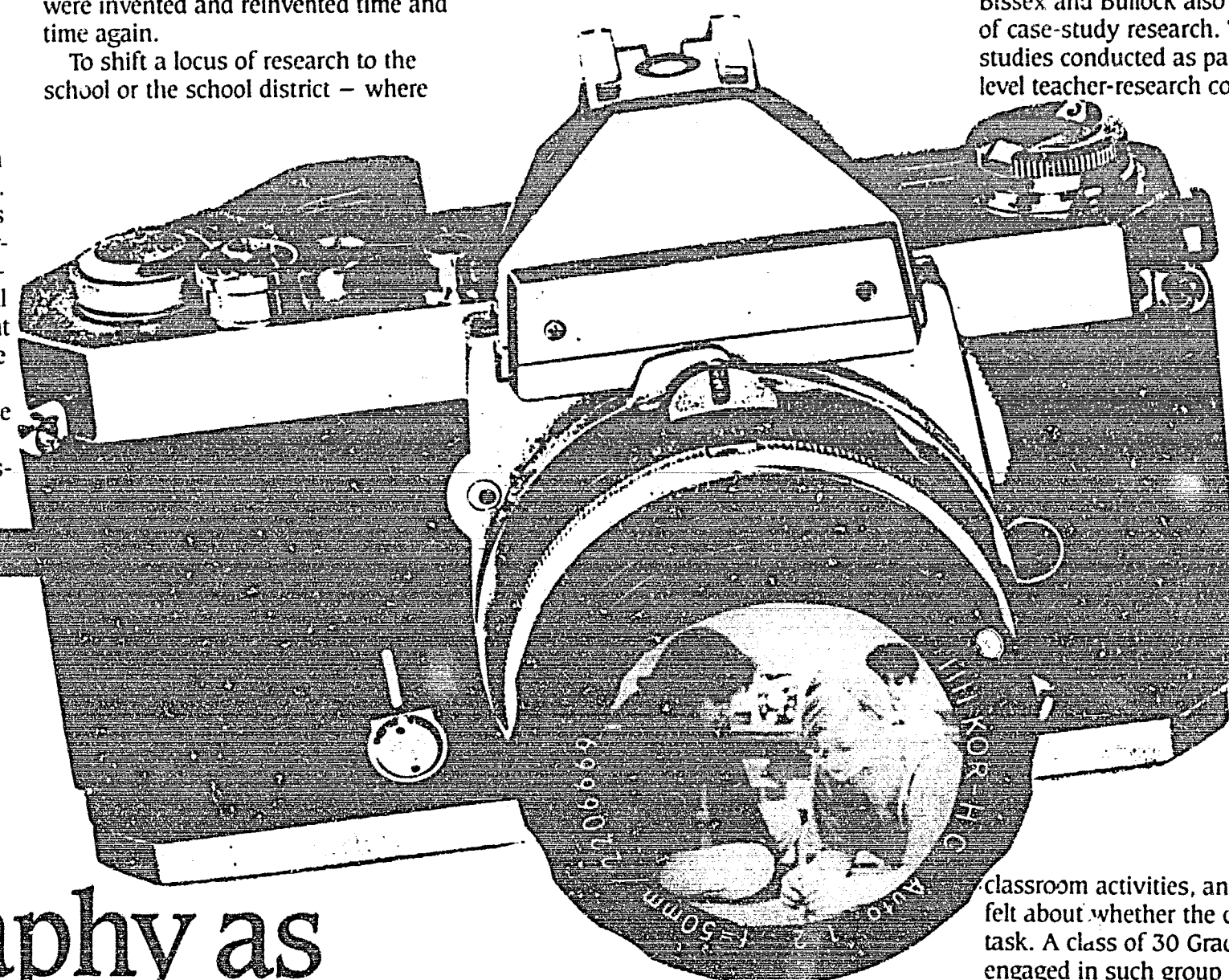
photographs instead of print. The project was a collaboration between Lynda and Charlie Naylor, a BCTF researcher, who took the photographs and participated in the reflective discussion.

During one day of Lynda's classes, 144 photographs were taken and used as data for reflection on classroom practices. The

study attempted to bridge research and practice to help the classroom teacher learn about her students, the programs she initiates, and her teaching strategies. It also attempted to extend the ways that both school and externally based researchers view and practise research, by selecting a methodology that belonged in neither domain, but appeared accessible to both.

Lynda chose to reflect on co-operative group work, which forms the basis of her

classroom activities, and the concern she felt about whether the class was on or off task. A class of 30 Grade 6 students engaged in such group work does two things that are different from a more conservatively organized classroom, where students sit at individual desks and work at their individual tasks. First, the class is licensed to make much more noise. Second, the students move more frequently and independently, without asking permission for either discourse or movement. The co-operatively oriented class sounded to Lynda (at the time the class was happening) as if it were off task because of the noise level. It looked off task because of the constant movement,



Teachers applaud colleagues' excellence in teaching

Over the past several years, the BCTF's provincial specialist associations (PSAs) have been honoring colleagues for outstanding contributions to education and to the work of PSAs. Many teachers recognized by their PSA during 1991-92 are listed here. We congratulate them all.

Art

Art Teacher of the Year
Les McKinnon, Vancouver

Les McKinnon teaches at Strathcona Elementary School, in Vancouver. Along with the many varied art projects and events Les has made available to his students, of special note is the multicultural emphasis he gives to his teaching. The population of the school is rich in its diversity. McKinnon uses the community as a source of inspiration and focus for many projects, and, in turn, he has displayed in the community the exciting art works that have come from his students.

National Art Educator of the Year
(National Art Educators' Association)
Dr. James Gray, UBC

A member of the Art Education Division of Visual & Performing Arts in Education at UBC, James Gray, has been a member of the B.C. Art Teachers' Association for 40 years, and his service to art education over the years has been constant. The number of presentations, seminars, lectures, workshops, studies, and publications in which he has participated is extensive and remarkable.

Colleagues repeatedly comment on Gray's tireless efforts, his strength and guidance, and his sense of humor.

Business education

Sheila E. Cameron Award
Ken Kuhn

Ken Kuhn, teaches computerized accounting, computer business applications, and entrepreneurship at Centennial Secondary School in Coquitlam. He has been a member of the executive of the B.C. Business Education Association (BCBEA), Western Business Education Association, BCTF PSA Council, and other local and provincial PD committees. He has planned conferences, written numerous articles for BCBEA newsletters and journals, and presented many workshops across Canada and the States. Kuhn serves on the National Business Education Association Task Force on Computer Technology. Last year, he was named the editor of both the national *CABET Courier* newsletter and the *Cross-Canada* comment publication.

Fraser Valley Regional Teacher Award
Miles Mumford

Lower Mainland Regional Teacher Award
Hartley Loraas
Interior/Okanagan Regional Teacher Award
Ted Voykin

Home economics

Outstanding Contribution
Carol Jensen, Surrey

Home Economics Department Head Carol Jensen, is an involved and integral part of the staff, and she keeps home economics in high profile within her school. Setting high standards, she is respected by her students. She supports her fellow teachers and shares teaching strategies and techniques willingly. Jensen is an exceptional diplomat and problem solver. Her people skills make working with her easy and fun.

Tracy Lee, Langley

Tracy Lee has developed curriculum materials for Tourism 11 and 12 — courses new to her school. She is involved in the tourism and community services career-preparation programs and is part of the district career-preparation public relations committee. Promoting home economics is one of her specialties. Tracy Lee is a teacher with unrelenting energy and enthusiasm. That she loves children and she loves teaching is obvious to her students every day.

Gina Main, Vancouver

Having initiated the fashion-business career-preparation program at her school, Gina Main is currently writing the Fashion Merchandising 11 and 12 curriculum. An avid traveller, Main participated in the Vancouver/ Great Britain home economics teacher exchange in 1989-90, and last year, she spent three weeks in Taiwan on a Pacific Rim teacher tour. She is off again this summer for six weeks to explore home economics education "down under."

Main also sponsors the Soromuni Club, a group of concerned young women (linked with the YWCA) who help people in need — locally and globally.

Pam Mihic, Surrey

Pam Mihic makes outstanding contributions to home economics education at the provincial, local, and school levels. She has worked hard to develop lessons in family management and tourism, which she has shared with teachers in neighboring districts. She has organized sharing sessions and a travel counselling workshop for tourism teachers. Pam Mihic is a dedicated teacher, and is always active in promoting home economics education. She has an excellent rapport with her students. In her planning and teaching, her care and concern for her students predominate.

Sheila Stanway, North Vancouver

Sheila Stanway is an active member of her THESA chapter, and she has made a significant contribution to home economics. She has chaired the local group on many occasions, always providing interesting speakers and workshops.

Mavis Walkley, North Vancouver

Mavis Walkley energetically promotes home economics education in her district and has willingly given her time and effort to the improvement of teaching and teaching conditions in home economics. She is held in esteem by her colleagues because of her high level of professionalism and positive role modelling; if something needs to be done, they can count on Mavis Walkley.

Retired home economics teachers receiving pins of recognition:

Hazel Chong, Vancouver
Elva Clark, Nanaimo
Barb Fallows, Nanaimo
Margaret Meagher, Vancouver
Margaret Murphy, Vancouver
Betty Raven, Cariboo-Chilcotin
Mary Reid, Vancouver
Laura Seward, Nanaimo

Mathematics

Elementary Teacher Award
Thor Fridriksson, Kamloops

Thor Fridriksson writes, "I am a teacher; it is as much a part of my identity as it is my career." An exemplary professional both in the classroom and in the larger community of mathematics teachers, he says, "Teaching mathematics has been my passion for the past eight years. I have been associated with amazing and inspiring teachers in my district and throughout North America." He has written two books on mathematics and is an instructor for the Centre for Innovation in Education (Math

Their Way and Math...A Way of Thinking). He has conducted courses all over North America. "Much of what I do on my vacations has to do with education. I spend my summers presenting workshops for the centre."

Jane Hurley, Richmond

Jane Hurley has an extensive background in mathematics education and in service education for the math teachers of B.C. Having served on committees at the school, district, and provincial levels, she is currently involved in ministry committees, and in publishing and reviewing Survey Math 12 units. Her favorite soap box topics are "trial and error" and "guess and check." Jane Hurley is the author of the Survey Math 12 Chi-Square unit.

Music

Honorary Life Member
John White, Burnaby

John White has given exemplary service to the cause of music education in the school system, he has gone that extra mile for music educators in music education in the province, giving support and leadership on a sustained basis to the profession.

Special Distinguished Service Award
Frank Churchley, University of Victoria

Frank Churchley is the third music educator in B.C. to win this award. He has gone beyond the call of duty in demonstrating his dedication and commitment to music education. Frank is internationally known as an educator and scholar. *Frank Churchley* is synonymous with quality music education in Canada as well as B.C.

