

Teacher

INSIDE

Your federation inside out	2
Local bargaining benefits the classroom	3
Saying no to increases in teacher instructional time	6
Multicultural camps head north	7
My concerns about Year 2000 initiatives	8
Poland—a land of paradoxes	11
Pensions: Teachers want results	16

Departments	
Readers write	2
What's up in your local	3
Opinion	5
Classified	15
PD Calendar	15

MAIL POSTE

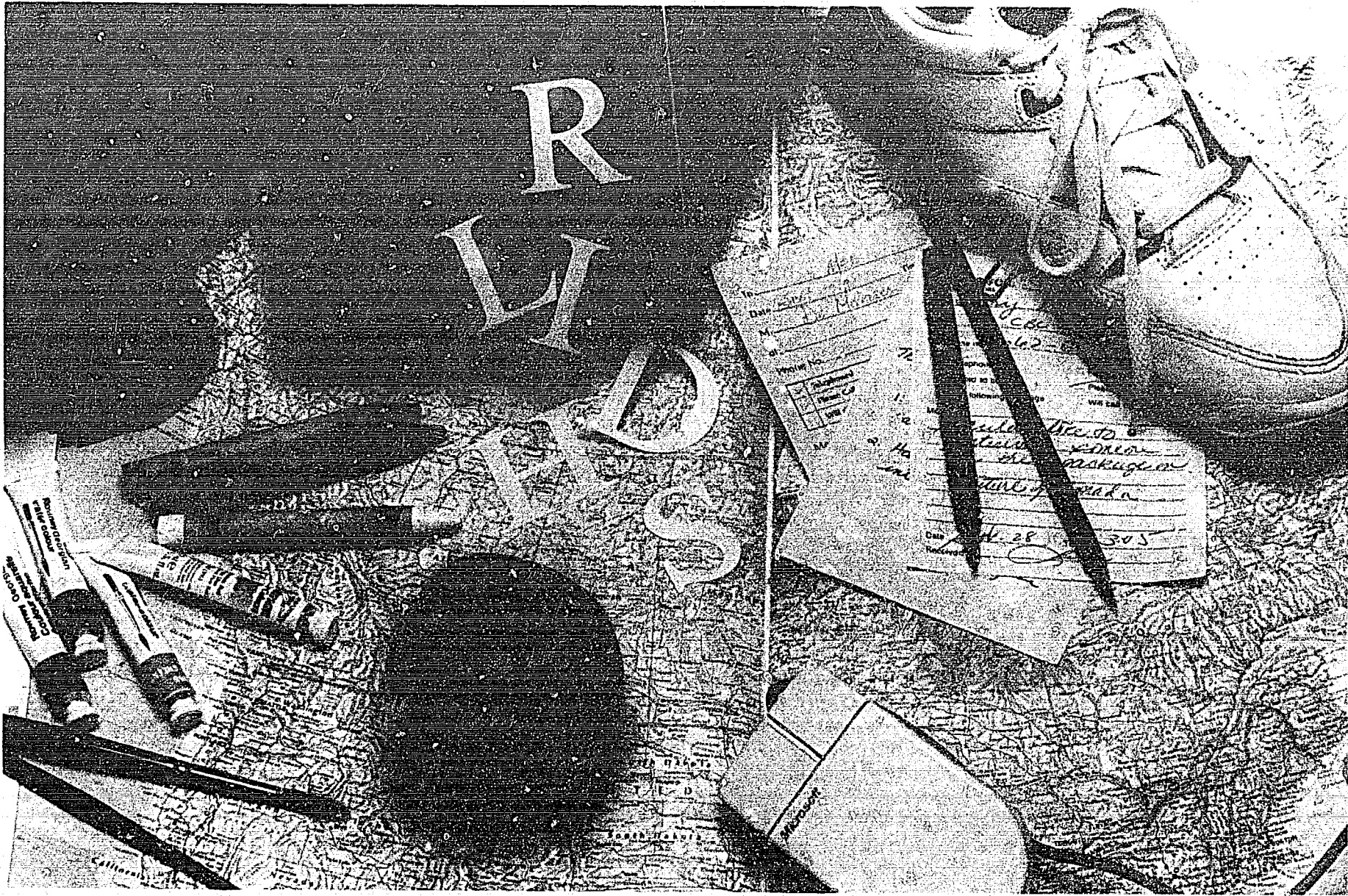
Canada Post Corporation - Société canadienne des postes

Postage paid
 Port payé
 Bk
 Nbre

PERMIT No. 4776
 Vancouver

NATIONAL RESEARCH REPORT

The worklife of teachers



TIM PELLING PHOTO

A Queen's University study of more than 17,000 Canadian teachers has come up with results that should please parents.

The study, the largest of its kind, indicates that even though Canadian teachers have highly stressful jobs, they overwhelmingly enjoy their work and believe in the value of what they are doing.

Eighty-nine percent of the teachers surveyed are proud to be teachers, 87% believe teaching is a worthwhile job, and 77% look forward to coming to work each day. The majority also find contact with children one of the most rewarding parts of their job.

The independent study, conducted by a Queen's University research body, the Social Program Evaluation Group, was commissioned by the Canadian Teachers' Federation and paid for by provincial and territorial teachers' associations to discover more about teachers' lifestyles and viewpoints. It included more than 300 hours of observation, personal interviews, and written surveys conducted by five Queen's researchers.

"Most teachers find the profession is richly satisfying," says Queen's University sociologist Alan King, one of two main researchers for the study.

Teachers are overwhelmingly proud to be teachers, but three-quarters lack time to help students with special needs.

But despite those findings, King and co-researcher Marjorie Peart believe teachers' responses to the survey reflect some weak spots in the educational system. Seventy-seven percent of teachers surveyed believe they have insufficient time to provide adequate help for students who are having difficulty and students with special needs, and 45% feel their workload is too heavy to allow them to do their job well.

"People expect teaching to be as individualized as possible, but with class sizes over 30 in many instances, providing individual attention for all is simply not achievable," says King.

Most teachers have an incredibly diverse, and often

long, working day, and many feel they can't get away from their jobs, Peart says.

"One teacher interviewed was at school by 06:30 for soccer practice and didn't leave until 18:30, after the game. Not all teachers work those hours, but in secondary school in particular, teachers are expected to take part in extracurricular activities," she says.

The survey shows that more than two-thirds of Canadian teachers are in some kind of extracurricular activity, in addition to marking and preparation time outside class hours.

Fifty-five percent of teachers feel exhausted at the end of a regular school day.

King says many teachers are

on the defensive because they don't believe the general public understands the demands of a job that requires hours spent outside of class each day, marking or directing extracurricular activities, on top of the difficult task of balancing the educational and growing social needs of students in the classroom.

"Teachers are concerned that educational critics tend to overemphasize instruction in basic skills at the expense of developing well-rounded students," says King.

Many teachers don't feel they are respected. "It's a problem that's greater in some provinces than others," says King.

See *WORKLIFE* page 5

Oh, what a day!

by Christina Schut

I need to find some time to sit down with the special education assistant to talk to her about Cindy, who has a behavior disorder. Thank goodness she was with Cindy last year too, so Cindy has to cope with only one new adult this year. And thank

goodness I have someone who can advise me on helping Cindy. Maybe she has some time after school.

The librarian dropped in yesterday to try to find out what themes I am working on so that we can plan some activities together. There goes

See *DAY* page 5

Teaching transcends boundaries

I read recently in the *Vancouver Sun* an opinion presented by immigrants from India, both professionals experiencing severe difficulties in securing employment in Canada.

"One of the reasons given repeatedly is the lack of local experience. We feel this is shortsighted. It reminds us of a computer and its limitations—anything outside the data already entered will be rejected, even if it could be useful."

As a returning Canadian after an absence of many years, I have been given the same response and have reacted with the same incredulity. "Lack of B.C. classroom experience" came up again and again at interviews, apparently drawing the line between being hired and being kept as a teacher on call. This led me to wonder about the content of this B.C. classroom experience; what

does it entail that it should be so powerful?

Some of the attributes that come to mind when one thinks of the value of a teacher are an ability to communicate, enthusiasm for one's subject, and genuine concern for students. These, of course, can be developed during any given assignment, and should not be delineated by geographical barriers. The practice of teaching is learned by doing, and the location of this learning is only minimally important. Other important aspects of a teacher's formation are flexibility (as in teaching 12 students at four different levels in three different languages), creativity (as in teaching a whole curriculum with the only available materials newspapers and 30-year-old books), and the ability to work under pressure (as in taking on a program deemed hopeless by the last three instructors).

These achievements are attained through guts and circumstances and sum up what is called *experience*. They are not learned at the teachers' college. They can be acquired in Mozambique as well as in Florida; in Guelph, Ontario as well as in Vancouver, B.C.

On the other hand, much of the content of the B.C. classroom experience is revealed through substitute teaching. As one takes over a given teacher's class, one gets exposed to new terms and unfamiliar notions such as, *ProD day*, *Dolch word list*, *provincial exams*, *CUE*, *First Nations*, *TCU*, and *Learning for Living curriculum*. These all relate to very real notions and leave the newcomer perplexed, but they in no way constitute an insurmountable barrier. How long does it take for an ex-

perienced teacher to associate a new term with its meaning? To develop a feel for a new curriculum unit? recognize most of the B.C. associations by their abbreviations?

The emphasis need not be on teachers as political entities but rather as communicators and learning facilitators. Students have a lot to gain from working with educators who have been outside and come back to tell about it.

Suzanne Harvey
Osoyoos

Tribute to a colleague

Gerald Jenvey passed away August 28. He began his teaching career in 1948 in various Vancouver elementary schools, serving as teacher, vice-principal, and ending his career as principal of Laurier Elementary in 1982.

I was fortunate to work with him at Laurier. Gerald was always very supportive of his staff and the children under his care. He had a warm personality and a glowing smile that put everyone at ease. He took his role as principal directly into the classroom where with marking pen in hand he would greet each child pointing out what creative work they were doing. How I marvelled at the positive self-esteem and reinforcement these children were receiving from this principal.

Some people spend their whole lives looking for their vocation. Gerald found it on his first try. His teaching career spanned 34 years. Children and teachers benefited.

I felt very fortunate to be associated with one like Gerald Jenvey.
Kathleen Jones
Vancouver

Kudos for resource guide

The Minister, the Honourable Robert R. de Cotret, was delighted with the new teaching resource guide, *The Future of Canada*. He found it an intelligent and provocative examination of present constitutional developments. The guide will surely facilitate enlightening classroom discussions on issues of paramount importance to our nation, and Mr. de Cotret was extremely pleased to have been able to support this worthy enterprise.

Jean-Serge Beauregard,
Chief of Staff
Secretary of State of Canada

Bravo! to Teacher

As a retired VSB co-ordinator, now living in Scotland, I wish to say how very much I enjoy reading *Teacher* (as do several Scottish teacher friends to whom I pass it on). It's a high quality publication. Well done.

Harriette Ellington
Aberdeenshire

Britain's lessons on B.C.'s "2000"

I recently received *Curriculum Organisation and Classroom Practice in Primary* (for Canada, read *Elementary*) Schools in response to a request I made to the Department of Education and Science in Britain. It makes fascinating reading.

It says more, and makes more sense, in its 52 pages (minus bibliography) than any Year 2000 foundation document does. Three pages of Summary put Year 2000 in its true perspective. The British analysis of problems the B.C. system is just

beginning to make for itself is concise, relevant, and readable. It does not drag on with pages of fatuous buzz-words and phrases; it is easily understood, and makes its points in plain, unvarnished prose. Anyone who has labored through the Year 2000 paper avalanche would read this with a feeling of unbridled relief, nodding agreement and recognition.

Blazingly apparent in this document is that British Columbia is cruising down a well-trodden path, one other jurisdictions have chosen to leave—for reasons plainly set out in its pages. Year 2000, without being mentioned once (and why should it be?) is exposed as a massive fraud on the learners of this province, and one that will repay its inventors with frustrated and irritated students for many years to come.

The analysis and recommendations contained in the document encompass areas that Year 2000 avoids, such as *Teacher Training*, *Teacher Subject Competence*, and *Teacher Subject Specialisation* at the elementary level.

Compared to what the British document contains, Year 2000 is, at best, a dangerous game for the non-creative to play, and, at worst, a potentially devastating hoax.

I recommend to all teachers, especially those who, like me, are appalled at the foreseeable waste of students that Year 2000 will bring in its wake, that they obtain this document. Fax 011 44 81 951 1013 or write Department of Education and Science, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex, UK, HA7 1AZ.

David Holmes
Duncan

Local bargaining benefits the classroom

by Diane Turner

Critics of our current bargaining system have reopened the debate on provincial bargaining.

What will provincial bargaining mean to you, the teacher in the classroom?

You would have less say in the priorities and conduct of negotiations and in the implementation of your contract.

It is difficult enough to be heard in the forum of your local association, but at least there you know the players. You have colleagues you know. You know the staff rep. You can attend a general meeting to voice your concerns.

Imagine, 40,000 of your colleagues from around the province coming to your general meeting to voice their concerns. What are your chances of being heard? Who would hear your specific concerns about your classroom and your conditions?

Once language is standardized, a natural feature of a centralized system, then practice and interpretation of that language during the handling of grievances must also be uniform.

Standardization means that the one solution found to a grievance or a bargaining impasse must be applied to everyone.

Under these conditions, the stakes are high, and neither side tolerates departures from a provincial norm.

In Quebec, which has a two-tier bargaining structure, only lawyers or bargainers for the unions can interpret the contract.

Under that regime, there are no longer simple questions with local answers. Everything is dealt with centrally.

Labour relations specialist Robert Davis says centralization has negative consequences, including "a reduction in the local flexibility and authority of both management and workers."

A central bargaining system will be more disruptive. Over the past two rounds, there have been strikes over a variety of issues.

This is not abnormal, particularly when foundation agreements are being negotiated.

Our problems at the bargaining table were compounded by a significant level of interference in the bargaining process. Laws have removed teacher benefits, increased powers to school boards, restricted what could be bargained, required disclosure of bargaining positions, and set wage controls. Considering all these factors, the incidence of strikes and lockouts has been surprisingly low. B.C. students

have lost less than 0.7 of a day per year since 1987 to strikes and lockouts.

Researchers (Rose: 1980) found that "centralization led to an increase in working time lost rather than a decrease." Swindsky and Vanderkamp (1982) concluded, "If the objective is to minimize strike propensity then labour should be urged to promote small more decentralized units."