Professional Music Educator Award
Earl Hobson, Richmond

Earl Hobson, an enthusiastic, energetic, and devoted music educator, teaches at McRoberts Junior Secondary School, in Richmond. He has offered numerous workshops, clinics, and classroom demonstrations, and he has taught band and music appreciation to adults at night school. He initiated a summer school of fine arts in Richmond. He frequently guest-conducts for community organizations, and he plays the clarinet and sax in symphony orchestras and dance bands. Hobson directed the Richmond Singers for 10 years, he initiated the Richmond Youth Concert Band, and he now provides leadership to the Gateway Theatre and Richmond Fine Arts Council.

BCMEA Founding Member and First President

Sherwood Robson,

During Sherwood Robson's 38-year career in music education, he distinguished himself as a choral-music specialist, producing championship school and community choirs in Vancouver. As a highly respected leader in music education in B.C., he served as music supervisor in Vancouver and North Vancouver school districts until his retirement in 1974. Hundreds of young people and adults have been influenced by Sherwood Robson's expertise and enthusiastic teaching and guidance.

Science

Armstrong Outstanding Science Teacher Award
Keith Pearson, Surrey

Earle Davies, Chilliwack

Distinguished Service Award
Dave Manders, North Island

Doug Black, Coquitlam

Science Education Award
Hilda Ching, Society of Canadian Women in Science & Technology

Ken Hewitt-White, astronomer
Gaelen Erickson, UBC Department of Math & Science

Jack Young, retired, UBC Department of Math & Science

Special Education

Hazel Davy Award
Susan Altman and Lyn Grants, North Vancouver

The Hazel Davy Award is the highest honor conferred by the Special Education Association, recognizing an outstanding professional contribution that affects the practice of others and results in an improvement in service. Lyn Grants and Susan Altman work as part of a team in the North Vancouver School District. They are outstanding educational leaders well known for their creativity, workshops, and co-operative ventures. For those fortunate to have worked with them, the journey has been as fulfilling as the goal. They embody respect for all people and a generosity of spirit as well as an extremely impressive professionalism.

President's Award for Innovation in Special Education



Renice Townsend, Trail

Renice Townsend received the award for developing and successfully implementing a program integrating Grade 6 level, formerly resource-room, students into a unique class structure. The class has specially chosen role models, and the educational program emphasizes self-esteem, experiential learning, conflict resolution, and self-directed learning.

Marg Csapo Student Scholarship
Leona Treloar, Abbotsford

Leona Treloar received a scholarship to support her pursuit of a masters degree on learning disabilities. She has demonstrated outstanding professional growth and a willingness to enrich the professional knowledge of others. Treloar has distinguished herself for both scholarship and leadership. Her goal is to increase awareness of the diverse emotional/social and instructional needs of students.

Teacher-Librarian

Award of Merit
Valerie Dare, Vancouver

Valerie Dare, a teacher-librarian at Britannia Secondary School, collaborates with ESL and content teachers to meet the needs of all students. Her positive and innovative approach has resulted in an enriched interpretation of the concept of *community school*. Dare has published units, reviewed books, presented at workshops, and worked on committees for both Vancouver School District and the B.C. Teacher-Librarians' Association.

Distinguished Service Award
Barb Dean, Prince George

Barb Dean is the head of children's services at the Prince George Public Library. Her programs, promotion, and collaboration with other teacher-librarians over the last 10 years have had a positive effect on school library resource centres in Prince George. She shares her knowledge, ideas, and expertise with all who work with books and children. She is also dedicated to the next generation of school children through her work with preschool children. Dean's intense commitment to children and the cohesive team she and the teacher-librarians have formed will mean effective library service for children in the future.

Confessions of an MA (mathematics avoider)

by Louise McMaster

When I was a kid in school, there was nothing I hated more than math — sniggering anti-human blocks of condensed Berlin Wall, devoid of poetry or meaning. Battering rams on the gates of my imagination; piles of hard-edged graphs recording the extinction of my soul. Pictures the size of postage stamps; soul-destroying queries about dozens of eggs and pounds of carrots. (Who in the heck cared? Were we all destined to work in the local IGA?)

Life was like that in elementary school. Wreckages of little kids strewn along the mathematics highway; pile-ups on the mathematical on-ramps of add, subtract, multiply, and divide.

Then there was the charming ambience of the high school math class; smug, superior-sounding boys who hogged all the time and attention; girls who hunkered down in embarrassment, shrinking to half their size, when asked to find the square root of anything. Mathematics was like that in high school — you went in normal, came out destroyed.

It was enough to make you throw down your protractor and compass in disgust and run howling to the nearest English class, where, once in awhile at least, a light would through yonder window break. Convinced you'd never have "the right stuff" for math, you buried yourself in Romeo and Juliet, Tristan and Isolde. (What? Mathematics get to me? Never!) If the Bard had made it through life without a slide rule, you reasoned, then you could, too. All together now: "Two 3s, or not two 3s — who cares if that is the question?"

Then came life as an elementary school teacher — and with it the dawning realization that for kids everywhere this was where it all began. They were gonna either love or hate mathematics, starting and ending in your classroom. And if you didn't organize to meet the challenge, then you'd be creating a whole new generation of math haters. Enough to make you run yourself through on your compass just thinking about it.

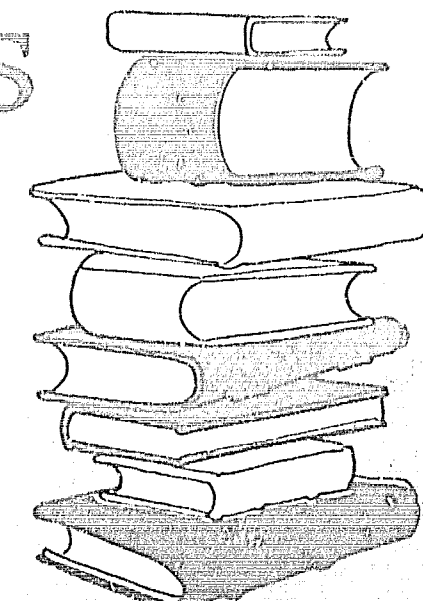
So, you put your hatred of math aside, and dived in with a new determination. No way were your students going to fall through the cracks of life avoiding math and science. No way was your mathematics class going to be anything but a care-free highway.

You skidded onto the drag track of a new generation of math books, doubting, ever the sceptic, that anything would change. Fun, and math... Weren't the two anathema? Wouldn't your math book self-destruct if even one atomic particle of fun fell on it? I mean, didn't people put dust-jackets on math books to keep the dust in.

Disheartened, you cracked a new *Mathquest*, and saw how mathematics had changed. Dinosaurs rolled in the dust of prehistory; bison stalked the plains of Alberta. Toucans preened in the Amazon rainforest. Napier's tables made multiplying a gas!

Fun — remember that? The active ingredient in any lesson. Here in force in these new *Mathquest* books — yet some school districts will never see them. Why? Well, in a word, *funding*. Our drop-out rate is nearly 40% in some secondary schools. Yet we, as a society, are stingy about voting the funds we need to keep kids in

Curriculum not moribund in these B.C. venues



school and to keep them learning.

I have one wish for my students: that they will not avoid math all their lives as I did. I can't reach into the past and change my own math memories, but I can, with inspiring textbooks, change theirs. And 20 years from now, when they are successful in their jobs, I hope they'll remember that math was a breeze for them, and that school was better because of it. If I can achieve that, then I've done my job.

Louise McMaster teaches in Surrey. If you have a Grade 5 Mathquest book you're not using, please send it to her care of her school district. She'll send flowers in return.

Science: A treasure chest and a pandora's box

by Norman Read

A grandfather writes back to an elementary school class after receiving thank-you cards for a storytelling session.

The card received after my visit to your class triggered this response. The card said, "We got out of science class." This could either be a statement of fact or an indication the student does not like science. Soon the young men and women in the class will be able to choose the courses they take. I urge all of you to take what may seem to be the more difficult classes — math, sciences, and history — because you are building the foundation for your future scholarly and economic development.

I would like to put before you, for your consideration, the concept that I have, that science is both a *Treasure Chest* and a *Pandora's Box*.

I turned on the radio one morning and heard a BBC news broadcast say that they had heard a dog barking in an orbiting space vehicle. For the *Treasure Chest*: "Space Science" and other beneficial developments of the space race; for *Pandora's Box*: a bomb could be delivered any place on earth.

The mad dash in the '40s to create an atomic bomb also promised us cheap electrical power. The result was, for the *Treasure Chest*: cheap power, no global wars, Atomic Bomb — balance of terror. For *Pandora's Box*: atomic radiation, spent fuel rods, and a continued threat of mass extinction. Also developed at that time was DDT, a chemical to control insects that destroyed crops, thereby providing a series of large harvests. To our dismay, we discovered that it stayed in the food chain, destroying birds, fish, and mammals and on up the food chain to humans.

In a short few years, my fellow citizens, you will each have a key to the *Treasure Chest/Pandora's Box*; and as custodians, you will have the responsibility to make the decision affecting our earth habitat.

My generation believed that all scientific discoveries were good and it didn't worry about the consequences. The generation of your parents is beginning to become aware, but it declines to make the economic sacrifices necessary to leave our habitat better than we found it. We leave to you the problems of pollution, dwindling resources, and large monetary debts. I hope that in your hands the next generation will see some progress in helping the earth regenerate.

Now you see the reason why I want you to study hard and complete school to build that good old foundation.

I have had two constant friends through most of my life that I would like you to share. *Mother Library*, with her treasure-laden shelves, always has the welcome mat out. My second friend is *newspapers, periodicals, and magazines* that give me a variety of points of view so I may better understand the community in which I live.

History conference: A date not to miss

by Peter Seixas

*M*y friend laughed when I told her the name of the conference. I said it would be a stimulating and politically relevant event: "Reading Historical Texts." "What," she snickered, "could better capture the essence of school-day boredom?" Well, I was right, and she was wrong.

"Reading Historical Texts," the second conference on teaching and learning history, sponsored by the Social Studies PSA and UBC's Department of Social and Educational Studies, recently brought together a mix of teachers, faculty of education members, historians, graduate students, and representatives from the Ministry of Education, book publishers, and other agencies.

Beneath the prosaic title of the conference lay many hotly debatable issues. One week earlier, *The Globe and Mail* had run a front-page series blaming Canada's constitutional impasse on the state of history teaching in the country; the "new social historians" said historian Michael Bliss, had focused insufficiently on themes that would contribute to national unity, and too much on women, workers, and local and regional issues. So what are the important themes in Canadian history? Who gets to define them, for whose purposes? Can historical issues be presented outside a political framework?

And if not, whose politics define the framework? The morning sessions revolved around three speakers: Samuel Wineburg, of the University of Washington; Julie Cruikshank, of UBC's Department of Anthropology; and Kenneth Osborne, of the University of Manitoba, each of whom addressed the questions from a different perspective. Wineburg, who examines the way various groups — students, teachers, and historians — approach historical sources, focused on the fact that all historical texts are *constructed*. When we read texts with the critical questions of *Who constructed them? When? Under what circumstances? And for what purposes?* we realize that not everyone gets to construct the texts that are widely read in our culture.