Provincial bargaining would effectively force parties to start all over again—hundreds of meetings, new objectives, new structures and new processes.

It would erase the gains for which we fought so hard for in the first two rounds of negotiations—gains that have reduced class size and provided more resources for integration and professional development.

It would mean upheaval in a school system that cries for stability and predictability.

Do we want for all schools and ourselves less say, more centralization, more disruption, and less predictability?

If the answer is no, then we must work to get this idea shelved and get on with the real business of education.

Diane Turner is Chilliwack Teachers' Association president and chairperson of the BCTF Bargaining Committee.

CURRICULUM SERVICES AND PROFESSIONAL OPPORTUNITIES (CSPO)

Teacher leadership at work

Recommendation 6.11 of the Sullivan Commission called for the BCTF to receive government funding to support professional development aimed at improving classroom instruction.

For the past three years, through the federation's CSPO Program, teachers have used their professional experience and expertise to develop and facilitate teacher-designed professional development, curriculum materials, and resources. Such programs are funded by the Ministry of Education, by the Government of Canada, and by other external agencies.

More than 700 members have helped develop and/or implement projects. The CSPO Program encourages individual teachers, committees, provincial

specialist associations, and locals to identify project ideas. Ideas are then translated into project proposals and submitted to external agencies for funding. Federation staff assist with project development, contract/grant negotiations, training, coordination, and project implementation/administration.

Projects completed from July 1990 to August 1992

- Primary Program implementation project,
- Talking Together about Education Change—proposed Intermediate and Graduation programs response project,
- Making Connections—Primary Program newsletter project,
- Environmental education bibliography.

See *TEACHER* page 4

What's up in your local?

EDUCATION FUNDING REVIEW

Burns Lake

Mary Dicker represented the teachers of her local before the government's appointed Education Funding Review Panel in Prince George September 30. Dicker focussed on the need to return full local funding autonomy to school districts. "Our district has developed an excellent reputation for operating our school system without outside interference, for encouraging community involvement, and for dealing with local issues at the local bargaining table. We do not want imposed on us a centralized funding system that will transfer all critical decision-making into the hands of provincial bureaucrats," she said.

Cowichan

President of the Cowichan District Teachers' Association, Carolyn Prellwitz, got together with her district's school trustees to see if they could agree on some basic education funding principles and then prepare a joint presentation to the Education Funding Panel in Victoria on October 19. Prellwitz believes that both parties are really strong supporters of local autonomy deep down and both believe critical education decisions should be made in the community. "However," she says, "out of the current frustration in trying to manage schools within a completely centralized funding system, school boards have sought to go in a direction in terms of bargaining that will further weaken local autonomy. It is time we had a heart to heart talk about these critical issues and come out with a common position that is in the best interests of the students in our care."

Howe Sound

The Howe Sound Teachers' Association is very concerned to hear that a number of non-teacher groups (such as the school superintendents, and secretary-treasurers) are advocating a centralized school funding system. Phyllis Pritchard pointed out to the Education Funding Review Panel, at its Vancouver meeting on October 6, that her school trustees had some excellent programs in place that met the needs of the children of their unique and diverse district until the current centralized block funding system was implemented. She pointed out the benefits to children in her community of the previous funding model, which gave school boards the right to determine adequate spending levels and to raise supplementary budgets through local taxation. "This centralized funding model has brought us ratcheting, program cuts, poor morale, a loss of service to kids, and a lot of grief," she said. "I can't understand why anyone who cares about our education system would advocate turning it over to Victoria to run."

Windermere

Ernie Oliver, president, presented Windermere teachers' education funding concerns to the Cranbrook meeting of the Education Funding Review Panel earlier in October.

He focussed on inequities in operating costs within East Kootenay school districts (e.g., running school buses) and the trauma for teachers who do not have jobs. Oliver said, "Positions were lost when the district reacted to provincial enrolment projections. These projections did not reflect reality, and we are now rehiring these people. Our teachers did not deserve this disruption in their lives."

In addition, Oliver questioned why such a large amount of the committed funding was being held back until halfway through the school year. "Students needed this support for the whole school year instead of starting in January or February. The funding system needs to be modified so it reflects the reality within the district. It cannot take six months to react to demographic changes—real or imagined!"

—Kit Krieger

SCHOOL STAFF REPS

Defenders of rights



Teachers serving as trainers of staff representatives (shown above) bring years of local and provincial experience to the role.

What can a teacher do if he or she doesn't agree with comments made in an otherwise satisfactory report? What should a staff representative do if a teacher is reluctant to accept representation at a meeting with an administrator? How should a staff rep respond when a colleague faces allegations of misconduct?

These are just a few of the many questions that more than 2000 staff representatives will consider in more than 150 staff-representative sessions held throughout the province this fall.

As a result of an AGM decision, staff reps will receive three days of training in

and/or local association. In addition to advising us, inform your local association, your school board, the College of Teachers, and the Teacher Qualification Service.

Staff reps have received an "Annual Staff Update" form for their school. Your co-operation in completing it and returning it promptly to Member Records will be greatly appreciated.

As well, local presidents should send in membership forms for newly signed up members promptly. You won't get the votes if we don't have the cards.

Berniece Stuart is an administrative assistant in the BCTF's Organization Support Division.

in the Member Records Department, along with Charlotte Feldman, Monica Wittner, and their trusty computers, maintains the BCTF membership files. Each month, your school board remits a list of names and fees collected from all the teachers through payroll deduction. Our staff reconcile those names against our lists. When all is said and done, their figures translate into dollars for services designed to, in part, make your life easier.

How can you help keep our records accurate?

On an individual basis, please advise the Member Records Department promptly of any change of address

to members only, and are usually sent directly to a member's home. If our membership lists don't hold your current address, you could find your payday delayed.

PSA membership records are attached to BCTF member records, so to keep publications coming, you need to inform us of address changes.

Representation of your local at provincial representative assemblies and annual general meetings is also based on membership counts. You want issues of importance to you to be fairly represented at the provincial level, so accurate membership records are important.

Ann Bloom, the supervisor

Editor
Nancy Hinds
Editorial assistant
Helen Kolisnek
Copy editor
Debby Stagg

Design consultant
Betty Sommerville

Staff writers
Karen Harper
Kit Krieger
Mike Lombardi
Lisa Pedrini
Ken Smith

Teacher advisory board
Rina Berkshire
Patti Coldicutt
Gavin Hainsworth
Kerry Hutchinson
Jim Lees

CALM

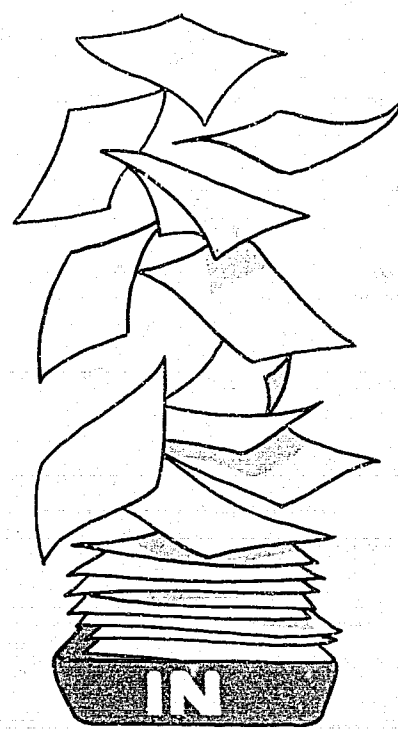
EDPRESS

Publication schedule
Nov./Dec. '92 deadline Oct. 26
Jan./Feb. '93 deadline Dec. 11
March '93 deadline Jan. 28
April '93 deadline Mar. 24
May/June '93 deadline Apr. 26

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.

Letters to "Readers write" may be edited for reasons of legality, taste, brevity, and clarity. To be considered for publication, they must be not more than 150 to 200 words, signed, and include a contact number for verification.



Each membership counts!

by Berniece Stuart

Have you ever wondered how the BCTF keeps track of its 40,000 members and associate members? No! Well, we're going to tell you anyway, because, believe it or not, the accuracy of BCTF member records could make your teaching life just a little easier.

The grant a BCTF local receives is based on the membership in each local. If we don't have an accurate count of the members in your local, your presidential-

release-time grant or your staff-rep-training grant or your local organizational support grant, or... (the list goes on) could be affected.

The amount of mail a school receives from the BCTF is based on the number of teachers in that school, and if you're receiving too many copies, or too few, it could be that our records haven't caught up with shifts in your teaching population.

When you are on the picket line, you receive strike pay; however, cheques are issued

Teacher

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

TEACHER from page 3

- Provincial forum on assessment and evaluation,
- Delta leadership training program,
- Chilliwack staff-development project,
- Workshop on workshops,
- Advanced workshop-presentation-skills seminar,
- Co-operative learning conference,
- Thinking-skills conference,
- *Life Without Fear* video and learners' guide (race relations for secondary students),

- Provincial forum on education change—I and II,
- Promoting-multiculturalism-in-schools-and-society training conference,
- Science-and-technology-week curriculum project,
- Race-relations lesson aids project.

Projects currently under way

- Learning for Living teachers' professional development project,
- Race-relations professional development project,
- Elementary school professional development project.

- Violence-against-women prevention program (see adjacent story),
- Curriculum/assessment-framework-response projects,
- Gender-equity project—picture books presenting females and males in a variety of roles; bibliography,
- Assessment-and-evaluation conference,
- Race-relations secondary school camps.

For more information about the CSPO program, contact Mike Lombardi at the BCTF office.

—Mike Lombardi

Breaking the cycle of family violence

At least one in eight Canadian women is battered by her partner.

It is likely that between 50,000 and 70,000 school-aged children in B.C. have witnessed violence directed against their mothers. The behavioral effect of the abuse is estimated to be the same as if the child itself were physically battered.

One out of four girls and one in nine boys is sexually assaulted. The true extent of child physical abuse and neglect is unknown because



only the most extreme cases come to the attention of authorities.

Statistics do not begin to tell the story. Living with violence normalizes it, teaching children that this is what relationships are about.

Education can break the cycle of abuse. According to Dr. Peter Jaffe (Canadian Panel on Violence Against Women), "In every classroom there exist potential victims and batterers. Their classmates will include their future neighbors, police officers, emergency room

nurses, judges, and so on, who can all benefit from programs promoting new attitudes against violence in the family."

Thanks to funding from the Ministry of Education and Ministry Responsible for Multiculturalism and Human Rights, the BCTF will be developing materials and training 30 teachers to facilitate workshops aimed at breaking the cycle of family violence. The project fits into the Learning for Living curriculum, Grades 8 to 10. Pilot workshops will be available in the spring.

For more information, contact Lisa Pedrini at the BCTF.

—Lisa Pedrini

Meet Dan Quayle. Mr. family values

"Don't forget about the importance of the family. It begins with the family. We're not going to redefine the family. Everybody knows the definition of the family. [meaningful pause.] A child. [meaningful pause.] A mother. [meaningful pause.] A father. "There are other arrangements of the family, but that is a family and family values. I've been very blessed

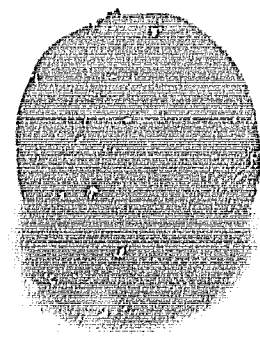
with wonderful parents and a wonderful family, and I am proud of my family. Anybody turns to their family. I have a very good family. I'm very fortunate to have a very good family. I believe very strongly in the family.

"It's one of the things we have in our platform, is to talk about it. I suppose three important things certainly come to my mind that we want to say thank you. The first would be our family. Your family, my family—which is composed of an immediate family of a wife and three children, a larger family with grandparents and aunts and uncles.

"We all have our family, whichever that may be... The very beginnings of civilization, the very beginnings of this country, goes back to the family. And time and time again, I'm often reminded, especially in this presidential campaign, of the importance of a family, and what a family means to this country. "And so when you pay thanks, I suppose the first thing that would come to mind would be to thank the Lord for the family." Amen.

Source: *Labour News & Graphics*, CALM, August 1992.

WORKLIFE from page 1



Forty-six percent of Prince Edward Island teachers feel that teachers are well-respected in their community, but only 36% in the Yukon, 37% in Newfoundland, and 39% in B.C. feel the same way. Similarly 84% of Prince Edward Island teachers look forward to coming to work each day, but only 68% in the Yukon and 70% in Newfoundland can say the same thing.

Teachers' feeling about their jobs vary widely from province to province or territory, with the Yukon showing heavy dissatisfaction and others, such as Prince Edward Island, showing a high satisfaction rate.

Many teachers feel their jobs are made more difficult by increasing violence within schools and by new expectations that schools deal with children's social problems.

"There is a general feeling among teachers right across Canada that Canadian kids have substantially more behavioral and social problems than they've had in the past," says King.

Some of those problems develop into violence or the threat of it. Fourteen to 21% of female teachers and 8 to 15% of male teachers worry about being physically injured by students. The level of concern about violence varies from province to province or territory. In Manitoba, Ontario, and the Yukon, 20% of teachers worry about physical assault, while 10% worry in B.C., Newfoundland, and Saskatchewan.

Although most teachers don't believe they have significant discipline problems,

they are spending increasing amounts of time and energy to head off potential confrontations, says King.

Also, teachers don't believe they have a lot of input into how the educational system is shaped in their province. Only 17% of teachers surveyed believe they have meaningful input into forming educational policies in their province, again varying between regions of Canada. Only 14% of Ontario teachers feel that teachers have meaningful input into the formation of educational policies in their province, while 47% of Prince Edward Island teachers feel they have input.

But the study shows that, despite the demands teachers face, most feel they are in the right job.

More than half of the teachers surveyed say the chance to work with young people keeps them in their job, while over one-third said interest in their subject and the opportunity to render an important service are strong factors that make them stick to their teaching career path. Most believe they have a good relationship with students and that students show their appreciation for their teaching.

Source: CTF study, *Teachers in Canada: Their work and quality of life*, conducted by Alan King and Marjorie Peart of Queen's University. Each local association and the BCTF Information desk has a copy of the full report.

DAY from page 1



tomorrow's prep time. The ESL teacher dropped by, too. He wants to help me adapt some of my curriculum to help my students with English as a second language cope with my theme plans. The learning assistance teacher said she

was dropping by after school with her timetable and also wanted to talk about how she could do some team teaching with me and perhaps

demonstrate some strategies in reading and writing. The school-based team meets tomorrow to discuss the kind of assistance Winston, my boy with the visual impairment, needs. The district resource teacher will be there and wants to meet with me over the lunch hour.