Cruikshank said that, as long as we deal solely with written sources and texts, we exclude the history of groups whose historical understandings are orally transmitted. Based on years of work and writing in the Yukon, she explored the interpretive problems arising from considering both oral and written records of the past. Osborne, whose books have addressed the portrayal of workers in Canadian history as well as issues in political education and peace education, presented a rationale for, and an exploration of, a renewed history that might lead students to understanding for active, democratic citizenship.

In the afternoon, participants viewed four "Heritage Minutes," one-minute lessons from Canadian history, which are being aired on the television networks and made available to teachers to promote knowledge of and pride in Canada's past.

In the extended discussion that followed the "Heritage Minutes" audience members expressed opinions ranging from "This is exactly what Canadian students need. Where can I get a copy?" to "This is slick, chauvinistic propaganda of the most offensive kind," demonstrating that no consensus had been reached — on *some* basic issues, at least — as a result of the conference. The discussion did bring into sharp relief the questions that had been considered in the morning sessions. Once we acknowledge that our historical texts are constructed and limited, that they can not be the "whole" or "real" story of the past, much less "the past" itself, how do we judge what is good history? And how do we decide which history young people should know?

There was agreement on the value of educators from a variety of backgrounds and positions assembling to discuss history in the schools. As we learned from Dewey (and relearned from Vygotsky and Bruner) there is no learning — no knowledge — without a community of inquiry. Classrooms, schools, universities should constitute such communities. The conference was a glimpse of a different form of community, organized along disciplinary lines, and crossing the boundaries of classroom, school, and university. Those present were united by concern about the nature of historical understanding, the uses of historical understanding, and the communication of historical understanding. In very different ways, all present were experts. The productivity and vibrancy of a professional community organized along these lines should give pause to those who — in the name of integration — would abandon the subject disciplines. As one participant opined at the end of the day: This is what professional development should be.

Peter Seixas is a member of the Department of Social and Educational Studies, Faculty of Education, UBC Vancouver, BC V6T 1Z5. Write to him for History Conference '92 information.

Pedagogical reaching

ANOTHER IN OUR SERIES: NARRATIVES OF TEACHING

Listen to Laura, now a third-year teacher in Richmond, tell of struggling within her own curricular landscape and of reaching her children. This narrative is dedicated to Principal June Chiba, an inspiring leader, who died suddenly last year.

by Laura Richter

Having finished my teacher education program in April, I was substituting at Lord Byng Elementary School in Richmond, where I would be teaching in September. There I was introduced to the place of story as a bridge between the curriculum as planned and the world of the child.

The teachers there reached out to me. They shared with me their way of transforming curriculum into a master story. During those three weeks, stories, long and short, surrounded me, stories meant to reach into the worlds of children.

On the last day of school, Vice-Principal Sandy Chamberlain, sat with me and helped me create a plan for the year to come. The plan was a meta-story that would take 10 months to tell. I was amazed and delighted as I saw, on the page before us, areas of study listed in the curriculum guides woven into a story, written in the language of 10-year-old children. I cradled this big plan in anticipation of the year to come.

Thus, I began my first year of teaching with a long story already written and set

to create daily stories as I went along. But I had difficulty creating the daily stories, for each story sought to reach into the worlds of a room full of children, each one so different from the others. I struggled with being storyteller; it did not come easily to me. But, my struggling as storyteller was rewarded with a classroom tension I had never experienced before.

One day, all 28 of us in the room were absorbed by a story about the voyageurs and the extreme conditions they experienced. We were questioning what life might have been like for the voyageurs. Every child was tense, silent, leaning forward, and looking right at me, the storyteller. A tension held us together; we did not want to let go. I was reaching them.

I think back to the children there that day, each unique, different, reached by that one story. I was both amazed and puzzled.

There was Scott, who was easily led and who brought anger to school with him. He has a good heart and a sensitive nature, and he protected both with defiant, disruptive behavior during much of the early part of the year. Occasionally, in his anger, unable to meet his own expectations of acceptable work, he tore up assignments and threw them into the garbage in a display of frustration. At times, he would just sit in a corner or beside his desk and build with blocks or play with cars.

There was Gabrielle, who worked hard. Her pride in her completed activities was reflected in the care she took in presenting her work. She often manipulated situations and people to her advantage, however. It was difficult to know how truthful she was at any given time and how best to respond to her.

And there was Lynn, who was late most days. Sometimes an hour or more late. She was also absent a lot. Painfully shy, she spoke in a whisper and very rarely displayed emotion.

And there were the others, with their own stories, their own perspectives, and their own understandings of the world. I still marvel at how, through that one master story, I reached all of them. I wonder about the nature of such a reach.

As the teacher, I began the story. I wove it together and took it to the children. In the classroom, the story came to life. It was given life by the children and me together. Through the story, I reached out to the children and invited them to join me in a struggle to come to a deeper understanding of what life was like for the voyageurs. The story was my reach to

lead my children to a deeper understanding of being, to lead them out from where they stood to where they were not yet.

Pedagogical reaching as tension

The story of the voyageurs created a tension that gathered teacher and students together. It accepted and honored each child's being and drew us to a place where we were all willing to struggle. The tension invited us to move forward from where we were into the not yet. It was a gathering, holding, honoring tension. It allowed the pedagogical reach to explore new possibilities.

Pedagogical reaching and the tension it creates are rich with meaning. How does the quality of the tension relate to the success of the reach? If the pedagogical reach is to be successful, the tension must invite teacher and students to struggle within it, and the invitation must be accepted. The pedagogical reach creates a dwelling place in the realm of tension between teacher and student.

Such a pedagogical reach leads into that understanding the student does not yet hold. It may be the sharing of a story or the suggestion of a way to help the child create meaning. It may allow space for the child to struggle, to explore, to experience becoming. Aoki says in "The Sound of Pedagogy in the Silence of the Morning Calm":

"... it is for him/her to know, as a sage knows, that as pedagogue, at times, he/she must take leave, that she must withdraw, such that in the very event of withdrawal, there may inhere a pedagogic creativity, a coming into being of a clearing that is vibrant with pedagogic possibilities. Hence, pedagogic withdrawal may, within a seeming negating of self, confer in the silence of the pedagogue's absence an opening wherein the student can truly learn what it is to stand, what it is to be in one's becoming." (Aoki, 1991, p. 45)

To allow space for a child to struggle is difficult. It calls for a giving of a part of yourself that will help the child to move to a deeper understanding of himself or herself, a creating of the tension that beckons the struggle. The giving is followed by a stepping back, a creating of space to allow the child to make his/her

own that gift of self you have given. It is painful, at times, to stand by and watch a child struggle. It seems easier to take away the struggle (but with it their chance to grow, to deepen their understanding).

At times, the struggle will lead to defeat. At such times the pedagogue's reach needs to alter the quality of the tension, for the reach needs to honor the child's struggle and its overwhelming nature. The pedagogue needs to allow the child's movement to a new standpoint, perhaps through a story or a question, perhaps by a silent movement away from the child's struggle for a moment.

Pedagogical reaching as bridge

In reaching toward a deeper understanding of the pedagogical reach, we may find helpful a closer consideration of bridging.

Aoki speaks of bridges as "... dwelling places for people." (1988) How then would a bridge, as a dwelling place, help us to deepen our understanding of the nature of pedagogical reaching? Perhaps in the creation of a dwelling place in the midst of tension, the pedagogical reach is a bridge. In its creation of a dwelling place between teacher and student, the pedagogical reach is a bridge between the beings of teacher and student. It allows them to dwell together in the in-between.

Pedagogical reaching as listening

How does a teacher respond to students in a way that reaches them pedagogically? Each student is unique within each situation; a teacher has no time to plan responses to children within the life of a classroom. Reaches to children seem to happen. They emerge from a certain way of being with children. What is this way, and how does the teacher come to know how best to reach children pedagogically?

A teacher who reaches pedagogically listens to children's words and to children's silences. Such a listening requires a certain way of being. My principal, June Chiba, opened me to what it is to listen to reach.

A child in my room last year was having great difficulty in the early part of the year. He was defiant and constantly disruptive. He rarely completed assignments. His responses to adults were monosyllabic, although his speech was fluent in his disruptiveness within the classroom. He refused to make eye contact, and he moved as if his veins were filled with lead. I felt unable to reach that child. He would not respond to any ways I tried to reach him. It felt as if he had a strong, thick wall around him.

The child and I received a great deal of support from our principal in our working together within this difficulty. One of the understandings the three of us had was that if a child's behavior was unacceptable within the classroom, he would go to the office to work. For a while, his visits to the office were frequent. The principal sometimes spoke to the child in a loud, angry voice, condemning his behavior. She sometimes spoke quietly, not of the unacceptable behavior, but of what might have been going on within the child to lead him to behave in such a way. At other times, she simply cleared him a spot to work. She dealt with each situation in a unique way, a way that responded to the child at that time. She was able to hear something that allowed her to respond pedagogically to the child in each situation. It allowed her to reach the child pedagogically.

Over two months of listening, June was able to uncover the source of the child's difficulty and to improve his situation for him. The child did not at any point voice his difficulty to her. She was able to hear it as he expressed it through his actions and his silences. She was able to reach the child in response to a calling she was able to hear. The change in that child at school was dramatic.

In awe, I wonder. What opens educators to the calling? What allowed June to hear the child in my story and allowed her to reach him? What allows a teacher to reach pedagogically?

Perhaps there is a way that allows us to hear the calling — a way of listening that recognizes how much we do not know and leads us to question our very being. It is a way of listening that holds us in the midst of questions that dwell in the realm of lived meanings. It is a way of listening that recognizes something greater than teacher and students, a knowing of the calling. Pedagogical reaching requires a two-fold listening that responds not only to the voices of children but also to the silent call of the pedagogical situation.

Laura Richter is a Grade 7 teacher at Lord Byng Elementary School, in Richmond. Vice-Principal Sandy Chamberlain, mentioned in the narrative, is now principal of Maple Lane Elementary School, in Richmond. Richter is currently a graduate student in curriculum studies at the University of Victoria.

Reference
Aoki, T. (1991) "The Sound of Pedagogy in the Silence of the Morning Calm," *Inspiring Curriculum and Pedagogy: Talks to Teachers*. Alberta: University of Alberta Printing Services.

PART TWO IN A SERIES

REFLECTIONS

On becoming a teacher

Anne Souther Gittens, student teacher, takes us into her initial teaching experiences as she struggles with theory and practice.

by Anne Souther Gittens

During the past few weeks I passed through that baptismal phase of teacher training described as immersion, that period of time when student teachers are cast into the classroom to sink or swim, to learn how to function within the reality of a classroom, and to deal with all the concerns a teacher faces every day on the job. Each day of my practicum I attempted to blend theory and practice, sometimes successfully and at other times unsuccessfully. I find myself reframing my experiences and applying a play-debrief-play strategy.

Having had some time to reflect, to debrief, I'm now looking forward to returning to the classroom, to try again, both what worked well and what did not work so well — to replay.

Teaching is not so much a combining of theory and practice, a stirring together of diverse ingredients, but rather a dwelling between theory and practice. As teachers in the classroom, standing between theory and practice, we simultaneously tug on what we know in the realms of both.

I remember a lesson I planned with much anticipation. It was an adaptation of a wonderful activity from *Tribes: A Process for Social Development and Co-operative Learning* (1987), by Jeanne Gibbs. I had participated in the activity myself, with other student teachers on the SFU campus. Full of enthusiasm, I began the lesson, eager to watch the spirit of camaraderie and co-operation I felt would be generated among my students. I envisioned my 28 Grade 6 students absorbed

and engaged in the planned activity, self-esteem and goodwill rising almost perceptibly.

The lesson, if I can call it that, was a turning point in my practicum. It lasted 10 minutes, a very long 10 minutes during which I learned what can be learned only by living the experience.

In my journal I later wrote, "The group dynamics were not working, and it would have been absurd to try to force something that just didn't appear to have any chance of being carried out successfully. I'm reminded of the words I wrote last fall...one individual cannot make another learn, but can only facilitate that process..." To have forced the lesson would have violated a philosophical belief. I had to let go, with the hope that next time it would turn out differently. In letting go, I took a theoretical belief in choice and applied it in a practical context by making a choice to leave something that wasn't working and go on to something new that did work. The co-operative groups, which were not co-operating, dis-banded, and we moved on to a math lesson in probability. Coins were tossed, and charts and comparisons made. From the teaching of that lesson, in the dwelling once again between theory and practice, emerged all the co-operation and positive interaction I'd hoped for in the previous lesson.

Theory tells us that students learn best by doing. As a student teacher, I would say that the practice of teaching can be learned only by doing. We can read about teaching strategies and management tech-

niques until we are theoretical experts, but none of that is adequate preparation for the reality of the classroom. The best analogy I can think of is one of expectant parents. Consuming volumes on infant care, developmental stages, all the what-to-do-if's, they come to consider themselves ready for any eventuality despite the tolerant just-wait-and-see smirks of parents who have walked the talk, or the hallway at 3 a.m. I'm feeling that being a student teacher is rather like being a new parent — bewildering some days, always challenging, often exhausting, sometimes frustrating, but always full of surprise, discovery, and excitement.

I think back over the weeks I spent in my Grade 6 classroom, remembering the children. I think of the children I reached, the child whose anti-social behavior often alienated him from his peers, and who I saw, even in a few weeks, become more relaxed, accepting, and accepted. I think, too, of the child I did not reach, the one who remained mistrustful and angry, even as he left the classroom on my last day as a student teacher. And I think of many others, wondering, Were the most capable challenged enough? Were the quiet children given sufficient opportunity to be heard?

The practice of teaching must be fluid. A grounding in theory provides a starting point and a foundation or framework upon which practice is built. But just as the practice of teaching continues to develop, so must the theory from which practice springs. Sometimes it is difficult to tell which precedes which. Does theory precede practice or does practice determine theory? Arriving at a definitive answer is unimportant. A symbiosis exists between both.

As teachers, our dwelling between theory and practice requires continuous reshifting, attempting to find footholds, albeit ones that will exist only temporarily. In my own teaching career, I hope to find more and more ways to bring both together. And, yes, I plan to replay that Tribes activity, to try again to find my own foothold on the sometimes slippery space between theory and practice.

Anne Souther Gittens, a student teacher at SFU, is writing this series on her induction into teaching.

Kenyan educators touch hearts of Surrey

The Kenyans have come and gone. That realization brings mixed emotions. The uncertainties and problems of hosting 35 overseas visitors for two busy weeks in Surrey School District, are insignificant when one reflects on the specialness of the experience.

The Kenyans left a trail of smiles and good feelings. In the classrooms, at receptions, in people's homes, the Kenyans charmed us. Surrey teachers and students were spellbound, enchanted by the magic of our African guests.

The Kenyans possessed other qualities too. They pricked our consciences with their ceaseless probing. Many of us found ourselves re-examining assumptions and beliefs we had taken for granted. They injected fresh perspectives about our values and way of life. For those of us who came to know them particularly well, they revealed a human failing: what we see so clearly in other cultures we are blind to in our own. In this way and in many others, the Kenyans enriched us. We grew and we learned together.

The reception committee is grateful to the many people within and outside the Surrey school system who helped make the Kenyan event a success.

Source: Jacqui Birchall, Terry Upton, Maureen MacDonald, Surrey teachers.



(Left to right) Josephine Oduor, Pat Palulis, Naomi Wangai, and Barnabas Muturi Mwangi enjoy a happy moment during Kenyan exchange. — Kilbride photo

Cassiar's story: when a mine closes...



Wendy Matsubuchi (PD Chairperson) and Warren Cocking (LAR), Stikine Teachers' Association contemplate their future from "an ice cave" in Cassiar's "new" secondary school. — Matsubuchi photo

by Wendy Matsubuchi and Heather McLeod

The history of Cassiar, in the northwest corner of B.C., is shrouded in asbestos dust and snow. Surrounded by high mountains, at an altitude of 3,600 feet, Cassiar exists because of asbestos mining. The mine closed in late January, ringing the town's death knell.

Established in the 1950s in an area inhabited only by the Thaltan and Kaska peoples and a handful of prospectors, Cassiar has remained an old-style company town with 1,100 citizens. Apart from essential support services, no other employment has been available. Until Jan-

uary, all land was owned by the company, and even services such as power were provided on site — BC Hydro has not extended its services that far north. No municipal government was established, and the company owned and edited the unincorporated village's local newspaper. (One can procure the *Sunday Province* only one day after publication, for \$3.)

For most of its existence, the community has been socially stratified: the white hats (managers) occupy privileged social positions and live separately in larger houses. The stable population of well-paid unionized workers are largely European immigrants with expertise in open-pit asbestos mining. Teachers and students in the community's two schools struggle to learn together, communicating in English while retaining home-languages such as French, Yugoslavian, Lebanese, and Spanish.

A handful of the 225 children educated

in the two schools are bused in daily at 07:15 from Good Hope Lake, a native reserve. The secondary school was housed in a partially condemned facility for years, but it moved to a beautiful, high-tech building just after Christmas. William Storie Secondary School was formally opened February 19, 1992.

The 23 teachers and 2 AOs are young, although a certain group have been in the district for several years. When the mine switched to an underground operation, new miners with different skills were required. Many of their children, uprooted repeatedly from communities all over Canada, bring learning difficulties with them. Also, shift work often means that children are deprived of time with their parents. Roughly the size of France, the Stikine School District is geographically dispersed; it has fewer than 475 students and 40 teachers. (Note to southern educators — this PTR is less extravagant than it would at first appear because there is complete mainstreaming of numerous special students with widely varying needs, multiple preparations for each period, and multiple-age groupings.)

Signals announcing the collapse of this resource-based town were evident early in 1991. A strike was followed by layoffs. The community was demoralized, especially since many of the traditional community celebrations and events were also cancelled. By the summer of 1991, the rumor that the company might fold had spread. Rumors are common in the mining business but this time no one could convincingly deny them. The news finally came in late January 1992 — the provincial government would not loan the company the \$13 million needed to continue excavation of the mine. The company's line of credit was exhausted, and the mine would have to close. The NDP, not prepared to throw good money after bad, stepped in with a package of benefits to

facilitate the three Rs: relocation, retraining, and re-employment. A receiver was appointed to run support services and make sure that the only food store within 120 km remains open. Fifty percent of the population left in the first five months, and more leave each day.

The closure brings increasing demands on the school and community groups: additional social services such as a safe house, a family worker, and a psychologist. School District 87 offers Cassiar students a nutritious lunch every school day for only \$1. Teachers and other volunteers work with students to keep a canteen open so young people will have a place to meet in a safe, supervised place after school. Even as they make plans to disperse, community organizations support clubs such as the substance-free grad class, choral music group, elementary school bus trip, and student council.

Watching the town fold is discouraging. As classes shrink and friends move away, general motivation to complete the year dwindles. Will everyone benefit equally from the government's offer? Stories circulate from day to day, and there is a plethora of meetings, which we attend to find out which rumors are true.

At the time of publishing this issue of *Teacher*, events are unfolding daily. The Stikine Teachers' Association has negotiated two Letters of Understanding including severance and retraining provisions for its members. A two-room school, K-10, is proposed for the Cassiar area. The community awaits a decision on a private investment offer to purchase the mine.

The final page in the chronicle of Cassiar is yet to be written. Our lasting impression will be of a cozy village that thrived for more than 40 years.

Wendy Matsubuchi and Heather McLeod teach at William Storie Secondary School, Cassiar.



First Nations youth in inner-city Vancouver list, as solutions to dropping out, more after-school activities, education and counselling programs, and curriculum that integrates their cultural heritage. — Yael Blum photo

Vancouver First Nations youth survey speaks to all

by Sharon Grünberg

The issues covered by the report *First Nations Youth Needs in the Downtown Eastside and Strathcona Area of Vancouver* include education, job training, cross-cultural awareness, health needs, crime and safety, the detrimental effect of poverty, and the pivotal roles of both community services and public education in addressing the needs of First Nations youth.

Twenty-three professionals working with First Nations youth participated in a structured interview, and 100 First Nations youth answered 21 questions. The report's recommendations form part of the Strathcona Area Plan presented to Vancouver City Council regarding additional resources for youth in the community service sector, as well as strategies for improving education for First Nations youth.

Youth respondents state that providing alternative activities, especially more after-school recreation, could keep First Nations youth from drugs, alcohol, and criminal activity. Awareness and counselling programs, including self-empowerment and guidance from First Nations elders, are necessary.

Community issues that most concern First Nations youth are poverty, physical abuse at home, domestic disputes, and criminal activity, including rape and gang violence.

The research indicates that one cause for the low academic achievement of many First Nations youth in inner-city schools is family life. Support systems for First Nations students and their families must be enhanced. Such systems rely on effective liaison among educators and other concerned, skilled community-service providers, such as family counsellors, social workers, and health workers.

Racism in the community is the most sensitive issue covered in the report. Teaching people about First Nations culture is essential to dispelling prejudice.

To provide "quality education" to urban First Nations youth, educators must become more aware that learning styles and value systems of First Nations students differ from those of children from other cultural backgrounds. They

tend to be less verbal, and their more symbolic and figurative learning style necessitates different methodological approaches. Culturally sensitive counselling for all First Nations students in public elementary and secondary schools in Vancouver is necessary.

The research indicates that the most successful way to counteract the alarming pattern of dropping-out by First Nations secondary students is to integrate the study of their cultural heritage into the curriculum. Programs that are well grounded in First Nations cultural awareness, such as Kumtuks at Templeton Secondary School and Tumanos at Vancouver Technical School, are the kind of programs in which all First Nations students should have the opportunity to participate.

First Nations Cultural Awareness Studies should become a part of the curriculum for all First Nations students from K-12 in East Vancouver public schools.

The report recommends that public educators re-evaluate the rationale for the vocational stream as a program for First Nations students who, as a direct result of trying to cope with unmanageable family situations, have difficulties mastering academic material. Integrating lifeskills training into the academic stream, providing more one-on-one attention, and ensuring that First Nations youth at risk receive the emotional support they need through better co-ordination efforts by all concerned caregivers are preferable strategies.