For 23 years, I taught a curriculum set by someone out in the ether to relatively homogeneous groups of students the same age. Now I'm embarking on student-centred learning with a decidedly heterogeneous group of six-, seven-, and eight-year-olds. I eagerly embraced the Year 2000 philosophy inasmuch as individualized instruction and relevant curriculum had been the order of the day back when I began teaching, and I was delighted to get back to it. I find multi-age grouping a new, but intriguing concept.

But what does that look like in this classroom with these students on a day-to-day basis? What about the visually impaired child? What about the behavior-disordered child who comes with her own special education assistant? What about the six children whose English skills are minimal? How do I balance the needs of these children and use the resources available to me to do that? And how do I find the time and skills to work consultatively and collaboratively with all these adults? I'm not used to having other adults in the classroom when I'm teaching, and I'm not sure whether or not they'll approve of what I do. What if they think I'm not a very good teacher? What if I fall flat on my face in front of the special ed assistant when I try an idea I've never tried before? This is the riskiest thing I've ever done.

Where are those stress vitamins?

Christina Schut is the first vice-president of the BCTF.

The best PD experience I ever had

The ominous ringing of the telephone warned of an impending disaster. Our plans for a first-ever coming together of teachers on call were about to unravel. We were informed of a change in plans. This was no longer to be a district professional day. Most of our 50 participants would be required to work.

Since it was too late to cancel our workshops, we had no choice but to proceed. With great embarrassment, we explained the situation to our two BCTF facilitators. To our surprise and relief, they responded with enthusiasm. The ideas began to flow and, within minutes they had devised a means of combining their workshops.

The day turned into a spectacular success. Although our numbers were small, our enthusiasm was great. Our facilitators were modelling first-hand the value and effectiveness of collaboration, flexibility, and survival in the face of disaster. These are essential attributes for teachers on call.

We are grateful to Maureen Adam (Teaching for Thinking) and Harry Seddon (Co-operative Learning). They both practise what they teach.

Shirlee Johnson
Central Okanagan



Like so many educators, I used to consider professional development those bits of information, gained from workshops and keynote speakers, that would be useful on Monday morning. Then I heard Maude Barlow. A professor at the University of Ottawa and a member of the National Council of Canadians, Barlow spoke of the profound changes assaulting Canada and Canadians with the advent of free trade with the United States.

Barlow left me with the clear message that education and most other social programs in Canada are threatened by free trade. The environment is a pawn, political decisions are being made from the top down eroding democracy, and the needs of the large corporation have more importance than the needs of the people. The impact on me was devastating. I felt shock and grief. Denial, guilt, anger, and Why me? were my reactions as Barlow spoke. The information she presented in her speech demands to be used on Monday morning and every morning if the education system I have become familiar with is to continue to develop or even continue to exist. I learned that, as a

professional, I must lift my eyes from the area around my desk to the larger view of Canada and the world. Canadian culture and heritage is our search, remaining autonomous from the demands of large multinational corporations. We must join with like-minded individuals in preserving and promoting our education system or face the total erosion of the existing education system and unique social programs. We must work together. To ignore Maude Barlow's message is folly and ruin.

Ron Pound
North Vancouver



Every summer since 1979, 27 teachers from across Canada are chosen to attend a SEEDS fellowship (Society, Environment, and Energy Development Studies) at the University of Calgary. In 1987, I was one of four B.C. teachers selected for that intensive four-week professional development to study the use, management, and environmental impact of resources in Western Canada. The program is underwritten by Shell Canada Resources Ltd. in conjunction with the University of Calgary and SEEDS Foundation. We listened to 60 speakers from across Canada present topics in education, energy, and environment.

We teachers were respected as the change agents of the

future (something I had forgotten as a teacher under the former government here in B.C.). Our worth was reinforced by every lecturer. Classrooms were regarded as the places where we could get the message to the next generation. A variety of methods were used to instruct us, which modelled excellent teaching styles: lectures using key visuals; video slide presentations; centres approaches; role play; and 10 field trips across Canada. All these strategies encouraged me to use a variety of approaches in my own social studies classes.

Our students were definitely the winners when we returned to our classrooms in September.

Marjorie Jackson
Richmond

Challenging, thought-provoking, time-consuming, rewarding, and in the end, satisfying, describe my best PD experience.

My PD experiences have been numerous during my 15 years of teaching. Some experiences have been great, excellent, positive, radical, and even right on. A few have been none of the above.

My best PD experience began at the negotiating table, during the first round of bargaining as a union. It continued at school, into many evenings at home, and back at the negotiating table. The experience is now enshrined



in the collective agreement, but it is ongoing at the worksites. Yes, my best PD experience was the research, evolution, and negotiation of our PD model.

Jim Iker
Burns Lake



The best professional development experiences for me have come about through my work with the B.C. Teacher-Librarians' Association. PSAs offer many opportunities for professional growth through their conferences, publications, and networks. They provide information and offer activities to fit the needs of their members. As a recipient of journals, a participant in workshops, and a member of a district chapter I have gained a great deal from my PSA membership.

Even more rewarding for me has been my involvement on the provincial executive board. Although the commitment of time and energy is demanding, the returns in professional growth make it worthwhile. The knowledge, skills, and expertise I have developed during my years on the executive have enriched my professional and personal life. My colleagues from around the province have broadened my perspectives. I highly recommend joining a PSA and getting involved.

Patricia Finlay
Burnaby

1 OPPORTUNITIES 2 not to miss

Vancouver Humane Society school program seeks volunteer co-ordinator

If you care about animals, read on. The Vancouver Humane Society offers a successful school program that integrates well with several B.C. curricular areas. For example, secondary students may benefit from a presentation of an award-winning film, "Kiss the Animals Goodbye," followed by a discussion led by the executive director and a veterinarian. This presentation fits with Biology 11 as a one-hour "bio-ethics" option.

Teacher-librarian awards

The B.C. Teacher-Librarians' Association is seeking nominees for awards that recognize leadership in school librarianship. The three awards, which fall into different categories, are open to teacher-librarians and one to other individuals who have made an outstanding contribution in support of effective school library resource centre programs in B.C.

Further information and application forms are available from Karen Davidson, BCTLA Corresponding Secretary, 204-1450 Merklein Street, White Rock, BC V4B 4C3, 536-6623.

Opinion

Administrative perks out of control

I was outraged by the article in the *Vancouver Sun*, July third edition: "Schoolboards Branded as Cheats." It was triggered by the release of the final report by Neill Haggquist, outgoing chairperson of the Compensation Fairness Program. So nasty was the news story that I contacted the Minister of Finance's office and asked for my own copy of the report.

As teacher and parent, I was upset because the Haggquist Report outlined school district executives' attempt to skirt the \$79,000 salary freeze imposed by the government last year by ensuring that boards pay them overtime hourly rates, even though they are salaried employees; these officials were predicating their salaries on teacher salary settlements; that they were playing musical chairs, hopping from district to district to force up salaries by creating a false illusion of competitiveness through what they described as promotion; that in some cases, these officials were topping up salaries during period of secondment to the Ministry of Education, and that these educational leaders were, in some instances, promoting the use of consultants to collectively bargain with teachers, at high costs to the taxpayer, and high benefit to their workload and salaries.

I was even more annoyed when I read that some of these district officials are using taxpayer-funded pool cars for personal use in the evening and weekends to gain a significant non-taxable benefit, and that some executives have negotiated themselves evergreen contracts to avoid further government restrictions on their future salary settlements.

As parent and taxpayer I felt totally used. As a teacher, I am very upset because I know that there are at least 800 fewer teaching jobs because there "just wasn't enough money in the system." Since management and teacher costs come directly from the same operating budget for a school district, the only way to protect these high administrative salaries is to lay off teachers!

What impact does such greed have on our children's right to quality education? I think it is time for the government to examine the rules of this game and change forever the practices of these bureaucrats who clearly believe that they are beyond the power of school boards and government because long after elected trustees and MLAs have come and gone they know they will still be in control!

Are they educational leaders? Does anyone know what they do? They have hoodwinked many of us into believing that their job is more difficult than that of a classroom teacher

and that they offer educational leadership in the '90s. Unfortunately, they are the architects of chaos, conflict, and mismanagement in the educational system.

The Haggquist Report makes a start at addressing the problem, but it certainly does not offer a clear picture of the increasing mismanagement. We not only see excessively high salaries for these administrators and school-based management, but we also see a wide variety of perks for them: health-club passes, travel junkets, Christmas bonuses, retreats, and high in-service education allowances. What do these activities have to do with improving instructional services to children?

I propose the following to Ms. Hagen, minister of education, and Mr. Clark, minister of finance:

- That district and school-based administrative expenditures not exceed 5% of the allocated and audited district budget and that for a school to exceed this guideline shall be a breach of the public trust.
- That function 4 (district administration) be redesigned within the fiscal framework to truly reflect administrative costs and that no other function code within the fiscal framework be used to hide or transfer management costs.

- That the superintendent of schools and other supervisory personnel be allowed to earn salary and benefits that will exceed an amount no greater than 10% above the highest negotiated teaching salary in a district.
- That a school-based administrator earn the salary and benefits as that of a teacher.

- That the practice of providing a year's severance pay to an administrative officer whose contract is not renewed, as well as giving that individual a teaching position, should cease immediately.
- That an administrative officer shall be elected from within his/her school for a four-year term appointment and shall return to the classroom for an equal period of time before seeking re-election to the position.

- That the \$18 million set aside provincially for local capital (function 8 in the fiscal framework) to redecorate board offices and purchase vehicles and other essential items for the comfort of management be discontinued and that the funds be returned to instruction.

- My child and the other children in public schools in B.C. will benefit. Making these changes would create more money to ensure an excellent base of resources and instructional support for children.

- *Laurence Greeff is an elementary school teacher in Williams Lake.*

BARGAINING

Saying no to increases in teacher instructional time

by Al Cornes

Recent changes in School Act regulations have resulted in school board demands that we increase our instructional time. We should resist such changes for many reasons, not the least of which is the long and arduous collective struggle that we've had to secure preparation time.

B.C. teachers have long held that preparation time, class size, and good learning conditions are essential ingredients in a quality education system.

With preparation time, we have been able to plan and organize, work with colleagues, and make more effective contact with our school community.

Without preparation time, our professional lives would be more chaotic and stressful. Just talk to someone in a semesters school that doesn't provide prep time year round, or an elementary school where it is not a plentiful commodity.

The rights we enjoy now were hard won.

Teacher-workload issues were first dealt with on a national level in 1946 when the B.C. Teachers' Federation developed a Platform on Education endorsed by both the Canadian Teachers' Federation and the Trades and Labour Congress of Canada. In addition to proposing a federal department of education, extended library facilities, a minimum wage of \$1,500, the right of teachers to professional and social security through tenure laws, teacher pension laws, and leave of absence, the platform called for class sizes not exceeding 25 students.

In 1956, the federation set

up the Workload Committee, which over the next seven years, made several reports to the Executive Committee.

It completed two questionnaires, the second in 1960, which showed that most teachers (61.7%) spent more than 46 hours a week on school work. More than 85% said their work week was at least 41 hours.

In 1968, the BCTF Commission on Education received submissions from 266 teachers, staffs, provincial specialist associations, and parent and teacher associations. It issued a significant report, *Involvement The Key To Better Schools*. It recommended that teachers be given time to fulfill their role as professional educators—time to plan and organize; time to work with colleagues; time to work with parents; time for staff career development; time to think. That proposal was later expressed as a demand for unassigned time, more commonly referred to as preparation time.

In December 1968, mass actions by Vancouver teachers prompted negotiations for the first learning and working conditions contract in the province, signed in August 1969. As part of that agreement, the teachers and school board set up a joint committee with the teachers to make a continuing study of teacher workload.

Burnaby teachers, in the fall of that year, obtained a commitment from their board that learning conditions would be bargained effective the following January.

West Vancouver won its learning conditions contract in January 1972. Similar contracts were negotiated in Coquitlam, Powell River, and Surrey, and a letter of

understanding was signed in North Vancouver.

Throughout the 1970s and into the '80s, the federation struggled to secure working and learning conditions agreements that included provisions on class size and preparation time.

At the peak, after 10 years of our best efforts, only seven locals had managed to secure these permissible agreements dealing with working conditions. Eventually the contracts in Surrey and Powell River were unilaterally terminated. School boards generally took the position that they would not negotiate learning and working conditions until compelled to by legislation.

But our efforts throughout the period were not fruitless. In response to our well-organized campaigns, which included job action, boards moved to adopt policies on preparation time.

While secondary schools in many instances incorporated preparation time into their schedules in the 1960s,

preparation time in elementary schools was a scarce commodity until campaigns were organized.

In the late 1970s, teachers in Nanaimo waged an extensive campaign to secure preparation time. The board eventually agreed to include 60 minutes per week preparation time but only after numerous mass demonstrations and a work-to-rule campaign.

At the 1981 AGM, the federation made the achievement of full bargaining rights its main priority and began to intensify its efforts toward the goal.

Shortly after, the teachers in Terrace reacted to long-standing grievances in personnel and other areas and

withdrew services for six days. The board yielded to the teacher demands, and agreement was reached.

The 1981 bargaining campaign achieved substantial improvements for teachers. Two contracts were signed incorporating expanded-scope-of-bargaining items. Others were able to achieve second contracts, agreements affecting policy and policy addenda, letters of accord or liaison policy. Included among these were clauses covering noon-hour supervision, non-instructional time (at least 20 locals), grievances, personnel practices, leaves, and improved professional development funds.

Bargaining in 1982 was conducted under hostile circumstances: \$65.8 million was slashed from 1982 budgets. A substantive number of teaching and non-teaching positions were lost. As a result, boards moved to suspend preparation-time provisions.

By an act of the legislature (School Services Interim Act), teachers were forced to give up from one to five days' pay with mandatory days off.

To make up for lost instructional time, Education

Minister Vautier Zalm required boards to increase instructional time by up to 12 minutes 48 seconds per day.

Teachers were outraged. In many instances the legislation increasing instructional time was ignored, as teachers and school boards mounted public campaigns against budget cuts.

For most teachers, the assurances of instructional preparation time were not provided until the negotiation of our first collective agreements in 1988-89. Those who had engaged in the long-term fight took some comfort in knowing that we had in many instances secured preparation time and maximum hours of instruction.

Our long-term efforts should give us pause when we consider demands by school boards that we increase our instructional time. Like most of our rights, preparation time has been hard to win but it can be easily given up. We need to work together to ensure that that doesn't happen.

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

Strong action and a strong contract help teachers in Mission

by Dale Lauber

Mission teachers convinced an arbitrator that changing a teacher's title does not give the board an exemption from class-size limits in the contract.

The dispute arose from the board's eliminating the classification of *resource room teacher*, whose special classes (ESL/RR) are limited to 15 students under the terms of the collective agreement.

The board argued that with the title changed to *student support teacher* and the total integration of all students with special needs, there was no longer a resource room; hence any number of students could be assigned to this new classification of teachers.

The Mission Teachers' Union argued that the integration of students with special needs had been a gradual process and that throughout, the class-size limit of 15 had always applied. As well, the class-size limit of the resource-room teacher had always been the total number of students assigned to the teacher, not just a limit of 15 at any one time. As a result, the same class-size limits applied to the renamed student support teacher.

Arbitrator Allan Hope stated that "there is no doubt that an employer can restructure the work assignment to a particular classification, but such changes are subject to

any governing provisions of the collective agreement" and further that "the board was not free in those circumstances to rename the classification, maintain substantially the same duties, and thus exclude the new classification from the class-size limit negotiated on their behalf. That initiative would amount to a breach of the class-size provisions."

The arbitration award confirms that the mere renaming of classes or teaching duties does not negate the provisions of the collective agreement. Second, the award prevents the board from requiring the student support teacher to assist an unlimited number of students even when the students are fully integrated. Thus, in this situation, the class-size limit is also the case-load limit.

The decision of the parties to refer the dispute to an expedited arbitration followed an *in-dispute* designation by the local and the BCTF. As the matter has been resolved, the *in-dispute* designation has now been lifted.

A copy of the complete arbitration award is available to local associations from the Bargaining and Member Services Division.

Dale Lauber is an assistant director in the BCTF's Bargaining and Member Services Division.



VESTA staff reps study their collective agreement to determine the contractual provisions for preparation time. Improved teaching and learning conditions were the focus of briefs, commissions, reports, and WLC contracts even before teachers won full collective-bargaining rights.

Multicultural camps head north

by Natalie Wai and Sam Fillipoff

A bus carrying 20 teachers, sped north from Kamloops on Highway 97 to a camp at Gwiliam Lake. This outdoor recreation centre, donated by the Dawson Creek School District, was to be the site for educators learning to run their own multicultural and race relations leadership training camp for students to take place in a number of Interior school districts.

There was an air of anticipation in the bus. According to Sam Fillipoff, co-ordinator of the BCTF's Program Against Racism, this was the first time that such camps would be attempted in B.C.'s interior. A grant from the Federal Ministry of Multiculturalism provided funding for Janice Walling, a Clearwater teacher to facilitate the project. In the spring, Janice travelled the Interior, presenting the project to local associations and school boards and, in return, gaining commitment to run camps in places from Kamloops to Fort Nelson.

On the first day of training, a 13-hour bus drive from Kamloops to Gwiliam Lake, rames and school districts were swapped from the back end of the bus to the front. Janice came from Clearwater; Chiara, our muffin and juice provider, was from Kamloops. Not far from Chiara was Peter and Laughlin, who'd breezed in from Merritt; Cathy, the writer, and Lily came from 100 Mile House. Robert, Nate, Peter, and Eddie the musician joined us from Quesnel; Darlene from Vanderhoof, and Sindy who set up the camp for everyone from Chetwynd. On the first evening of training,



Teachers from central and northern communities, ranging from Kamloops to Fort Nelson, gear up to lead multicultural and race-relations training camps for students for the first time this fall.

everyone raved about the music of Eddie Desouza, the food from Helen's kitchen, and the wonderful new friends we had encountered.

The next few days were packed with activities and workshops that would enable us to plan and run our own training camps for students; workshop presentation skills were modelled and practised; racist incidents, discrimination, and exclusion in school were discussed and debated; intervention strategies were learned; a short history lesson on First Nations education in B.C. raised awareness of the work to be done to achieve equity for all students. Other aspects of the training sessions were a visit from Leo the storyteller,

the music of Gary Oker and the Northern Shadow Dancers, and the swapping of tales in the sauna followed by chilling, midnight plunges into Gwiliam Lake.

On the final day, we began to plan our camps. We discussed how to involve other teachers from their locals and developed strategies for informing our local associations and schools boards. We remained undaunted by the challenges, knowing that teacher leadership will prevail in this critical area of social responsibility. Three camp zones were eventually designated: Northern Moose, Central Moose, and Southern Moose. Northern Moose is a joint venture of school districts

from Fort St. John, Chetwynd, Dawson Creek, and Nelson; Central Moose is a joint venture of 100 Mile, Cache Creek, Merritt, and Kamloops.

The goals for the camps are to provide exposure to and understanding of cultural and racial diversity; to promote positive attitudes among students, schools, and communities toward cultural and personal differences; and to develop student leadership in multicultural activities and positive race relations. We decided that the students chosen for these camps would be from Grades 10, 11, and 12. They would be selected on the basis of leadership qualities, demonstrated interest in the community, and positive attitudes toward others.

The camps will operate in the late fall this school year with additional funding secured from the Federal Ministry of Multiculturalism and Citizenship. Three future challenges are to establish secure funding for these camps and training from local school boards and the Ministry of Education; to ensure that teachers continue to support socially responsible teaching practices through the camps; and, to support the next stage of this Multicultural and Race Relations Camp Project by empowering students to be leaders in this field. We are proud that Canada has been selected by a United Nations survey as the best country in which to live; however, we need to continue in this proud tradition by envisioning a country that includes every child as an equal in the education system and by rejecting our racist history.

Natalie Wai teaches at Bert Bowes Junior Secondary School, Fort St. John. Sam Fillipoff is co-ordinator of the BCTF's Program Against Racism.

year, you might unwittingly have chosen the "My World Colors" box. You discovered that you don't have the red/yellow/green/blue of my childhood, but a 16-piece set of the skin, hair, and eye colors of the world's population. There is tan, black, mahogany, and salmon—and peach, a color that until 1962 had been called *flesh*.

In an article in *USA Today*, Mark O'Brien, of Binney & Smith, parent corporation of Crayola, explained the need for this multicultural product. "Kids just seem to have a good time trying to match the colors of the world around them," he said.

Sounds simple enough. And I hope I'm not just reading a whole lot into it, but in these times of Rodney King, and black/white tension in Toronto law enforcement, and skinhead violence against the Gypsies, and ethnic cleansing in the Balkans, if O'Brien is correct, and our children can actually SEE the colors in the world around them, and can, in turn, have a good time trying to match them, perhaps they will color a future that has a place for all 16 shades. Maybe we adults have all stayed within the lines for too long.

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

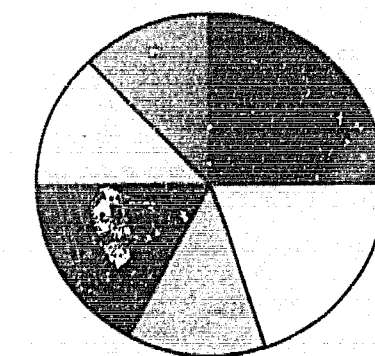
Source: *The Vancouver Sun*, September 14, 1992.

After the bell

You still are what you eat

Canadian Food Consumption: Behavior and Attitudes for the '90s reports on dieting, food allergies, food preparation, food and beverage shopping, eating at home and dining out, attitudes about nutrition, and product packaging and labelling.

The study found six distinct attitudes groups. *Kitchen enthusiasts* make up 25% of Canadian eaters. These well-educated, affluent family folk think food and nutrition are important and rewarding aspects of life.



■ Kitchen Enthusiasts	25.0%
□ Thrifty Anxious	20.0%
■ Fast Food Socializers	13.0%
■ Apathetic Eaters	17.0%
■ Modern Gourmets	13.0%
■ Fast-Track Diners	12.0%

The *Thrifty and Anxious* 20% have limited financial means and cautious eating and purchasing habits. They tend to be low-income, older women with less formal education.

Fast-Food Socializers look for speed, simplicity, and sustenance. Thirteen percent of Canadians, these young males are likely to live alone, on TV dinners.

The oldest and least educated group is also among the worst off financially. This 17%, the *Apathetic Eaters*, enjoy eating but stick to traditional foods, showing little concern for their physical fitness.

The *Modern Gourmets* are young and well-educated, with spontaneous and experimental shopping and cooking habits. They consider food and eating to be among life's pleasures. They represent 13% of Canadians.

Too busy with careers to worry about nutrition and health, the *Fast-Track Diners* don't place a priority on the food experience. This group of affluent, well-educated males is the last 12% of the population.

Incidentally, nearly two-thirds of Canadians read the "best before" date on food products, cookies are our favorite snack food, and we average three cups of coffee a day.

Source: *Angus Reid Group News*, Vol. 1, No. 1, June/July 1992.



Color the world equal

by Elaine Decker

I always loved that new box of crayons. Each year, I promised myself that I would keep the points sharp, the wrappers clean, and the order in the box correct: black, brown, purple, blue, green, red, orange, yellow. I wouldn't leave my new crayons in the window on a sunny day. I wouldn't chew on them. I wouldn't let my little sister borrow them. I would color every single picture in the coloring book, in order, and this time I wouldn't rip out any pages. Crayon-inspired new year's resolutions, usually made in September.

I remember, too, graduating with pride from those heavy, flat-on-one-side for unco-

ordinated primary hands, school-issued crayons, to real store-bought crayons, Crayola brand, recognizable by the traditional yellow and green box with the flip top. The points were sharp, the crayons delicate. If you colored over the lines, it wasn't Crayola's fault.

Coloring wasn't just about lines, either. It was about observation, about interpretation, about choices, about the relationship between fantasy and reality. I colored the sky green, the pig blue. My big sister said, "The sky is blue." She said, "Pigs aren't blue." I wondered how she knew. We argued about correctness. Had she seen all the pigs? Was the sky always

the same color? Was this wisdom of big sisterhood something to be taken seriously? Would I get this wisdom when I got older?

The next graduation was from coloring to art, from the book with lines to be within, to the book of paper with no lines. The challenge was to create on the paper a facsimile of the world. Somehow my hands could never produce what my eyes could see. I had all the parts—the brown tree trunk, the green canopy of leaves, the red spots of apples but I could never reproduce the depth, the dimension that made the world rich and real. Still, I drew and colored and wondered and created my childhood universe with Crayola's help, and I remember those crayons as tools of expression and liberation. "Here in my drawing is both what I see, and what I want to see."

If you bought Crayola-brand crayons for back-to-school this

My concerns about Year 2000 initiatives

by Charles Ungerleider

Almost all British Columbians are aware that the province is transforming its system of public schooling in fundamental ways. The most significant change is movement from one focus to another: movement from a subject-focussed to learner-focussed instructional program, from a disciplinary approach to curriculum to an interdisciplinary approach, from an emphasis on declarative knowledge (knowledge of concepts, principles, theories) to an emphasis on procedural knowledge (knowing how to perform in particular situations), and from provincially determined curricula to locally determined curricula.

While there are many welcome facets of the Year 2000—including increased emphasis on gender equity, First Nations education, multiculturalism, and human rights—a number of elements concern me. I believe that the central purpose of schooling is instilling in the young the desire to fulfil the responsibilities that democratic citizenship entails and equipping the young with the declarative and procedural knowledge they will need to assume those responsibilities.

Chief among my concerns is that the shifts in emphasis devalue one of the main purposes of schooling: the intellectual preparation of the young for the responsibilities of adulthood. Intellectual preparation requires acquisition of both declarative knowledge and procedural knowledge. I fear that implicit

Year 2000 states that the Intermediate Program is "premised on the understanding that students learn by constructing personal meaning and interpreting information in unique ways." Year 2000 recognizes "the place of both declarative and procedural knowledge... and asserts that "learners can move beyond surface knowledge by participating in problem-seeking, problem-solving, and decision-making activities." (The Intermediate Program, 1992, p. 56)

Each person must interpret new experience in light of previously acquired knowledge and experience. *Educate* means to lead out or away from the narrow confines of previous knowledge and experience, to move from a self-centred to a society-centred perspective. Beginning learners come to their studies with personal conceptions of things. Their conceptions require refinement and redirection to ensure that the learners develop common concepts in order to communicate the meaning of their experiences. Refining and redefining the initial conceptions learners bring is one of the chief responsibilities of teachers, requiring that they possess broad mastery of declarative knowledge and mastery of a broad range of pedagogical knowledge.

One consequence of failing to refine the initial conceptions and the learners have is to permit atomistic, idiosyncratic visions that would inhibit communication of individual experiences. Determining what declarative knowledge is essential for students is a difficult but important undertaking each society must face. The best any democratic

society can hope to achieve is dynamic consensus of relatively brief duration. It is clearly advantageous to possess procedural knowledge that transcends disciplinary boundaries, such as the abilities associated with thinking critically. One must also have something to think critically about. I am concerned about a system of schooling that places the acquisition of techniques above the acquisition of ideas. Such a system confuses training with education.

The Year 2000 documents are vague about what things are most worthy of critical thought and which declarative knowledge is most important for students to acquire. The failure to articulate the declarative knowledge worthy of study (a term I cannot find in any of the Year 2000 documents) makes talk of integration seem nonsensical. One cannot meaningfully integrate things without appreciating their conceptual interrelatedness. This may explain why the draft Intermediate Program guide says, "the appropriateness of encouraging curricular integration, the best strategies to use in encouraging curricular integration, and the degree to which skills or content are to be integrated are matters for teachers' professional judgment" (The Intermediate Program, Spring 1992, p. 99).

The Ministry of Education has indicated that "provincially mandated curriculum direction will be

The atomistic conception of the individual in the Year 2000 should be anathema in a democratic society, a society that emphasizes interdependence and social justice.

provided in the form of curriculum intentions, which can be interpreted and developed further by the teacher and learner" (The Graduation Program Working Paper, April 1992, p. 26). I infer that a shift from terms such as *curriculum goals* and *curriculum outcomes* to *curriculum intentions* signals another change, one that emphasizes plans and opportunities rather than outcomes students will achieve. I am also concerned about the devolution of responsibility for curriculum interpretation to individual teachers and their students. I believe that teachers, by virtue of their preparation and responsibilities, should play a central, collective role in curriculum interpretation. I think it inappropriate for each individual teacher to freely interpret the "curriculum intentions": in so doing, we will lose curricular coherence and end up with significantly greater inequalities in the outcomes students achieve than those we now have. If Year 2000 changes exacerbate inequalities, then these

initiatives work against the achievement of a socially just, democratic society.