In working with First Nations youth at risk, public educators must take into account the needs of the whole child, drawing on all available community resources. The public-school system, health professionals, drug and alcohol treatment programs, law enforcement and correctional systems, and local community centres, and First Nations organizations must co-ordinate their efforts.

Sharon Grünberg, is a secondary English teacher on call in Burnaby. She was a member of the research team and author of the report.

Copies of the report are available from Carole Brown, Ray-Cam Co-operative Centre, 920 East Hastings Street, Vancouver, BC V6A 3T1.

"Life without fear" video tackles racism

by Norman Daniel

From south of the border come numerous statements against the Japanese. We hear that a very successful Olympic ice skater cannot appear in television commercials because she is Japanese. And we hear our students say racism is "their problem," not Canada's. A few reasons why "Life Without Fear," a video discussion of racism in B.C. schools, is timely.

President Ken Novakowski opens the video. "Racism," he says, "is a factor that limits a person's ability to learn (and) schools need to be places that welcome and honor cultural diversity in a climate of tolerance and support." The popular recording group Bolero Lava sings "Protection," which begins "Every child that's ever been born here/ Has every right to live a life without fear." And scenes with students show us that the video is specifically designed for secondary schools.

Caucasians as well as visible minorities appear in the video. Delaney Fisher and Lisa Patterson represent students who are unlikely to be targets of racism. Fisher believes that victims of racism must be encouraged to think that "it's not me who has the problem. It's the person who has the prejudice that has the problem."

Iona Whishaw, a child-care counsellor, points out that racist jokes are a problem and that kids tend to defend themselves by saying "they (minorities) make those kinds of jokes about themselves." Kevin Griffen, a *Vancouver Sun* reporter, did a study recently on the number of non-Europeans in the newsroom and the total was about 2%. As a consequence, he claims, "the media has been extraordinarily racist, especially in the past."

Bernardo Bertichewski, an anthropologist, believes that racism will be difficult to eradicate because it is "systemic" or "discrimination institutionalized in the system."

The victims or potential victims of racism speak up. Student Yvette Leung remarks that "people say to me you're not very Chinese," something that bothers her because she is proud of her culture. She also feels that bystanders are as much a part of the racism problem as the attackers. Student Abdula Mohammed says, "I wish I had, you know, good ability mastering the language so that I can express my feeling and then I can tell all my feeling." Ron Joseph, an alternate program worker, responds to the treatment of indigenous people by saying, "It's not really not liking Indians, it's just not liking the idea of Indians."

The depth of the problem in B.C. is overviewed in a brief history. First is the *Komagata Maru* incident in Vancouver and the 1914 treatment of the Indo-Canadians on board. Then there is the head tax involving Chinese Canadians, and the suspension of voting rights for similar people. Given in more detail and from Cassandra Kobayashi, a lawyer, is the internment of Japanese during World War II. Finally, there is a reference to the Mt. Currie roadblocks in support of the recent Mohawk action in Eastern Canada.

When students talk to students, students listen. On the video cover box are the words "commissioned by the BCTF to offer teachers a resource to spark constructive discussion about racism in schools." "Life Without Fear" certainly fits into a number of secondary school courses (in Communications 12, for example, it could be tied in with "Arrogant Officialdom" from *Your Voice and Mine*) and would prove to be a valuable part of any school's videotape library.

Norman Daniel teaches at Semiahmoo Secondary School, White Rock. The video is available at \$45 from the BCTF Lesson Aids Service.

Teachers on call deserve full status

• I was pleased to learn, by way of Don Fodor's article, of the existence of a committee on on-call issues. In 10 years of working on call in Delta, and fewer years in Toronto, Calgary, and Victoria, I know how it feels to live a meagre, shadowy existence, exploited, and underrepresented.

When it seemed likely that fill-in teachers in Delta would revive their association, I drew up and submitted a questionnaire. In my view, we badly needed to take on an identity and cite common concerns such as the way calls are allotted. Rather to my surprise, the questionnaire (though listed on the meeting agenda) was never used at the poorly attended organizational session February 18.

The silence may be taken as eloquent on two points. The employer has delegated the power of responsible call-out to the regular teacher, and many on-call teachers are content to be chattels.

I hope that Fodor and the committee will parent and cherish a vigorous, squalling, bawling new offspring, an infant "1992" to carry the banner for on-call teachers everywhere.

Tony Allingham
Delta

• I agree that teachers on call deserve the same job security that contract teachers enjoy. I am a substitute in North Vancouver, and I worked steadily (at least four days a week) in the fall. For the last six weeks, however, I have not been called once. And on the one occasion a teacher did call me to substitute for him, I was told when I called the sub office to confirm, the office had scheduled someone else for the job and hadn't informed me.

How can a first-year teacher gain the experience to satisfy the full-time-contract dispensers? I continue to pay BCTF and NVTAs dues. Should I ask for a refund? What are these organizations doing for me? Well, I know what the BCTF is doing: I got the calendar. Thanks.

David Weir
North Vancouver

• February 19, 1992 — another day without work. I am not upset. Actually I feel lucky. I should say fortunate, since I don't believe in luck. It is sunny, and I am walking by the seawall at English Bay as I often do when I have much on my mind.

I feel fortunate. I feel free. I count the change in my pocket — \$2.25. Perfect. Enough for a coffee and a muffin on my way back. I'll even have 20¢ left over.

Ten years ago, I was not so fortunate. I

was running away from a 23-year marriage and into a transition house. I did not have \$2.25 in my pocket. I had to go on welfare, but by doing so, I did have medical and dental coverage. Today I am a teacher on call. Even though many would say this is many steps above being on welfare, I have no medical or dental coverage. Nevertheless, I feel fortunate.

I remember the day I told Susan, my social worker, that I wanted to go to UBC. She said I was stupid since I could stay on welfare all my life. She was so furious she cancelled my medical and dental retro-active for one year.

"Grâce à Dieu," I did not listen to Susan. After all, with five languages in my possession and the propagandized rising need for qualified teachers, especially in French, all I had to do was achieve an education — an official education, I should say, since no degree can replace the knowledge and wisdom of mature life experiences.

I can't help thinking of other TOCs, the single parents with dependents. On welfare, they would have approximately \$1000 a month for two dependents plus medical, dental, and prescription coverage. I wonder how those TOCs survive.

I keep on walking. "Yes, I am lucky," I say to myself while resting on a log for five minutes. "After all, a TOC makes an average of \$1,000 a month and you lived

for six years on a student loan budget of \$400 a month and you survived. Now you earn \$1,000 a month — yes, things are much better now." What if they get worse? Well, there is always personal bankruptcy; after all, the guideline for the poverty line is way higher than \$1,300 a month for singles.

Yesterday at the Vancouver Teachers' Federation general meeting some objections were raised about the bargaining objectives for TOCs.

Should TOCs be paid on scale from Day 1 of any assignment? Some of the contract teachers don't seem to understand our situation.

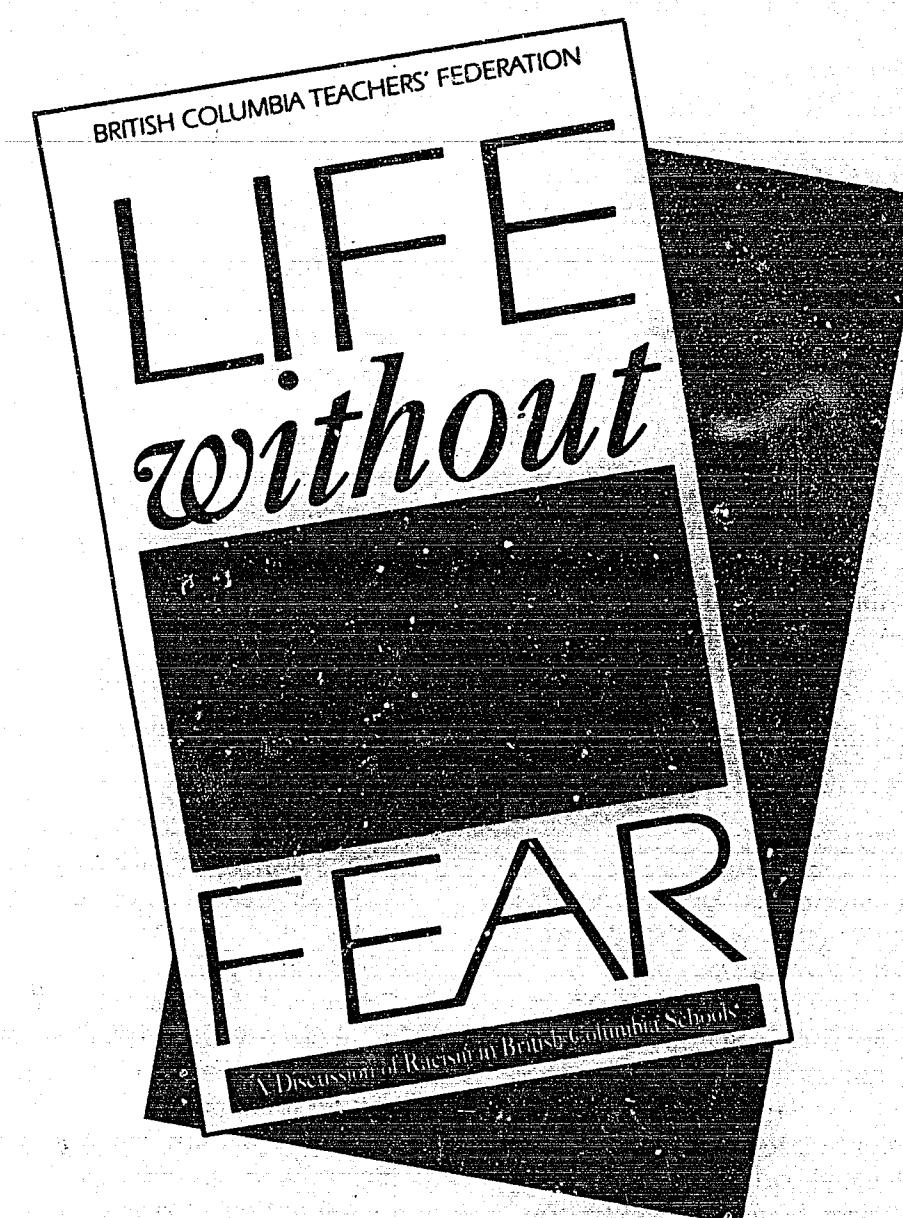
— Most of us are lucky to get 5 to 10 days of work a month.