I am also concerned about another of the changes I see in the Year 2000, the apparent shift from schooling as a collective enterprise to schooling as an individual pursuit. I infer this change from the proposals about "personalized educational programs," individually paced progress through units, and options for independent study. Schooling should provide opportunities for students to study independently within the framework of a particular course or unit. However, to make such endeavors a main feature of schooling is to change schools fundamentally, making their focus the development of the individual rather than the development of society by educating citizens for democratic participation. If schools become vehicles primarily for individual development, we will lose one of the main benefits of the public school, students' addressing important issues and ideas in conversation with their peers. The atomistic conception of the individual in the Year 2000 should be anathema in a democratic society, a society that emphasizes interdependence and social justice.

Much of the discussion devoted to Year 2000 has focussed on program details, ignoring the overall impact of the proposed changes. It is time to return to some fundamental questions about the directions proposed for our system of schooling. What are the purposes of schooling in a democratic society? And what declarative and procedural knowledge must students learn in order to assume the responsibilities of democratic citizenship?

Dr. Charles Ungerleider is a professor in the Faculty of Education, UBC.

"As parents and teachers, we must ask ourselves:

Are our children being educated for the world of yesterday or the world as it will be in their immediate future?"

Doug Roche, former Canadian Ambassador to the United Nations

Source: Nereus and Doris and the Nereids, *Myths of Greece and Rome*, Thomas Bullfinch, p.209.

THE INTERMEDIATE PROGRAM

What's myth? What's fact?

by Anita Chapman

Myth: Curricular integration means that we will be teaching thematic units, or "strand" courses, such as Humanities, that meld the individual subject disciplines.

Fact: The Intermediate Program (draft) does not mandate curricular integration; it does encourage teachers to pay attention to connections.

We know that people learn by making connections and building patterns. The Intermediate Program (draft) emphasizes three types of connections or integration:

- integrating new learnings with prior knowledge.
- connecting what is learned in school with students' interests and experiences outside school.
- making meaningful connections between the content and skills within a subject or between subjects.

While offering a variety of suggestions on how teachers might provide opportunities for students to make these connections, the Intermediate Program (draft) leaves the decision making entirely up to teachers:

"The appropriateness of encouraging curriculum

integration, and the degree to which skills or content are to be integrated are matters for teachers' professional judgment." (p. 99)

The concept of strands receives minimal mention in the latest draft of the Intermediate Program, and the draft curriculum frameworks are organized by subject rather than by strand. Separate frameworks exist for science, mathematics, home economics, English/language arts, and so on.

The Intermediate Program (draft) offers specific cautions about the overuse of themes: "It must be emphasized that integration simply for the sake of drawing arbitrary connections within and among subjects is not warranted educationally. Clustering various subjects within a loosely identified theme may do little to advance students' ability to apply skills or deepen their understanding of the world." (p. 99)

While thematic units, strand courses, and the like may offer wonderful opportunities for students to make connections, the document cautions that all such strategies are limited by the fact that "you can't integrate for other people." (D. Tripp, quoted p. 98)

Myth: Continuous progress or continuous learning means that students cannot fail.

Fact: The Intermediate Program (draft) distinguishes between failure in the sense of making a mistake or not being successful at something, and failure in the sense of repeating a unit, subject, or year of schooling. It goes on to say that making mistakes is an important part of learning and such risk-taking should be encouraged. Students can learn from their mistakes, and teachers can gain valuable insights on which to base their planning.

The Intermediate Program (draft) says that repeating a unit, subject, or year, is inappropriate, but goes on to say:

"Reworking an assignment or a section of work to improve understanding or quality may be appropriate." (p. 63)

Myth: Continuous progress and self-directed learning, taken together, mean that students, not teachers, will be deciding what students are going to learn and when they are going to learn it.

Fact: While the Intermediate Program (draft) stresses something that all teachers know (students learn at different rates) and promotes giving students "the opportunity to increase their ability to direct their own learning" (p. 66), the program draft makes clear distinctions between the lifetime goal of self-directed learning and the more immediate teaching methodologies that might help students become more self-directed:

"Young people continue to need direction, parameters within which to make real choices about their learning, and guidelines that can help them act in reasoned, responsible ways. Thus, autonomy does not mean that young people are abandoned to their own devices. Nor does it mean that students assume full responsibility for their learning." (p. 67)

Myth: You or your school should be implementing the Intermediate Program, or at least the early years of it, this year.

Fact: There is certainly nothing to prevent teachers from implementing part of it if they wish, but the original timelines were changed. The current timelines are as follows:

December 31, 1992: deadline for response to the draft foundations document.

Spring 1993: release of the final intermediate foundations document.

September 1993: optional beginning of implementation.

September 1994: schools are required to begin the process of the implementation of the program.

Anita Chapman is a BCTF staff person on leave.

The Ministry's Intermediate Program (draft) foundations document is available in all B.C. public schools.

On the light side

Where Are They Now?

by T. Evers-Chance

Andy Warhol, grasping the potential of the electronic media, claimed that everyone would enjoy 15 minutes of fame. Everyone would be famous, but the fame would be fleeting.

Our inner recesses are filled with dim recollections of the fleetingly famous. Remember Tiny Tim (the falsetto singer who married Miss Vickie), Joachim Folkas (Vancouver's erstwhile town fool), Rene Richards (transsexual tennis star), Julius Hoffman (judge in the Chicago Eight trial), and John Turner (prime minister for a couple of hours in 1986)?

Once we remember who they were, we are compelled to wonder "where are they now?" To satisfy the curiosity raised in the preceding paragraph, I offer the following: Tiny Tim is professor emeritus of early music at Pepperdine University; Julius Hoffman died years ago; Rene Richards intends to run for the Senate on both of British Columbia's ballots; John Turner is comfortably retired and drawing an MP's salary; and Joachim Folkas has broadened his influence and is an advisor to Brian Mulroney.

Which finally brings me to the point of this article. When the Ministry of Education launched the Year 2000, it introduced the world to Katie, a child entering the Primary Program and among the first to be shaped by the profundities of a reformed education system. Remember Katie? Where is she now?

In 1989-90, the ministry took the Year 2000 on tour around the province, and Katie was centre-stage.

Presentations featured a state-of-the-art slide show called "Enabling Katie"; her smiling visage adorned a dozen displays around countless conference rooms.

We learned that Katie was the daughter of a lawyer-surgeon mother and an accountant-architect father. Although it was never confirmed or denied, we were sure that Katie lived in Vancouver's west side, except during the summer, when she stayed at the cottage on Saltspring. Although it was never confirmed or denied, we were sure that Katie's parents were products of the private school system, and we felt deeply honored and humbled that they had entrusted their Katie to the public schools.

Katie was your standard, gifted, well fed, opportunity-laden kid looking for a Laura Ashley education that matched her bedroom decor. Katie enjoyed the metaphorical 15 minutes in the limelight. Within a few months, the ministry was promoting development sites, and Katie disappeared as just another face in the dual-entry crowd.

This reporter called the Ministry of Education to find out how Katie has fared. After all, she should be beginning

the final year of the new Primary Program. I wanted to talk to her to see whether school has been all that her parents and Janet Mort hoped it would be.

Ministry bureaucrats gave me a runaround. They insisted that Katie wasn't real, that she was a composite or prototype concocted to personalize the Year 2000 concepts of individualized instruction and continuous progress. I persisted in my investigation, confident that Katie was far too stereotypical to be a figment of some bureaucratic imagination. My insight that bureaucrats have no imagination made me absolutely certain that Katie is real and that the ministry was trying to hide something.

Despite the lack of ministry help, I soon found Katie. A friend hacked her way into the ministry's computers and produced a list of every student enrolled in the Primary Program. Without Katie's last name, I was looking for a needle in a haystack. But lo and behold, there was only one child named Katie in the entire Primary Program. All other female students are named Jennifer, Megan, Ashley, and Jessica.

I found Katie enrolled in a Vancouver school and in the final year of the Primary Program. Katie is in a family grouping with 32 in the class. Needless to say, individualized instruction is rare. Her classroom is a washroomless portable, so Katie's continuous progress is frequently interrupted as she wends her way across a portable-littered playground to the bathroom inside the school.

Katie is doing very well in mathematics and in music. However, reading and writing pose a challenge. Last year, Katie spent three hours each week with the learning assistance team, an amount reduced this year as a result of cuts in service to the centre. She is on a two-month waiting list for an assessment by the area's speech and language pathologist.

Ms Antonelli taught Katie last year and was supposed to continue teaching the class this year, but the uncertainty regarding funding led the board to give Ms Antonelli a layoff notice in May. Ms Antonelli was a new teacher, skilled and schooled in the Year 2000 pedagogy, and Katie loved her. By the time the board decided it could offer a continuing contract for 1992-93, Ms. Antonelli had accepted a position in Fort St. John.

Katie is making continuous progress, but it isn't exactly the kind envisioned by the ministry three years ago. Continuous progress is, in reality, two steps forward and one step back.

T. Evers-Chance is a B.C. teacher currently working for a provincial teachers' organization.

Resources

Help for the classroom teacher of ESL students

by Sylvia Helmer

BC's ESL population is growing. In the Lower Mainland, students who speak English as a second (or third or fourth) language are the norm rather than the exception. And, although some sheltered classes and pull-out support may be available to help, classroom teachers face more ESL learners. In other parts of the province, English as a Second Language (ESL) learners are also arriving in greater numbers, often directly into regular classrooms.

In addition, the research on language acquisition tells us that it takes an average of five years for students learning ESL to be adept enough to perform on academic tasks (in English) on par with their age peers. Since sheltered or pull-out programs are neither available nor desirable for such a long period of time, classroom teachers are left to cope as best they can.

Three categories of resources seem to be most helpful to support efforts on behalf of students: resources for teachers new to working

with ESL learners, ways to help students access textual material, and strategies to facilitate conceptual understanding. Listed below are key resources that address the widest variety of needs economically. A more exhaustive list is available from me or the Vancouver ESL district office.

Teacher resources

Law, Barbara & Mary Eckes. (1990). *The More-Than-Just-Surviving Handbook: ESL for Every Classroom Teacher*. Winnipeg: Peguis Publishers. ISBN 0-920541-98-4.

This book takes the teacher from what to do (and not to do) the day an ESL learner walks into his/her classroom to specific strategies for developing both language and content area skills.

Gunderson, Lee. (1991). *ESL Literacy Instruction: A guidebook to Theory and Practice*. Englewood Cliffs, NJ: Prentice-Hall, Inc. ISBN 0-13-284605-5.

Dr. Gunderson, of UBC, takes a language arts reading perspective, but the book is full of sound advice and specific suggestions for assisting ESL learners at all

age levels to become readers. Helmer, Sylvia. (1992). *Integrating Language and Content: A Guide for Teachers of ESL Learners*. Program Publications: Vancouver School Board.

This guide puts in one place some key items teachers find useful in their efforts to diagnose and address the needs of ESL learners:

1. The key topics and skills usually taught between Grades 4 and Grade 10 in English/ language arts, social studies, mathematics, and science.
2. Additional resources that complement these curriculum areas.
3. Some theme units that integrate the teaching of language and content.
4. A brief introduction to one widely used approach to integrating language and content learning.

Accessing textual material

Adams, Thomas W. (1989). *Inside Textbooks: What Students Need to Know*. Reading, MASS: Addison-Wesley Publishing Co. ISBN 0-201-20699-X.

To use a textbook effectively, learners need an understand-

ing of the contents—conceptually, linguistically, and organizationally. Through many examples and clear illustrations, *Inside Textbooks* deals with both the basic organization, how knowledge is packaged in textbooks, and the linguistic style, and vocabulary needed to facilitate understanding of the concepts.

Collie, Joanne & Stephen Slater. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: Cambridge University Press. ISBN 0-521-31224-8.

After pointing out that ESL learners can, and in fact have a great desire to, read real fiction as opposed to linguistically watered down versions, the authors outline ways to help learners read novels, plays, short stories, and poems. Strategies suggested benefit all learners in the class, not just those learning English as a second language.

Strategies to facilitate conceptual understanding

Wisconsin Department of Public Instruction. (1989). *Strategic Learning in the*

Content Areas. Madison, Wisc.: Wisconsin Department of Public Instruction (no ISBN).

This workbook format combines theory and multiple examples to illustrate the interaction among reading, context, and text. Many examples of teaching/learning strategies for different content areas are included.

Black, Howard & Sandra. (1990). *Book II Organizing Thinking: Graphic Organizers*. Pacific Grove, CA: Midwest Publications. ISBN 0-89455-355-0.

This workbook includes prepared lessons and strategies in a variety of subjects and master graphics (blackline masters) that help learners see the underlying organization of a task or concept.

All teachers need some knowledge about teaching ESL learners. These few books are a great start.

Sylvia Helmer was curriculum adaptation specialist—ESL for the Vancouver School District for the last three years, and she is now English language support teacher at Douglas Elementary School, in Vancouver.



Ho Chi Minh primary pupils.

VIETNAM TODAY

The times, they are a'changing

by Herb Johnston

As the summer sun simmers into fall colors, we teachers take on new challenges. Our pursuits provide excitement and stimulation, perhaps apprehension, but developing satisfaction. Here in Canada, we usually rest confidently on past successes, the security of contracts, and the stability of our schools and country. But imagine for a moment what the autumn brings in a far away place.

Think of beginning teachers in Vietnam. After four years of training (past high school), a secondary school teacher will make about \$10 US per month. (Vietnam is one of the poorest countries in the world, because of the war, subsequent isolation, inflation, etc.) The hunt for teaching jobs is not the challenge it is in Canada, however, because a teacher in Vietnam is assigned to a school upon graduation (even if the school is not in their desired location). Think of life as a teacher without computers, books, paper, and the other things we take for granted. There is no shortage

of students, however; class sizes are usually 40 to 50 students. Because of limited facilities, many students (including primary) attend night school instead of day school. Schools are essentially free, and students must attend (in theory) until the end of Grade 5. But this law doesn't necessarily result in students' attending school. Many students see little economic advantage in obtaining an education. Thus, making a living on the street is often more attractive for students than staying in school.

Think of teaching in schools that may have five power cuts a week. Teaching facilities and science labs that require electricity are simply closed during such times. Think of having to have a second or third job besides teaching, just to make enough to stay alive. Imagine providing education for a city like Ho Chi Minh (formerly Saigon) of five million people (including one-half million Chinese) on a budget of \$15 million US, attempting to meet needs of all ethnic groups when shortages occur in just about everything. Imagine a teachers' union in Ho Chi Minh staffed by four

elected teachers who have the responsibility of meeting the needs of 40,000 teachers. Imagine a Ministry of Education head office in a three-storey house.

Assistance is slowly coming to Vietnam as its period of isolation from the world ends. Vietnam, with its 67 million industrious people, is now being seen as having excellent business investment opportunities, a cheap labour force, and a large potential sales market. Quality education will, no doubt, be crucial in helping Vietnam meet the challenges and difficulties that lie ahead. And teachers in Vietnam will play a key role in the development and future of their country. Beginning a new school year in developed and developing countries has many similarities and some striking differences—new ideas, new courses, and new apprehensions and challenges.

Herb Johnston, a past Project Overseas participant, currently a faculty associate in the UBC Mathematics and Science Department, visited educational facilities in Ho Chi Minh in May 1992.

CTF PRESIDENT SPEAKS OUT

Where education's concerned, everyone's a critic

Everyone from the Prime Minister to the average person on the street has something to say on some aspect of education," said Canadian Teachers' Federation President Allan McDonald at the 1992 CTF AGM in Saint John.

One day teachers and the education system are public enemy number one and the next day they are the greatest investment a country can make.

We have Mr. McKenna in New Brunswick pontificating about lengthening the school year to Mr. Dinning in Alberta who believes that national testing will solve every educational woe.

The education system and its teachers are being blamed for society's, government's, and businesses' failures. The Canadian education system is a failure because countries like Japan and West Germany

have stronger economies at the moment.

Business has responded not with proposals or suggestions but with vicious attacks on the products of education—the students. They have complained on a continual basis that students are illiterate, untrained, and unemployable.

In Japan, students tend to score higher on math and science tests. The reality is that in Japan, 30 to 35% of students don't take the tests. They are streamed out of the academic stream.

I see it (national school achievement indicators program) as nothing more than a ranking device to rate teachers and to place more blame on the education system.

[Compared to] annual wages and salaries of the labour force in each country, relative incomes of Canadian teachers are close to the Organization for Economic Co-operation

and Development (OECD) average, not the highest on earth as the evidence cited by the Economic Council of Canada suggests.

Education in Canada is not only successful; it is different. Everyone is offered a free public education. We do not stream the bottom 30 to 35% of students.

It is time for school boards and ministries of education to show that they value teachers and to provide a safe working environment where teachers and particularly students can enjoy academic success.

It is time for politicians to focus their energies on solutions to the social and economic problems such as poverty, child abuse, underfunding of health and education, gender inequalities, and violence against women and children.

Source: CTF President Allan McDonald's address to the 1992 Annual General Meeting.

REFORM IN EASTERN BLOC

Poland—A Land of paradoxes

by Lucia Wolfe

When I landed in Krakow a year ago, I was unprepared for a country that has one foot in the past and the other in the future. Horse-drawn carts deliver an apartment's winter supply of coal while videos blare inside. The country has both an inadequate telecommunications system and computer training programs for its language teachers. Gentlemen kiss your hand in greeting, and young women fight for "pro-choice."

The Globe & Mail advertisement placed by Solidarity Eastern Europe, a volunteer group based in Montreal, sparked my interest. It stated that its volunteers in Poland would teach not only English but also Education for Democracy. For over five years, as an English teacher at Richmond Senior Secondary School, I had tried to make my students cognizant of the world about them and of a student group called Youth for Global Awareness. Here was an opportunity to teach in an Eastern bloc country.

The very elements that made it difficult for us to learn Polish—its grammatical precision and pronunciation—facilitated our students' grasp of English.

Eight months after my reply, I flew to Poland with 14 other volunteers to be part of a program funded by four governments—Canadian, American, German and French—to assist the Polish Department of Education to establish 50 language training colleges throughout the country. These NKJO's (Nauczycielskie Kolegium Języków Obcych) had a mandate to develop a three-year training program. Their students would become English, French, or German teachers in the country's schools. In this way, English would replace Russian, now taught as their second language.

After a week of learning the country's history and beginning the study of its language, we all went to our assigned colleges. Mine is located in Przemyśl, a city of about 40,000, only a 20-minute bus ride from the Ukraine border.

One of the local SEE people accompanied me to Przemyśl to introduce me to the staff, a composite of Polish-English teachers, Polish-German teachers, and one Polish-French teacher.

Two British volunteers and I were housed along with the German teacher and several Polish teachers in a small apartment building next to a bombed-out school which is being rebuilt. I had a one-

bedroom apartment, more than adequate in a country where three generations often live together. Our building is one hundred years old—solid with antique plumbing, as is the city. Every week or two workmen shut off the city's five-hundred-year-old water system in an effort to repair parts of it. We learned to keep bottled water for such times. We also bought water to drink, and filtered and boiled any water we used.

Our college is housed in a heritage building that used to be the headquarters of the Communist Party (a 25-minute walk or a 10-minute bus ride away).

My teaching schedule last year included Listening, Conversation, Canadian Life and Institutions, and Guided Individual Study. I taught concepts of democracy within the CL&I course, and we discussed in Conversation topics relating to the democratic process. Many of our students, from nearby villages, might be the only person in the village speaking English. On finishing their three-year teacher training, they return home to teach English.

Our flexibility and sense of humor were tested in our excursions into the community where we were "the illiterates." The market place, the bread store, the post office, and the bank all challenged us to make ourselves understood to people who knew little or no English. The very elements that made it difficult for us to learn Polish—its grammatical precision and its precise pronunciation—facilitated our students' grasp of English. After a brief struggle with both the grammar and the pronunciation, I settled for a few vital phrases: Good morning (or good afternoon)—Dzien dobry, pronounced *gin dobre*. Thank you very much—Dzinkuje bardzo, pronounced *ginkooya bardzo*. And Excuse me—Przepraszam, pronounced *psheprashan*. I usually simply smiled and said "Excuse me." That smile and my *Survival Polish*, a phrase book with all the necessary information, told the local people that I was trying but they would have to help me. And they did!

I frequented particular shops. In the Post Office, clerks often found my mail and handed it to me ahead of the others in line, explaining to grumblers that I was an English teacher. In the miastro (meat store) clerks yelled to me over the crowd, Niema szynka! (No ham!) on days when my "usual" was unavailable. Clerks also helped me by pulling correct amounts from my open purse when I was too tired to figure out the zlotys.

I look forward to returning to Przemyśl, to seeing my students and the town's people and greeting them with a "Dzien dobry."

Lucia Wolfe, a retired English teacher, is currently a volunteer in Poland with Solidarity Eastern Europe.

For more information on this program, contact: Marie Paradis, Volunteer Co-ordinator, SEE, 2330 Notre-Dame Ouest #200, Montreal, PQ H3J 1N4.

STARTING SCHOOL

Love and Shelter

by PJ Reece

He said he wanted to kill himself. A knife through his six-year-old heart.

I stopped washing broccoli, and his mother pulled the cheese sauce off the stove. We looked at each other before turning to face him, slouched as he was in a chair at the kitchen table.

"What's the matter, Son?" "Nothing," he said. "Nothing. Right. It was his first day of school. First day of school, ever."

"Dylan, how about we get some Haagen-Dazs for dessert."

"I hate ice cream."

"Okay, what'll it be? You name it."

"I told you. I want a knife through my heart."

Leaving him in the classroom this morning, I had paused to watch through the doorway, and I swear I saw him in chains. He shot me a look as unforgiving as the hardwood desk in which he squirmed, and I slipped away. Belmondo had looked at me like that. He with porcupine quills up his nostrils and down his throat, me signing the deadly document in the vet's office, he straining on the leash as the doctor held him back, saying, "Come on, Sunshine," soft words that would ring in my ears forever. And now my own kid.

When he was three, it was clear I had little role to play in his life. Love and shelter for sure. But he wasn't nurturing like his mother, or disciplined

like me. He was wild. He was his own man. And now in chains. Leaving the school I'd felt like the executioner.

"After supper, we'll go get some Cookies by George. "I hate Cookies by George," he snapped. "I hate George. And I hate you, too."

I felt like something in between throwing up in the sink and laughing deep. Sure, I had long suspected he was a candidate for the school of hard knocks, but I trusted that his ready sense of humor would check and balance his Aries nature. I envied the way he physically tested the world, the way he would then pause, and, as if he were a willing captive of evolution, grow.

One night he wanted to run away from home. He did. Packed his small red suitcase, pulled on his jean jacket and cap, snarled, "G'bye," and slammed the heavy glass door. From behind the louvred shutters, we watched him pass under the dark spruce trees and stop where the sidewalk meets the street. He looked one way, then the other, and without the slightest hint of defeat, he returned. Leaving the door open, he brushed by us on the way to his room. There were too many kidnappers out there, he said. He'd leave in the morning. "I don't want to go to a movie!"

Twenty minutes of this, and I remembered that I wallow in nobody's misery for long. Down in his bedroom, I told him to 'fess up.

"What's the main problem?" I was his main problem.

"What else?" Mom. Right. "And what about school?"

"No!" He wasn't admitting anything. Or was he? "Not school?"

"Shut up!"

All right, now we're getting somewhere. "How about your teacher, Mrs. Bard?"

"NO! NO! NO!" I think we got it (the boy was punching me). Mrs. Bard is a veteran, the teacher you pray your children will get. But her room was a brave new world, and she was in charge of the incubators.

I volunteered the more courageous of his teddy bears. "This is Mrs. Bard," I said. What do you want to tell her?"

"Nothing."

"Go on. Tell her what you think of her."

Turning, unsure, he fixed his gaze on Mrs. Bard. "I hate you."

"What else?" I asked.

"Nothing," he said.

"I bet there is."

"I hate you!" he told her.

"She can take it," I said.

"What else?"

"You're a shit."

"What else?"

"I hate your guts!" he yelled.

"Louder, if you want."

"I can say no, if I want! NO!"

He cursed her inside and out and picked her up by her plump little legs and beat her senseless into his pillow. What had she done? Had she trespassed him somehow? Had she invaded without warning—not knocked politely on the unguarded door of his vast little mind? In three hours, she had organized camp. And he could tell by her

shoes and by the smell of the ancient oak floor that this was no picnic. He could tell by the alphabet that ringed the room that his horizons had been redefined, that this was no longer the high sierra of childhood, the windswept mesa where in one eyeful he could see the breadth of the world and the length of a day. And the worst thing was he could see that Mrs. Bard could see too—right through his bravado—to something mellowing in his savage little heart.

Now he was beating her back. Her and her rows of children, her lists and schedules, all her talking and her tomorrows.

Then, as suddenly as summer rain, he stopped. Eyes wet, he turned to me, and something like a rainbow hung between us. He pulled his bear more gently into his lap and laughed.

There were lots of things I could have said, but I didn't. Instead, I followed him upstairs for supper. Broccoli with cheese sauce is his favorite dish. It was cooked so limp you could cut it with a fork, which was good, because there were no knives on the table.

PJ Reece, a Vancouver screenwriter, recalls this story about his son's first day of school in 1981.

The Hills of Spain

All around me fragments of lives
A friend loses her husband to alcohol; another, to cancer.
My sister mourns for her life.
My mother moves quickly toward death.

I gather my lessons for school and reach for my keys.

Once inside the tunnel gray lockers a trace of my adolescence hovers in my memory.

I escape to my classroom.

The day before me in five neat packages

One hundred and thirty faces will pass before me,

Each one bringing fragments of lives.

The sharp bell signals our beginning

Sleepy seniors find their places.

I open a poetry book to Lorca's "Sleepwalking Ballad".

His green voice surrounds us in the hills of Spain

And Lorca's green wind sweeps the fragments of our lives away,

lifting the silence between us, for the moment.

— Laurel Wade Yates

Burnaby North Secondary School

This poem won first prize in the poetry contest that Richard Elson, of the BCETA, organized at the summer 1991 Provincial Exam marking session in Victoria. The topic was *teaching*. (Update)

Research

WASHINGTON INNOVATION SOUNDS FAMILIAR

Off with the old

At Cougar Valley Elementary School, in Silverdale, Washington, students use computers instead of textbooks, stay with the same teachers for several years, learn by doing instead of listening, and get written descriptions of their progress instead of report cards.

The restructured approach grew out of five new assumptions, diametrically different from those on which schools have operated for decades. They are:

Old: The learner was a passive empty vessel to be filled by the teacher.

New: The learner is active. The student brings prior knowledge to the learning task. The learner naturally formulates more sophisticated patterns and generalizations as he or she engages in language activities.

Old: The student learned what was taught directly.

New: Children learn much that is not explicitly taught. Personal investment in learning is critical.

Old: Errors signalled a learner's failure to learn or to correctly apply what was taught.

New: Errors indicate developmental levels. They are a demonstration of the learner's current thinking and understanding.

Old: The product was most important. Skills and acquired knowledge were the main objective.

New: The process is most important. Thinking, reading, speaking, listening, and writing are best learned by actually engaging in these activities.

Source: *USA Today*. Reprinted from *Better Teaching*, Vol. 3, No. 10, January 5, 1990.

Ed leave for parents needed

"Job break urged for parent-teacher talks," says the August 17 *Globe and Mail*. The executive director of the Canadian Home and School Parent Teacher Federation reported the results of a survey showing half of the parents interviewed cited work conflicts as the reason why they were not more involved in their children's formal education.

Therefore, she called on employers to promote flexibility for workers, and provide parental leave so that parents can attend school meetings.

Why is parental involvement important? Education researchers show a strong correlation between parental involvement and student performance.

Source: *Globe & Mail*, August 17, 1992.

OUT-OF-PROVINCE TEACHERS, BEWARE

The reality of pension portability

by Clara Ernst

You have come to beautiful B.C., after getting your education elsewhere, and you have some teaching experience. You have been told by those who hired you how fortunate you are that B.C. has reciprocal pension agreements with other provinces. You have been told, "Don't worry until the year of your retirement." What will you do then? At that point, you will write to the superannuation and pensions committee board(s) of your former province(s). Your accumulated pension funds there will be transferred to B.C., and you will then get your full pension if you have taught 35 years. Sound familiar? Beware!

In 1991 alone, according to the statistics in *The B.C. College of Teachers' Report to Members*, Vol. 3, No. 3, Spring 1992, 1286 new certificates were issued to out-of-province teachers. On average, B.C. issues more than 1000 new certificates for out-of-province teachers each year—an impressive number of professionals whose education has been paid for elsewhere. We hope these colleagues are fully aware of the current pension situation in B.C.