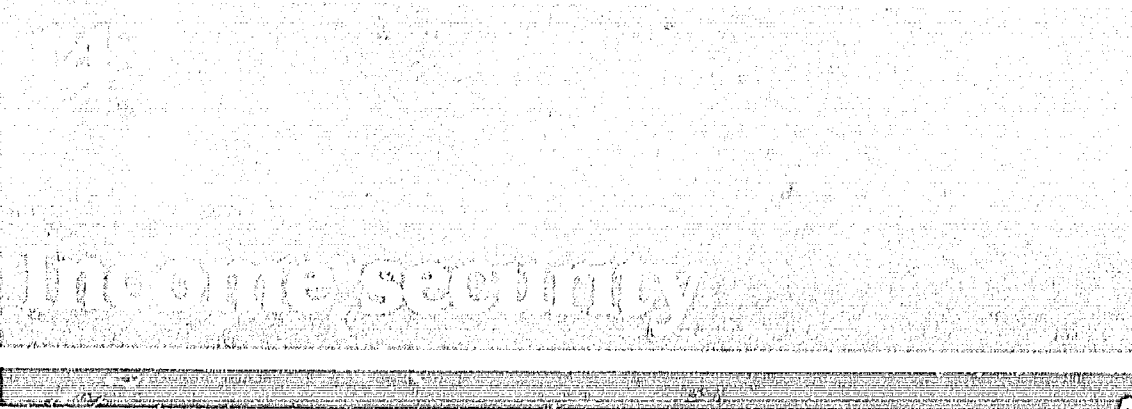
— Long-term assignments (where we would get paid on scale) are few and far apart.

— If we are teachers, then why aren't we paid on teachers' scale?

As I arrive at the muffin shop, I start writing these reflections on a napkin. Tomorrow I am working half a day. I have 20¢ in my pocket. I am healthy and motivated. Who else but a TOC can afford to be at English Bay on a sunny day in the middle of the week!

Enrica Calogeros
Vancouver





Unemployment insurance and layoffs

by Karen Harper

Teachers whose term contract expires or continuing teachers who are laid off and not recalled before June 30, 1992, are eligible to apply for Unemployment Insurance benefits for July and August. Teachers going on a leave of absence are ineligible to apply until September.

Teachers should apply no later than July 3, 1992, to ensure that no weeks of UI benefits are lost because of late application. There is a two-week waiting period prior to benefits' being paid. Thus, a maximum of eight weeks of UI would be payable before school recommenced, for those eventually recalled or rehired. Benefits are 60% of insurable earnings, which will vary from individual to individual. The maximum weekly benefit is currently \$426 per week.

What to do to qualify for UI benefits:

- Apply for unemployment insurance benefits as soon as you become

unemployed; i.e., without a teaching contract. The eligibility waiting period begins the day your application is received. A delay in applying means a delay in obtaining your benefits.

- To stay on claim, you must be available for work and seeking work. This means you must be willing and able to work and seeking employment through canvassing employers almost daily even if the chances of finding employment are slim.

- Keep a record of the employers you visit looking for work, and the dates you visited them.

- If you have young children under your care, arrange for their care during working hours so that you will be able to accept a job when you find one.

- Arrange for transportation to and from prospective jobs.

- Request a copy of the interview form prepared by the UI officer before you leave the UI office, and check it for accuracy.

What not to do:

- Do not restrict your search for work to one small local area.
- Do not restrict your search to teaching.
- Do not restrict the hours of work you will accept.

- Do not restrict the wage or salary you will accept. (If asked, say, "I will accept the prevailing rate of pay for the job.")
- Do not allow your search for work to become too narrow. You should be prepared to accept any work that is suitable and you are able to perform, especially after a long period of unemployment.

- Do not confine yourself to one method of job search. Use telephone calls, answer newspaper ads, contact personnel offices and solicit friends.

- You may be required to undergo an interview to find out whether you are available for and looking for work. You are not required to sign any statement.

- Do not sign any statement presented by a UI interviewer unless you understand and agree with everything it says.

- Do not be led into making any statements that indicate you are placing restrictions on your chances of obtaining employment.

If your application for benefits is denied:

- You have the right to appeal any decision of an insurance officer. Appeals must be within 30 days of your being disqualified or disentitled.

- Your appeal will be heard by a panel of three persons called a Board of Referees. You should attend the hearing if possible and/or request the BCTF's Income Security Department to assist you.

- If you want advice on the advisability of appealing, contact the BCTF's Income Security Department at 731-8121 (Lower Mainland) or 1-800-663-9163 (toll free).

Karen Harper is the BCTF's income security co-ordinator.

Missing teachers

The following teachers should contact the Superannuation Commission regarding the Teachers' Pension Fund. They should send their social insurance number and an updated address to Teachers' Accounts, Superannuation Commission, 548 Michigan Street, Victoria, BC V8V 4R5.

Nina Bell last taught in Burnaby, SD 41, until 1982

Ethel Mann last taught in Central Coast, SD 49, until 1949

Victor C. Verhulst last taught in Hope, SD 32, until 1963

Jaet Carlson last taught in Vancouver, SD 39, until 1944

As reported by the Superannuation Commission, the following teachers' passed away recently. The last known district in which the member taught is also listed.

Clifford Abbott, Greater Victoria

Alma Andrew, Nanaimo

Gladys Armour, Sunshine Coast

Phyllis Barber, Vancouver

Harry Blake, Burnaby

Baron Bradford, Kimberley

Hugh Brown, West Vancouver

John Buckley, Vancouver

Edna Bruneau, Vancouver

Mary Cantone, Vancouver

Roberta Chandler, Nelson

Frank Chiga, Sunshine Coast

James Crawford, Maple Ridge

Gerald Crawford, Greater Victoria

Elsie Creeden, Greater Victoria

Terence Crowley, Abbotsford

Margery Des-Marais, Gulf Islands

Jean Fallows, Sunshine Coast

Ronald Gibson, Nanaimo

Marion Greer, Vancouver

Thomas Haynes, Nanaimo

William Henke, Courtenay

Minna Hudson, Revelstoke

Eileen Jenkins, Golden

Morgan Jenkins, Burnaby

Barbara Jensen, Alberni

Jean Johanson, Greater Victoria

Raymond Johnson, Sooke

Hannah Kahl, Cariboo-Chilcotin

Robert Kelly, Burnaby

Bessie Killip, Vancouver

William Kovalevich, Southern Okanagan

Mary Lambert, Kamloops

Louise Lange, Maple Ridge

Lottie Lawrence, Vancouver

Gerald Linn, Nelson

Margaret Logan, Richmond

Evelyn Lundy, Southern Okanagan

Warren Mayo, North Vancouver

William McPhail, Southern Okanagan

Ruth McRae, Revelstoke

Marguerite Miller, Vancouver

Annie Miltimore

Marion Moir, Fernie

Edith Money, North Thompson

Marjorie Nickel, Vancouver

Agnes Pearson, Vancouver

Edward Peever, North Vancouver

Harvey Penner, Surrey

Henry Penner, Vancouver

Nancy Reed, North Vancouver

Clarence Reid, Keremeos

Janet Robertson, Courtenay

Kathleen Robinson, Vancouver

Janet Rotluff, Abbotsford

Peter Sbrocchi, Kamloops

John Scambler, Surrey

Eleanor Searle, North Vancouver

Mollie Shearer, Courtenay

Frances Sloat, Nanaimo

Kathleen Sullivan, Surrey

Elizabeth Thomas, Penticton

June Thomas, Prince George

Frances Tour, Vancouver

Mona Tucker, Greater Victoria

Thomas Weir, Prince George

Jean Whittaker, Nanaimo

Freida Wiens, Abbotsford

Richard Wyndham, Vancouver

10. Most important: *don't postpone jobs.*

For more information on Carole Clement's workshop, call (604) 1-947-0169 or write to: Box 121, Bowen Island, BC V0N 1G0.

Source: Whistle, the official publication of the Burnaby Teachers' Association, February 1992.

Light up your life with "enthusiasm"

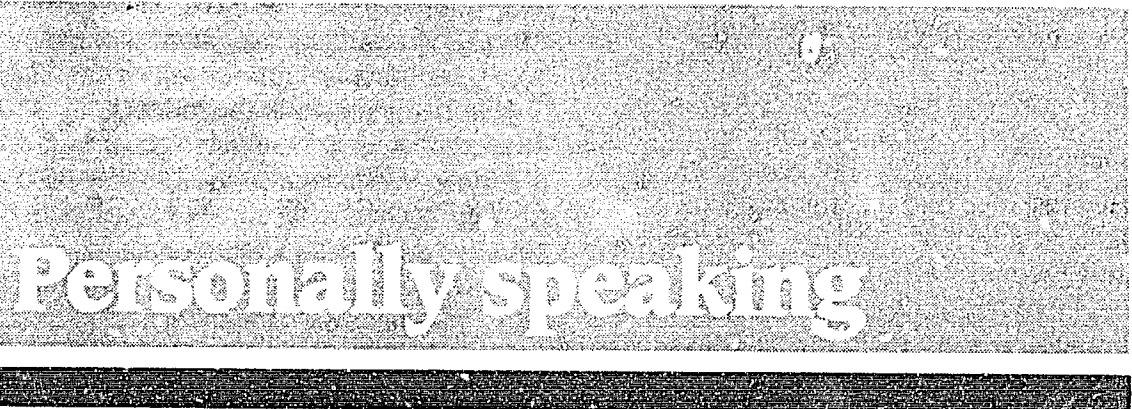
- Enthusiasm is that certain something that makes us great. It's that something that pulls us out of the mediocre and commonplace. It builds inner power; it glows and shines; it lights up our faces.
- It's the keynote that makes us sing and causes other people to sing with us.
- Some say it's the maker of friends and smiles — the producer of confidence. It even cries to the world, "I've got what it takes!"
- It inspires you to "wake up and live!" It puts spring in your step, spring in your heart, a twinkle in your eyes, and confidence in yourself.
- Funny things happen to people when they have it; a pessimist turns into an optimist, a loafer into a go-getter.
- If you have it, flaunt it. Your organization loves it.
- Do you have it? If so, then be thankful you do. If you haven't got it, then strive for it.

Source: WI Network News, November/February 1991/92.

QUOTE OF NOTE

"[When teaching] I try to remember the things that were hard for me (as a student), and try to make them simple. I remember the things that were simple and try not to waste people's time. If I don't know the answer, I don't make one up. If the answer is muddled, students won't blame [me]; they'll blame themselves"

— 1992 SFU "Excellence in Teaching" award winner Professor Richard Schwandt, Economics and Business Administration, Simon Fraser University.



Summertime! De-stress yourself

What's your risk?

Health experts today look at the way we live — our jobs, our surroundings, our habits — to judge our risk of serious disease. Do any of these phrases sound familiar? If so, a wellness program could help.

- little time for exercise
- stress on the job or at home
- lack of regular blood-pressure and cholesterol screenings
- poor nutrition and weight management
- frequent colds and flu
- little access to counselling
- alcohol or drug use or misuse
- smoking
- unsafe habits (not wearing seatbelts, for example)

Source: NEA Today, February 1992.

Take charge of your wellness

Stress management tips for teachers from Carole Clement's workshop *Stress Management for Teachers*.

Are you feeling stressed out, tired, irritable? Here are some easy tips to use anywhere, any time.

1. Remember to *breathe*, really breathe. Whenever you feel tired, anxious, or overwhelmed, stop everything and take 10 deep breaths; the extra sup-

ply of oxygen will considerably ease the stress in your body and your mind.