For teachers who have transferred to B.C. with out-of-province experience, or who did not have the opportunity to read the article published in the November/December '91 issue of *Teacher* regarding pension-portability agreements, the following information is of vital importance:

1. There is no universal agreement across Canada regarding the portability and transfer of pension funds. B.C. has a variety of agreements with most of the provinces. With the Atlantic provinces, it has none.

2. No matter how good the portability agreement sounds, the reality is somewhat different. Although B.C. recognizes the total years of out-of-province experience, *your B.C. pension will be*

*based solely on your teaching years in B.C.** Then, at the time of retirement, pension funds that you have accumulated in your former province(s) are transferred to B.C. and an annuity is purchased for you. Again, this does not apply to the Atlantic provinces. Annuities are based on current interest rates.

3. No matter how considerable the sum transferred from the other province(s), it will not compare with a pension based totally on experience within B.C. By contrast, in Alberta, pension funds earned elsewhere are fully honored, and the Alberta pension is based on total years of experience.

In B.C., the pension portability situation has not changed since 1984 and it will not change unless we become proactive. The inequitable B.C. plan *must* be changed. After all, the B.C. education system has benefitted tremendously by acquiring highly educated, fully trained professionals without incurring the expense of their training. Federal government employees, university professors, and many other public-sector employees are able to transfer their benefits without penalty. So should we.

Let us lobby our MLAs, our MPs, and our own pensions committee to make this critical change. Let us work within our local associations and have definite resolutions put forward for the next BCTF AGM. Resolutions with their supporting statements must be presented and passed by your local association at a general meeting first. This is usually done at the October general meeting. Then they are presented to the BCTF for inclusion at the spring session of the AGM. Deadline for acceptance of resolutions is December 15, 1992.

Teachers in the Greater Victoria School District have formed a group called the Action Committee for Equity in Pensions. Each school district should follow suit to remove these obvious pension inequities and to recognize the

existence of the Atlantic provinces. If you need support or information, send a stamped, self-addressed envelope to: TACEP, c/o Clara Ernst, Hampton Elementary School, 231 Regina Street, Victoria, BC V8Z 1J6.

*Let's assume

(a) You have taught 35 years in B.C., your pension would be $35 \times 2 = 70\%$ pension of the average of your best 5 years. Example: \$50,000 average salary $\times 70 = \$35,000$.

(b) If you, for example, have taught for 20 years in B.C., the pension would be $20 \times 2 = 40\%$ of the average of your best 5 years. Example: \$50,000 average salary $\times 40 = \$20,000$, plus the annuity based on funds transferred from your exporting province(s). But remember, a \$50,000 annuity at today's interest rate of approximately 5% would only give you an additional \$2500 per annum. The total of \$22,500 is well below your expectation of a \$35,000 annual pension.

Ken Smith, BCTF pensions co-ordinator, responds

The current reciprocal agreements between all provincial jurisdictions have been under review and negotiation for the past two years. Most authorities are now of the view, as B.C. has been for the past decade, that full transfer of pensionable service must be accompanied by transfer of the full cost of such pension.

For example, in the footnote above, for this teacher, at age 60 retirement, to "make up" the difference between the two pensions (i.e., \$35,000 less \$20,000) requires a cash transfer of about \$163,000. If only \$50,000 is transferred by the other province, who should pay the missing \$113,000? Therein lies the problem that the various pension commissions and teacher organizations (with leadership provided by the Canadian Teachers' Federation) are attempting to resolve.

UI goes bananas!

The B.C. region of UI has applied a new interpretation to the UI rules and disentitled numerous teachers for July and August.

If you were one of those teachers, and have not contacted your local or the BCTF, please contact Ken Smith at the BCTF now. A mass appeal is being assembled for presentation in late October.

Need more life insurance?

Do you need more life insurance for yourself, your spouse, or your mortgage? Are you interested in accidental-death-and-dismemberment insurance also? Discover the competitive rates of the BCTF/Seaboard Optional Group Life Insurance Plan, available to teachers in participating districts by payroll deductions.



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

1992-93 Retirement seminars

Time: 09:00 to 16:00 (unless otherwise noted)

November 14, 1992
Castlegar Hi Arrow Motor Inn

November 21, 1992
Danbrook, Inn of the South

December 12, 1992
Nanaimo, Coast Bastion Inn

January 9, 1993
Kelowna, Capri Hotel

January 30, 1993
Coquitlam, Best Western
Coquitlam Motor Inn

February 6, 1993
Vancouver, Holiday Inn
Vancouver Centre

February 13, 1993
Richmond, Richmond Inn

February 27, 1993
Surrey, Surrey Inn

March 6, 1993
Chilliwack, Best Western
Rainbow Country Inn

March 27, 1993
Campbell River, Anchor Inn

April 14, 1993
Smithers, Hudson Bay Lodge
(16:00 to 20:00)

April 15, 1993
Prince Rupert, Crest Motor
Hotel
(16:00 to 20:00)

April 17, 1993
Terrace, Inn of the West

May 1, 1993
Victoria, The Coast Victoria
Harbourside Hotel

May 15, 1993
Prince George, Coast Inn of
the North

Reminder

A reminder to teachers 64 years or older, or with at least 35 years of contributions to the Teachers' Pension Plan: enrolment in the BCTF Salary Indemnity Plan, Long Term, is optional.

If you fit the above criteria and wish to withdraw from the long-term part of the plan, write or telephone the BCTF Income Security Department for withdrawal application forms.

Parents wish teachers would ...

1. Build students' self-esteem by using praise generously and avoiding ridicule and public criticism.
2. Get to know each child's needs, interests, and special talents, as well as the way each child learns best.
3. Communicate often and openly with parents, contacting them early about academic or behavioral problems and being candid rather than defensive when discussing the problems.
4. Regularly assign homework that helps children learn, and advise parents how they can work with their children on that homework.
5. Set high academic standards, expecting all

students to learn and helping them to do so.

6. Care about children, since children learn best when taught by warm, friendly, caring, and enthusiastic teachers.

7. Treat all children fairly and not play favorites.

8. Enforce a positive discipline code based on clear and fair rules that are established at the beginning of each school year; reinforce positive behavior rather than punish negative behavior.

9. Vary teaching methods and make learning fun.

10. Encourage parent participation by reaching out to involve parents in their children's education, showing them how they can help their children at home and remembering that parents want to work with teachers to help their children do their best.

Teachers wish parents would ...

1. Be involved in their children's education. Parents' involvement helps students learn, improves schools, and makes teachers' jobs easier.
2. Provide resources at home for reading and learning. Have books and magazines for children and read to or with children each day.
3. Set a good example. Parents should show their children that they believe reading is both enjoyable and useful. They shouldn't spend all their time in front of the TV, either.
4. Encourage children to do their best in school. Parents must indicate they believe education is important and

they want their children to do the best they possibly can.

5. Emphasize academics. Too many parents get caught up in athletics and in preparing children for the world of work.

6. Support school rules and goals. Parents should take care not to undermine school rules, discipline, or goals.

7. Use pressure positively. Parents should encourage children to do their best, but they should not apply too much pressure by setting unattainable goals or by involving them in too many activities.

8. Call teachers early if there is a problem (not wait for teachers to call them), so there is still time to improve the situation.

9. Accept their responsibility as parents, and not expect the

school and teachers to take over this job. For example, parents should make it their responsibility to teach children basic discipline at home rather than leave this task to teachers.

10. View drinking by underage youth and excessive partying as a serious matter, not a joke. Drinking, partying, and staying out late take a toll on students' classroom performance. While parents are concerned about drug abuse, many fail to recognize that alcohol is the drug most frequently abused by youngsters as well as adults.

Source: *The National PTA talks to parents: how to get the best education for your child* by Melitta J. Cutright. The National PTA, 1989.

In Focus: Inner City Education Conference

Over 100 workshops on health, education, and social issues: Parenting, youth alienation, counselling, early childhood, stay-in-school programs, multicultural issues, literacy, school climate, reporting to parents, food programs, alternative programs and community partnerships. *Internationally known keynote speakers and school visits!*

NOTE: Topics apply to ALL schools.

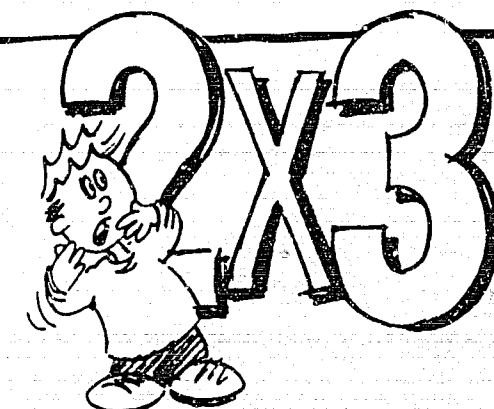
REGISTER NOW \$250 for 3 days or \$80 for 1 day
A 70-page conference brochure will be sent to you.

Call or write: Patti Lefkos

1130 Keefer St., Vancouver, BC V6A 1Z3
Telephone: 1-254-0821 or 253-7449, Fax 253-4303

Don't miss this unique conference!

"I LIKE MATH ... NOT!"

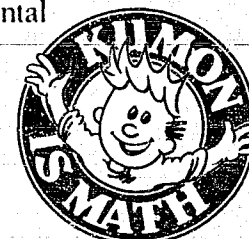


Fact is, Kumon students, regardless of their previous difficulty with math, are no longer intimidated by numbers. They've learned how to solve math problems with confidence and efficiency. Learning programs are individualized. Students advance at their own pace. Affordable. Efficient. Rewarding. Worthwhile.

To learn how you can implement the Kumon Supplemental Math Learning Method, now used by more than 2 million students around the world, phone us toll free:

1-800-663-6284

KUMON



The world's finest supplemental math education.

JALPAK - YOUR GUIDE TO JAPAN AND THE ORIENT

JAPAN

Planning a school group tour to Japan? Call JALPAK for assistance in planning the most cost-effective programme for your itinerary.

SCHOOL TWINNING

B.C. schools seeking a twinning relationship with a school in Japan can now call JALPAK for assistance in twinning through our school contacts in Japan. Call JALPAK for details. A free information kit is available on request.

JALPAK & JAPAN AIRLINES

serving Japan and the Orient from Vancouver

*JAPAN *CHINA *HONG KONG *THAILAND *MALAYSIA

JALPAK

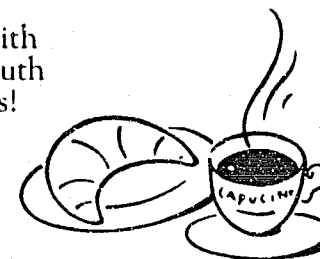
Suite 1310, 1030 West Georgia Street
Vancouver BC V6Y 2E3
Tel: 689-5228 (Lower Mainland)
Toll-free 1-800-663-3596

Learn how you can Travel Free with only 5 enrolled students

Visit our new Vancouver office,
Saturday, October 31, 10am to 3pm

Receive a free world map, and chat with our staff about tours to Europe, the South Pacific and other exotic destinations! Refreshments served.

1-800-387-1460



Educational Tours
609 West Hastings Street, Suite 100
Vancouver, B.C. V6B 4W4

1993 Teacher Tours to Asia

HONG KONG, THAILAND, SINGAPORE, MALAYSIA AND INDONESIA
18 days, July 7-24
\$3150 p/p

Quality designed Educational Tours
Led by Wesley Anderson
(Teacher and Experienced Tour Leader)

CHINA AND HONG KONG
18 days, August 2-19
\$3497 p/p

NORTH SHORE CONTINUING EDUCATION & CULTURAL TOURS
INFO: 736-7671

AUGMENTATIVE COMMUNICATION & CHALLENGING BEHAVIOUR

Pat Miranda, PhD

Kamloops
Kelowna
Victoria

October 26 & 27, 1992
October 29 & 30, 1992
November 12, 1992

Phone 228-1858 for information.



JANET HUME
INVESTMENT ADVISOR

VANTAGE SECURITIES INC.

WILL CURRENT INTEREST RATES PROVIDE YOU WITH A COMFORTABLE RETIREMENT?

ASSET ALLOCATION + PENSION MANAGEMENT
= SECURITY

I CAN HELP YOU! PHONE 682-4445

ATTENTION TEACHERS

Have you considered a FINANCIAL PRODUCTS SALES CAREER as an alternative career?

SUN LIFE is a diversified Canadian financial organization. We are seeking ambitious individuals to join our sales team. We offer:

• Financial Support • Competitive Benefits Package •

• Excellent Training Program • High Income Potential •

Background in Accounting, Teaching, Sales or Business preferred.

For an interview, please call in confidence: JOE MALAKIEH

Bus: 681-5321, Res: 986-4741, Fax resume (Attn: Joe) 684-8194

SPREAD THE WORD!
The third annual "It's Cool To Be Yourself" Video Contest is back, and we're looking to encourage school teachers to encourage their students to participate.

A UNIQUE LEARNING EXPERIENCE.
The value of the program to students is in their participation. Working individually, as a group or as a school project, they must address relevant issues such as identity, self-esteem and peer pressure. "It's Cool To Be Yourself" really means: articulate their ideas and grapple with the technical challenges of capturing their ideas on video. The feedback on the 1991 and 1992 programs has been very positive. "It's Cool To Be Yourself" is student-driven and consistent with the learning objectives of existing curricula.

GREAT PRIZES AND A SHOT AT FAME ON BCTV!
1st, 2nd and 3rd prizes will be awarded to students in each of three provincial regions and the grand prize winner will be shown on BCTV during "It's Cool To Be Yourself" Week, May 17-21, 1993. The top school in each region will also win \$300 cash, and all valid entries will have a chance to win one of six complete SONY video production packages valued at over \$4,000, for their schools.

DEADLINE FOR ENTRIES IS 4 P.M. APRIL 5, 1993.
So book your school's display case now and again in January to spread the word! A compilation of winning entries and the grand prize winner will be shown on BCTV and then used to produce an "It's Cool To Be Yourself" video for schools in the fall of 1993. For more information, contact your school's counselling department or call Susan Archibald at The B.C. Dairy Foundation at 294-3775 or 1-800-242-6455. Sponsored by:

BCTV All the right stuff. **SONY**

CANADIAN DIABETES ASSOCIATION

—Volunteers Needed—

Over 1,000,000 Canadians have diabetes, a disease for which there is no cure. The CDA is looking for volunteers to help during our province-wide campaign, November 1-15. If you can spare some of your time, why don't you consider volunteering for a great cause? If you can help, please contact our local office at 944-1739.

JAPAN HOMESTAY

Himark Travel Services, Inc. in cooperation with the Program of International Educational Exchanges is pleased to offer this special priced Japan Homestay Program for Teachers and Students.