2. Do a *body check* hourly: relax your shoulders, your hips, soften your abdomen, relax the little muscles around your eyes, mouth, and forehead, etc.

3. Be willing to ask for help and support. You are a human being (remember?), and it's okay not to have all the answers.

4. Take some *time out* every day: you owe it to yourself. Meditate, go for a walk, write in your journal, disconnect the phone and have a leisurely scented bath ... You can't keep giving to others without replenishing your resources; you need nurturing too!

5. Check for environmental stress: make sure you get enough daylight (to avoid winter depression).

6. Can you control background noise? Play relaxing music whenever and wherever you can.

7. Make time for at least one nutritious meal a day, and if you are tired, snack on fresh fruit or vegetables instead of drinking coffee. Your body will be thankful.

8. Get enough sleep; most people need more sleep in the winter. Go to bed half an hour earlier for a week, and see what happens.

9. Become your own *best friend*, and pay attention to what the friend says to you in time of stress.

October calendar

10th NOVEMBER

September 24-27 NARAMATA
Naramata '92 -- Celebrating Diversity in the Classroom, Naramata Conference Centre. Pre-conference September 24-25; main conference 25-27. Contact Maureen Docharty, 732-1117.

OCTOBER

October 3 VANCOUVER
LOMCIRA (Lower Mainland Council of the International Reading Association) fall conference, "Reading and Writing: Links to Literacy." Hyatt Regency Hotel. Featuring Dr. Sam Sebesta (University of Washington) and Dr. Ruth Garner (Washington State University). Contact Donna McCormick, 261-5919, or Nancy Sinclair, 522-9395.

October 15-17 VANCOUVER
6th Annual Pacific Coast Brain Injury Conference, "A Lifetime Challenge" sponsored by B.C. Head Injury Association and B.C. Rehabilitation Society, Sheraton Landmark Hotel, Vancouver. Contact Pacific Coast Brain Injury Conference, c/o Classic Consulting International Inc., 2249 Leclair Drive, Coquitlam, BC V3K 6P6, 931-7600, F: 937-5898.

October 15-17 NELSON
Third "Get High on Nature" Environmental Conference for teachers, secondary school students, and parents. Guests include Stephen Lewis, John Livingston, and George Woodwell. Contact Debbie Lindholm, 352-6681, F: 352-6686; Bob Harrington, 369-2281 (evenings).

October 15-17 VANCOUVER
Neighborhood Schools: The Heart of It All. Contact Jean Moore, 732-1117.

October 16 LOWER MAINLAND (TBA)
ESL PSA Annual Conference. Contact Vicki Rogers, 731-2157, F: 739-0095.

October 16 LOCATIONS TBA
Learning Assistance Teachers' Association regional conferences. Contact Jennifer Blenkinsop, LATA president, 2906 Argo Place, Burnaby, BC V3J 7G3, 11: 421-4055, S: 939-0247.

October 16 NEW WESTMINSTER
Quality Daily Physical Education Conference, sponsored by the Physical Education Provincial Specialist Association, Douglas College. Contact Chris Johnson, Douglas College, 527-5041.

October 16 NORTH VANCOUVER
Annual conference, "Motivating the Educational Team" presented by Dan Miesisco with Allison McNeill and others — a day of motivation, humor, and practical ideas for teachers and administrators. Contact Irene Miesisco, 3911 Southbridge Avenue, West Vancouver, BC V7V 3H9, H/F: 925-3759.

October 16 VANCOUVER
B.C. Science Teachers' Association activities at Science World, the Vancouver Aquarium, and the Planetarium. Contact Lon Mandrake, Seagum Secondary School, 11584 Lyon Road, Delta, BC V4E 2K4, 591-6166.

October 16 VICTORIA
Learning Disabilities Conference, Spectrum Community School. Contact Audrey Farnden, 941 Kings Road, Victoria, BC, 386-9511, F: 388-4391.

October 16 VICTORIA
B.C. Drama Educators and its Courtenay chapter present Drama for All Teachers, a full day of workshops, dinner, and sharing; primary drama, improvisation, story theatre, readers theatre, playbuilding, and puppets and masks. Contact Helene McGill, 358-5383.

October 16-17 PITT MEADOWS
Annual conference, B.C. Association of Teachers of Mathematics, Pitt Meadows Secondary School. Contact Keith Chong, O: 463-8200, F: 463-4181.

October 16-17 COQUITLAM
B.C. Technology Education Association Annual Fall Conference, Centennial Secondary School. Contact Brian Tivy, 10992 McAdam Road, Delta, BC V4C 3E8, 11: 583-2859, S: 931-3574, or Bob Drummond, 936-9491.

October 17-21 TORONTO
World Congress for Education and Communication on Environment and Development (ECO-ED). Contact World Congress for Education and Communication on Environment and Development (ECO-ED), 151 Niagara Street, Toronto, ON M5V 1C9, (416) 860-1772, F: (416) 860-0380.

October 17-25
Science and Technology Week: "Inventors — The Spirit of Innovation" Contact Eva Therkelsen, Science and Technology Week co-ordinator, 2nd Floor, 1022 Government Street, Victoria, BC V8V 1X4, 387-1628, F: 356-0021.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional Development Division, PSA Services Co-ordinator.

October 28-31 VICTORIA
Canadian Vocational Association Annual Conference, "Challenges and Opportunities." Victoria Conference Centre. Contact Brent Talmie, Camosun College, 4461 Interurban Road, RR 3, Victoria, BC V8X 3X1. Compiled by Debby Stagg, Professional

JAPAN/HONG KONG
Teachers' Tour
June 29-July 17/92

THAILAND
Teachers' Tour
June 30-July 22/92

INDONESIA
Teachers' Tour
June 30-July 22/92

SINGAPORE/MALAYSIA
Teachers' Tour
June 29-July 17/92

For further information please contact:
HIMARK
TRAVEL SERVICES INC.
208-2182 West 12th Avenue
Vancouver, B.C. Canada V6K 2N4
Tel: (604) 733-8836 Fax: (604) 731-8869

McCracken Workshops

Duncan, B.C.
August 10-12
Village Green

Richmond, B.C.
August 19-21
Delta Pacific

To register, send \$200 to:
McCracken Workshops
17379 - 21A Avenue
Surrey, B.C. V4B 5E7
Fax: (604) 531-7688

For information call:
1-800-752-4359

POSITION AVAILABLE
Academic Co-ordinator
Banff Mountain Academy - 1992/93

The Academy, a centre of excellence for high school age alpine ski racers, emphasizes the importance of academic achievement and the development of life skills while in a rigorous athletic training schedule. The students (20) attend the Banff Community High School half-days and train half-days with a tutorial in the evening.

DUTIES: Co-ordination between the Academy and the high school, Alberta Education, parents, and tutors. Develop and implement a tutorial program.

QUALIFICATIONS: Strong teaching background, interest in the Academy concept, good interpersonal skills, computer experience, organizational ability, energy, a love for skiing, youth, and the outdoors.

PAY: Commensurate with experience.

CONTACT:
Don Findlay, Director,
Banff Mountain Academy, PO Box 2009,
Banff, AB T0L 0C0
Phone 403-762-4101 or Fax 403-762-8585

*Finally...something
especially for teachers!*

The Teacher Organizer

*...a time management
system to meet your
professional needs when
at home or at school*

Teacher Organizer 2 Binder System
(with zippered Portable Binder) \$67.00

Teacher Organizer 2 Binder System
(no zipper)...\$50.00

The following options are available:
Desk Unit (contents only)...\$10.00
Portable Unit (contents only)...\$25.00
Zippered Binder...\$25.00
Non-zippered binder...\$8.00
Name or Initials on binder...\$5.00
(per each binder)

Available in Black or Burgundy

Schoolhouse Publications Inc.
3949 Elmwood St.
Burnaby, B.C. V5G 1R9
phone: 604-436-9122
fax: 604-436-1875

10 Reasons why professional educators use
RICHPORT LEASE

UNIQUE COST PLUS ALTERNATIVES
SPECIAL FACTORY REBATE INCENTIVES
3 YEAR OR 60,000 KM NEW VEHICLE BUMPER TO BUMPER WARRANTY
TRADES WELCOME OR ASSISTANCE IN DISPOSING OF YOUR PRESENT VEHICLE
SPECIAL LOW RATE LEASING OPTIONS
OPTIONAL FACTORY SUBSIDIZED CASH RATE PROGRAMS
MAJOR FLEET CONCESSIONS TO ALL SCHOOL DISTRICTS
FIRST-TIME BUYER PROGRAM FOR GRADUATE STUDENTS
17 YRS. OF TOTAL COMMITMENT IN SERVING B.C.'S EDUCATION COMMUNITY
DIRECT COMMUNICATION...NO HASSLE...NO FUSS

"A staff of well trained people working together to best serve you...our valued client."

Maybe you don't need a newer vehicle now, but
if you have any questions we'd like to hear from you.

RICHPORT
BARRY GOOD, VLS Manager, Sales & Leasing
#104, 13340 Smallwood Drive
Richmond, B.C. V6C 1W8
273-7777 (call collect) Fax: 273-4824

**CHINA 92
& THE ORIENT**

TWO WKS FULL PACKAGES from
• Historic China \$1895
• China Sun & Sand 1999
• China & Hong Kong 2799

THREE WKS FULL PACKAGES
• Discover China Teachers Tr. \$3199
• China Adventure Teachers Tr. 3495

ONE WK REGAL BEIJING \$1099
10 DAY BEIJING/HONG KONG 1499

CHINA INTERNATIONAL
Suite 21502, 9700 Keele Street
Vancouver, B.C. Canada V3J 1K4
(604) 271-1992 Fax (604) 271-1094
Toll Free 1-800-561-8832

Now that summer's here...
CAN YOU SPARE A DAY?

- More than a billion people live on less than a dollar a day.
- 962 million people over the age of 15 cannot read or write; 90% live in the developing world.
- Women do nearly two-thirds of the world's work; they receive only one-tenth of its income.
- In Canada people attend school an average of 11.4 years; in the developing world 3.5 years.

ONE DAY CAN MAKE A WORLD OF DIFFERENCE
1992 is OXFAM's 50th anniversary. We've launched a campaign to have a million people around the world donate a day's pay or a day's time to long-term development. We call it **Working For Change**. Globally, OXFAM's partners are working for a better life. Struggling against oppression, exploitation, disaster and war, these small groups are making progress in health care, agriculture and sustainable community development. By working together, we can help even more people help themselves.

Yes, I want to join OXFAM in Working for Change!

☐ I have enclosed a day's pay or portion I can afford.
☐ I would like to organize a workplace or other group for the Working For Change Campaign.
☐ Please send me more information about the Campaign.


Name _____ Address _____
City _____ Province _____ Postal Code _____
Country _____

☐ I have enclosed a cheque payable to OXFAM-Canada.
Please charge my ☐ Visa ☐ MasterCard
Signature _____

OXFAM-Canada
2524 Cypress Street
Vancouver, B.C.
V6J 3N2
(604) 736-7678

Call Toll-Free: 1-800-387-4760
WORKING FOR CHANGE
OXFAM CANADA

TCU Is Ready To Help With Summer Funds.



- ▶ No Summer Payments
- ▶ Low, Low, Rates
- ▶ Easy Application
- ▶ Funds For Travel, A New Car Or Expenses
- ▶ Fast Personal Service

Just Telephone (Toll Free in B.C.) Or Mail In The Speedy Application Form.

TCU SPEEDY LOAN APPLICATION

AMOUNT REQUIRED \$ _____ HAVE BORROWED AT TCU BEFORE YES ☐ NO ☐

PURPOSE OF LOAN _____

PERSONAL INFORMATION

LAST NAME	FIRST NAME	MIDDLE
BIRTHDATE	NO. OF DEPENDENTS	SOCIAL INSURANCE NO.
NAME OF CO-APPLICANT	PHONE NO.	
ADDRESS	POSTAL CODE	HOW LONG
PREVIOUS ADDRESS	HOW LONG	

EMPLOYMENT

EMPLOYER	OCCUPATION	HOW LONG
ADDRESS	GROSS INCOME	PHONE NO.
PREVIOUS EMPLOYER	HOW LONG	
CO-APPLICANT EMPLOYER	OCCUPATION	HOW LONG
ADDRESS	GROSS INCOME	PHONE NO.

REFERENCE

NAME	RELATION
ADDRESS	PHONE NO.

MEMBERS DECLARATION

I declare the information given in this application is true and accurate in every respect. I have no liabilities or financial obligations than those stated in this application. This declaration is made for the purpose of obtaining a loan.
I authorize the Credit Union or its agent to obtain reports containing credit or personal information from any person or source as the Credit Union or its agent may from time to time see fit in connection with this application.

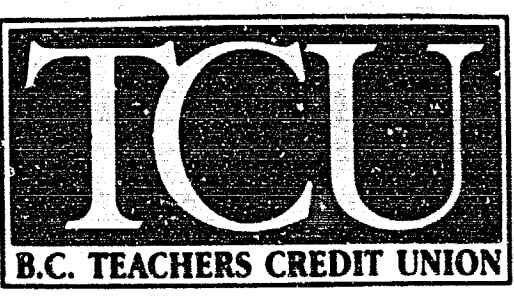
Date _____ Applicant's Signature _____ Date _____ Co-Applicant's Signature _____

AUTHORIZATION

AMOUNT APPROVED	TYPE OF LOAN	INTEREST RATE	MONTHLY PAYMENT
C.D.S. %	T.D.S. %	DATE	AUTHORIZING OFFICER

NET WORTH STATEMENT

ASSETS	
REAL PROPERTY	\$
VEHICLE (YEAR MAKE AND MODEL)	\$
CREDIT UNION DEPOSITS (RRSP/RRIF)	\$
OTHER FINANCIAL INSTITUTIONS (NAME)	\$
OTHER ASSETS	\$
TOTAL ASSETS	\$
LIABILITIES	
RENT RESIDENCE	MORTGAGE HOLDER LANDLORD
OWN RESIDENCE	
1st MORTGAGE BALANCE	2nd MORTGAGE BALANCE
\$	\$
TOTAL MONTHLY PAYMENTS	\$
OTHER CREDITORS (INCLUDE CHARGE CARDS)	
NAME OF CREDITOR	BALANCE
	\$
	\$
	\$
	\$
TOTALS	\$



TCU
B.C. TEACHERS CREDIT UNION

Victoria Branch
3055A Street
Victoria, B.C. V8R 4J9
Telephone 595-5151
Fax 595-5133

Surrey Branch
9648 - 128 Street
Surrey, B.C. V3T 2X9
Telephone 591-9828
Fax 581-1346

Burnaby Branch
4162 Norland Avenue
Burnaby, B.C. V5G 3S8
Telephone 294-5106
Fax 294-2968

Dunbar Branch
4445 Dunbar Street
Vancouver, B.C. V6S 2G4
Telephone 224-2364
Fax 224-2654

Oakridge Branch
5594 Cambie Street
Vancouver, B.C. V5Z 3Y5
Telephone 324-6655
Fax 324-5625

Administration Office
5594 Cambie Street
Vancouver, B.C. V5Z 3Y5
Telephone 324-6655
Fax 322-8209

TCU Insurance Agencies Ltd.
5594 Cambie Street
Vancouver, B.C. V5Z 3Y5
Telephone 324-6655
Fax 324-5625

Toll Free for Oakridge,
Insurance and Administration
1-800-663-3345

*Proud to be a
Credit Union*

Teacher-librarians shelve "keeper of the books" image

by Barbara Gunn

It wasn't so long ago that students were marched off once a week to the school library, where they'd settle into tidy rows to hear the librarian read a story or explain the mechanics of the Dewey Decimal System.

Peek into a school library today, and you're likely to see something different. In one corner, might be a cluster of students tapping into the community library via computer modem. In another, the youngsters might be scanning film strips or typing on the computer terminals or curling up with books on oversized pillows.

Students are apt to be coming in and out as they please. Gone from many schools are the rows of desks. Gone is the rule about silence.

"Libraries are no longer quiet places," says Patricia Finlay, president of the B.C. Teacher-Librarians' Association. "They're very lively places. There's lots of action."

Many schools are exhibiting physical evidence of a changing library program, including open-door policies, and in many cases an integration of new technologies, but it's the human dimension that's at the core of the transformation.

The teacher-librarian, once seen by many as simply the keeper of the books, now has a mandate to be a fully integrated team player in education.

Today, says Finlay, that individual is becoming recognized as an informational guide, a resource expert, an educator who's equipped to work co-operatively with the teacher in lesson planning, teaching, and evaluating.

The contemporary teacher-librarian, whose revised job description was detailed in a 1991 Ministry of Education document on the role of the library resource centre, is expected to help both teachers and students wade through and critically interpret the burgeoning stores of ever-changing information available in our high-tech times. That means helping young learners to become acquainted with all the resources available, whether they be encyclopedias, computer databases, video equipment, or human resources in the community.

"It's a shared responsibility," says Finlay. "Teacher-librarians have the role of helping teachers find the resources they need. Even more than that, they show teachers how to incorporate the resources and show them the skills the kids must practise or learn in order to use the resources."

But while some schools are seeing major changes in the role of the teacher-librarian, changes Finlay says sprang from the whole-language movement and from the Year 2000's promotion of independent life-long learning, other schools seem unable to move ahead. The vision may be a common one, but there appear to be major differences in the degree to which that vision is being implemented.

One problem is money. Too frequently, says Finlay, library programs are on the chopping block when districts seek ways to trim costs.

"Right now, with school districts having a financial crisis, one place that is being cut is teacher-librarian staffing ...



Magee Secondary School social studies students receive assistance in planning and accessing information from team of Ted Golf, teacher, and Peggy Beck, teacher-librarian. — Tim Felling photo

And if they can't touch the people part of the budget, they go to the materials part."

Chris McMahan, the teacher-librarian at Highland Park Elementary School in Armstrong, which is participating in the Southern Interior Telecommunications Project, admits that among B.C. schools, his is more the exception than the norm. Students at Highland Park have on-line access to the NASA computer centre in Huntsville, Alabama. They hold computerized writing conferences and link with other schools, via modem, to perform activities related to the school's salmon-oid enhancement program. As teacher-librarian, he's "more or less" in charge of those programs.

The school, with just 325 students, has 33 computer terminals and a library with automated circulation. McMahan also has a full-time clerical assistant.

"We've been really lucky," says McMahan. "Our district has been very supportive. We focussed our budget on library automation for a couple of years to get the whole thing going. It's nice to have the hardware, but to me, the important thing is the time I'm given with the teachers. That, I think, is the key."

In Victoria, meantime, the picture is considerably different.

Kirk Longpre, teacher-librarian at Spectrum Community School and president of the Greater Victoria Teacher-Librarians' Association, says inadequate staffing and limited resources have prevented teacher-librarians from realizing their new role.

"The role, technically, should be changing," he says. "But we're still stuck in the old times."

In Victoria, says Longpre, the district has announced that at the secondary level, the equivalent of 10 full-time teacher-librarian positions will be eliminated next year. He anticipates he'll have considerably less time to work with teachers because his students will visit the library as they used to: in scheduled blocks.

"It's devastating," he says. "That's the word I hear from teacher-librarians."

Peggy Beck, teacher-librarian at Vancouver's Magee Secondary School,

also feels some frustration. Beck has been able to carry out many of the responsibilities called for in her redefined role — she does team-teaching, assists with evaluation and helps students and teachers

"In the past, librarians almost owned the books. Libraries were their domain . . . They now enhance the learning process. They help students get to the material quickly. They help us with resources."

— Ted Golf, Magee Secondary School, Vancouver

access information — but she also feels some of the effects of budgetary constraints. Her clerical assistant works part-time, and in spite of assistance from student volunteers, she also finds herself shelving books, answering phones, refilling the photocopier, and working at the circulation desk.

"I don't think I've ever been so depressed as I have been this spring with the talk of cutbacks ... If we go back to the dark ages, there won't be a teacher-librarian. The librarian will just be stamping out books ... It just seems so against the Year 2000."

Ted Golf, a veteran social studies teacher who works alongside Beck at Magee, is one of many instructors who are recognizing, and making use of, the teacher-librarian's special skills.

"In the past, librarians almost owned the books," he says. "Libraries were their domain ... They now enhance the learning process. They help students get to the material quickly. They help us with resources."

Golf will frequently enlist Beck's support in approaching a unit of instruction. Not all teachers, however, are as apt to reach out for assistance.

Audrey Lundie, teacher-librarian at Burnaby's Seaford Elementary School, thinks that her librarian colleagues still have some distance to go in publicizing their new role.

"I don't know that a lot of staffs understand what the job is all about ... They really don't know what we're doing."

What Lundie is doing is a far cry from what she did at the start of her library career. When she began, students visited the library in scheduled blocks, during which teachers had non-teaching time.

"You taught the parts of the card catalogue and the parts of the book, and it was completely unrelated to the real world."

Today, Lundie focusses not only on the real world, but on the entire universe. An admitted technology enthusiast, she assists her young charges as they tap into Huntsville's NASA centre via modem to track down, among other things, the latest information about space-shuttle flights. Lundie helps students access the databases at the Vancouver and Burnaby public libraries and assists teachers in their understanding of new video equipment and computer software.

She also works co-operatively with her fellow staff members to seek out resource material and plan lesson units. Her role, she feels, is a critical one.

"If the staff and administration really understood what we do, they couldn't live without us."

The responsibilities Lundie now holds have made her job dramatically different from what it once was. Yet in some parts of the province, those differences seem hardly evident.

Still, says Finlay, change is clearly under way.

"Some schools are farther along the continuum than others," she says. "I think all teacher-librarians would recognize that they're in transition. You have your goals, and you work toward them. You think big, and you start small. It's a vision you work toward."

Barbara Gunn, a Richmond writer, wrote this article for Teacher.