Low Season	High Season
\$1,499.00	\$1,649.00

This 15-day program price includes: Air Fare from Vancouver to Japan and return, Canadian and Japan Air Taxes, Hotel Accommodation/meals where necessary and a Homestay Arrangement which includes school visits, technical visits, local sightseeing and exchange program activities. Prices guaranteed through March 31, 1993.

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
Toll Free 1-800-663-5717

TOO MUCH TAX?

Americans pay less income tax than Canadians because they are allowed to deduct the annual interest expense on their house mortgage. You can't do the same—unless you know how to utilize the Smith Manoeuvre.

If you had a \$100,000 mortgage at 10% you would be able to enjoy a tax deduction of nearly \$10,000 in the first year—if you had the benefit of this perfectly legal strategy.

We will be pleased to put you in touch with other teachers who are enjoying these excellent tax benefits.

Call us to arrange a complimentary meeting where we will introduce you to our unique computerized Smith Manoeuvre.

SMITH CONSULTING GROUP LTD.
VICTORIA - KEN BATES 656-9740
VANCOUVER - BOB BAILLIE 687-5570

CHINA ART & CULTURE

15-DAY FULL PACKAGE

- Historic China Sun & Sand (Hainan Island) 1999
- Scenic (Southern) China 2199
- China Art & Garden (Mar 15) 1995
- Yangtze River Cruise (Mar 22) 2499
- 9-Day Hong Kong/Thailand (Mar 15-22) 1950
- 8-Day Regal Beijing 999
- 8-Day Beijing/Hong Kong/Shanghai 1499

Depart Dec 7, 21/92, Jan 25, Feb 22/93
Vancouver (Ask for Teachers Discount)

We Specialize in Cultural Study Tours.

CHINA PACIFIC INTERNATIONAL
Suite 2, 1955 West Broadway
Vancouver, BC Canada V6J 1Z3
(604) 731-1693
Fax: (604) 731-1694
Toll free 1-800-661-8182

It's A Puzzle...

Trying to find a Financial Institution that really helps with money management.

Money Management

Proud to be your Credit Union

TCU -- A Perfect Fit

For professional help provided by friendly informed staff -- visit or call a TCU Branch today.

TCU B.C. TEACHERS CREDIT UNION

Proud to be your Credit Union

Oakridge Branch Cambie at 40th Ave. 324-6655	Dunbar Branch Dunbar at 28th Ave. 224-2364	Surrey Branch 9648 128th St. 581-9828
Victoria Branch Scott Street just off Hillside 595-5151	Burnaby Branch Norland Ave. just off Canada Way 294-5106	

UBC Social Studies Opportunity

The University of British Columbia invites applications for a special appointment for teaching and doctoral study in Social Studies Education.

The successful applicant will be awarded a stipend of up to \$40,000 a year for two years to pursue a doctoral degree in Social Studies in the Department of Social and Educational Studies.

Duties include teaching a full load of social studies methods courses during the one four-month term. The remainder of the year will be spent as a full-time doctoral student.

Qualifications include:

- * a master's degree with first-class standing.
- * successful teaching experience in social studies for at least five years.

Applications are due by **MARCH 1, 1993**. Address applications and inquiries to: **Dr. Jane Gaskell, Professor & Head, Social and Educational Studies, Faculty of Education, UBC, 2125 Main Mall, Vancouver, BC V6T 1Z4.**

Include a curriculum vitae, transcript, a letter of application, the names of four references (two academic and two professional), and an example of your written academic work.

LIFE IN THE FAST LANE

FIRST CLASS FIELD TRIPS

RESERVATIONS
Nanaimo (604) 754-3278
Vancouver (604) 687-6925
Victoria (604) 382-5465

NANAIMO EXPRESS **NANAIMO VANCOUVER VICTORIA** **ROYAL SEALINK EXPRESS**

HIMARK TRAVEL SERVICES. Meeting the educational travel experience. For tour information or questions, contact Himark Travel Services, 208-2182 West 12 Ave., Vancouver, BC V6K 2N4. Phone 733-8836, toll free 1-800-663-5717.

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

WHISTLER. 1 bdrm. condo (Whistler Creek), sleeps 4, fireplace, hot tub, swimming pool and sauna, near stores and lifts. Fall rate \$50/night, winter rate \$100/night. Book early, phone 530-0958, Jan or John.

KIHU, MAUI. Large selection of 1-2-3 bdrm. condos. All amen. Great beaches. Call Alf, 291-1751.

SALTSPRING ISLAND. Rejuvenate your soul—enjoy a "taste of paradise." Private ocean beach location. Reasonable rates. The Beach House, 604-653-2040 (Ellie).

B.C. ROCKIES CHRISTMAS Packages. Leave the planning to us! Join us for a white Christmas nestled between the snowcapped Purcells, Selkirk, and Rockies. Telemark, downhill, ski touring packages. Motel, B & B and Alpine Lodges. Make your Christmas break a NATURAL PURSUIT! Call or write Natural Pursuits Adventures, Box 25261, Golden, BC V0A 1H0, 604-344-2543.

CHRISTMAS OR NEW YEARS in Bahamas. 10-day vacation, 6 days sailing, 4 days on Cable Beach, Nassau. Join us for our 3rd annual Wet n Wild, Fun in the Sun, Caribbean getaway. Includes: return air Seattle, Nassau, Marsh Harbor, all airport/hotel/yacht transfers, accommodations, split provisioning on sailing portion, all taxes (except Bahamian departure tax), CVA certification where applicable. Does not include: transport to & from Sea-Tac airport, travel insurance, meals on land portion. Sailing levels from novice to expert. \$2195 (Cdn. Departure taxes: Dec. 21 to Dec. 30 or Dec. 27 to Jan. 5. For more information, contact: Cruisers... The Sailing School Company, 685-7115 (Vancouver) or 1-800-665-6639.

CRUISE VACATIONS — Christmas '92/Spring Break '93 in the Caribbean. On most expensive passenger ship built to date. Exclusive low teacher's fares, unique itineraries, 11-day Christmas (Dec. 19-30) and 7-day Spring Break (March 13-20) from \$1165 US (includes air fare). For limited time only. Call Cruise Ship Centers, Sue Slack, 299-2211, out of town 1-800-561-2350.

CARO SAN LUCAS. For rent: December 26 to January 2, 1993. Condo in Mexico, ideal for 4 people. For more details, call 536-7328 after 5 p.m.

WHISTLER CREEK. One bedroom condo, tennis, outdoor-heated pool, fireplace, sauna, summer, winter rates. 327-3840.

SPRING BREAK CRUISE. 7-day itinerary from San Juan to Barbados, Mayreau, Martinique, St. Maarten, St. Thomas from \$1275 US per person including air from Seattle. Call Michael Daniels: Super Cruise World Travel 294-9871 or Fax 294-8509.

GETAWAY VACATION Connections Ltd. Rental of privately owned waterfront houses and cabins, chalets, houseboats in B.C., Maui,

THE COUNTRY HOUSE Bed & Breakfast. Time to take care of yourself! Come to Bowen Island and be pampered with a morning tea, coffee delivered to your room, full delicious breakfast, hot tub, ocean view. All in a lovely cosy, natural, romantic setting just minutes from Vancouver. 947-0649.

COUNTRY MANOR HOUSE. Bed & Breakfast. Scottish breakfast. Reasonable rates. Non-smoking. Memsie House, Fraserburgh, Aberdeenshire, Scotland. AB43 4AS.

AUSTRALIA. High school physical education sports teacher wishes exchange with B.C. counterpart. Modern cosmopolitan tropical city, yearly temperature 28-30C. Outdoor paradise, sports oriented city, close to Asia. Modern school, approx. 1000 students. Modern home and car. Contact Simon Gribbin, 1/8 Glyde Crt., Darwin, N.T., 0812 Australia. Fax (89) 271200. Phone (89) 273115.

SCOTLAND. Experienced elementary school teacher wishes exchange in Vancouver area with post in Grampian region near Aberdeen. Contact E. Fraser, 55 Mameliah Crescent, Newmachar, Aberdeen, Scotland, AB2 0WG.

TASMANIA. Primary teacher available for exchange. Interested? Ask for Dean, Fax (004) 372860, Phone (004) 372415.

BIG BOOK EASELS. Our Big Book Easel is designed to be used with the primary "Big Books." They have a wide removable ledge that when removed allows charts to hang freely. There is a tackboard on one side and magnetic green chalkboard on the other. \$89.95. We also have Pinatas \$9.95, magnifying glasses, 12 for \$10, Parachutes from \$149.95. Alder Distributing, 2599 - 160th Street, Surrey, BC V4B 4Z5. 536-7773.

EXPOSING THE ENVIRONMENT through children's literature. A great way to teach environmental concepts. For free brochure, phone or write Helen Smith, 13847 - 33rd Ave., Surrey, BC V4P 2B4, 535-0620.

LOOKING OVERSEAS! Order a copy of the 1992 Canadian "Teaching Overseas Handbook." \$10 including postage. Full of useful advice about finding international teaching positions. Available from Bob Barlas, RR #5, Belleville, ON K8N 4Z5, Fax (705) 653-5632.

GETAWAY VACATION Connections Ltd. Rental of privately owned waterfront houses and cabins, chalets, houseboats in B.C., Maui,

13-14 Vancouver. Horizons '92, annual fall conference. Computer-Using Educators of B.C. (CUE-BC), Hyatt Regency Hotel. Contact Sharon Koshman, 104-1478 West 73rd Ave., Vancouver, BC V6P 3A8. E: 266-9916, S: 594-3484.

13-14 Calgary. ATA Multicultural Education Council Conference. Contact Esthère Shaffer, 43 Castlebrook Drive NE, Calgary, AB T3J 1T2.

14 Victoria. A Quality-School Workshop for Primary Teachers—developing a positive self concept in primary learners based on Glasser's work. Presented by David Threlfall and Wendy Godney, James Bay Community School. Contact Wendy Godney, 477-1213.

14 Langley. Focus on the Teacher—Toward a Balanced Life, professional development on a personal basis, providing time and support for teachers to focus on themselves, Sunrise Golf and Banquet Centre, Langley. Contact Judith Martin, RR 3, Cobble Hill, BC V0R 1L0, 748-9964.

17-20 Vancouver. National Conference on Inner-City Education, Bayshore Inn and Britannia Elementary and Secondary schools, Vancouver. Contact Patti LeBos, c/o 1130 Keefer Street, Vancouver, BC V6A 1Z3, 254-0821, F: 253-4303.

19-21 Edmonton. Collaboration '92, provincial conference of the Learning Disabilities Association of Alberta, Communication, Co-operation, and Continuity. Edmonton Convention Centre. Contact Gene Kalita, 5540 106 Ave., Edmonton, AB T6A 1G3, (403) 466-1011.

20-25 Louisville, KY. National Council of Teachers of English 82nd Annual Convention, "How Infinite in Faculties: Celebrating Ourselves as Teachers." Contact John Garvey, Education Director, NCTE, 1111 Kenyon Rd., Urbana, IL 61801.

21 Cowichan Bay. Focus on the Teacher—Toward a Balance Life, PD on a personal basis, providing time and support for teachers to focus on themselves. Inn at the Water, Cowichan Bay (16 km south of Duncan). Contact Judith Martin, RR 3, Cobble Hill, BC V0R 1L0, 748-9964.

21-24 Lloydminster. "Information Literacy: Soaring with Change," 2nd Canadian conference for the advancement of teacher-librarianship, Lloydminster, Alberta. Contact Brian Laing, 5615 42nd St., Lloydminster, AB T9V 0A2, (403) 875-5513, F: (403) 875-7829.

23-24 Nanaimo. B.C. School Counsellors' Association Conference, "Enhancing Esteem: Enrichment for the mind and comfort for the weary." Malaspina College, Nanaimo. Contact Olive Scott, Box 99, Merville, BC V0R 2M0, H: 337-5180, S: 338-1425, F: 334-4472.

23-24 Burnaby. 2nd Catalyst Conference, B.C. Science Teachers' Association provincial conference, SFU. Contact Lon Mandrake, Seaquam Secondary School, 11584 Lyon Rd., Delta, BC V4E 2K4, H: 591-5839, S: 591-6166, or Harold Gopaul, H: 420-1762, S: 939-6656.

25-28 Victoria. Focus '93, strategies for teaching students with severe learning and behavior difficulties, and personal growth for professionals, Victoria Conference Centre. Contact Barbara Smith & Associates Ltd., 614 Foul Bay Rd., Victoria, BC V8S 4H3, 598-1069, F: 598-2358.

25-27 Toronto. 4th Annual Conference of the Canadian Association for the Practical Study of Law in Education (CAPSLE), "Education and Law—The Partnership Grows." The Sheraton Centre, Toronto. Contact CAPSLE, 39 Duncannon Drive, Toronto, ON M5P 2L9, (416) 481-1555, F: (416) 481-2005.

18-20 Vancouver. Music Educators' Association's 29th annual conference, Fusion '93, Hotel Vancouver. Contact John White, Burnaby School District, 5325 Kincaid St., Burnaby, BC V5G 1W2, 299-0611.

10-13 Vancouver. Biennial Children and Youth with Developmental Motor Disabilities conference, "Transitions." Hotel Vancouver. Contact Venue West, Ltd., 645-375 Water St., Vancouver, BC V6B 5C6, 681-5226, F: 681-2503.

31-August 5 Waterloo. 7th Biennial Gender and Science and Technology Conference, University of Waterloo, Ontario. Contact conference chair Ann Holmes, Ontario Women's Directorate, 480 University Avenue, 2nd floor, Toronto, ON M5G 1V2, (416) 597-4587, F: (416) 597-4594.

8-14 Toronto. A Gifted Globe, 10th World Congress on Gifted and Talented Education, U of Toronto. Contact U of T School of Continuing Studies, 158 St. George St., Toronto, ON M5S 2V8, F: (416) 978-6666.

13-17 Montreal. 28th World Congress of the International Society for Education through Art, Montreal Convention Centre. Contact INSEA Montreal 1993, C.P. 1993, Succursale St-Michel, Montreal, PQ H2A 3M3, F: (514) 272-6058.

Compiled by Debby Staggs, PSA
Services Co-ordinator,
Professional Development
Division, BCTF.

CHRISTMAS/THAILAND Teachers' Tour
December 19/92-January 2/93

HONG KONG/THAILAND Teachers' Tour
July 1-23, 1993

INDONESIA Teachers' Tour
July 1-23, 1993

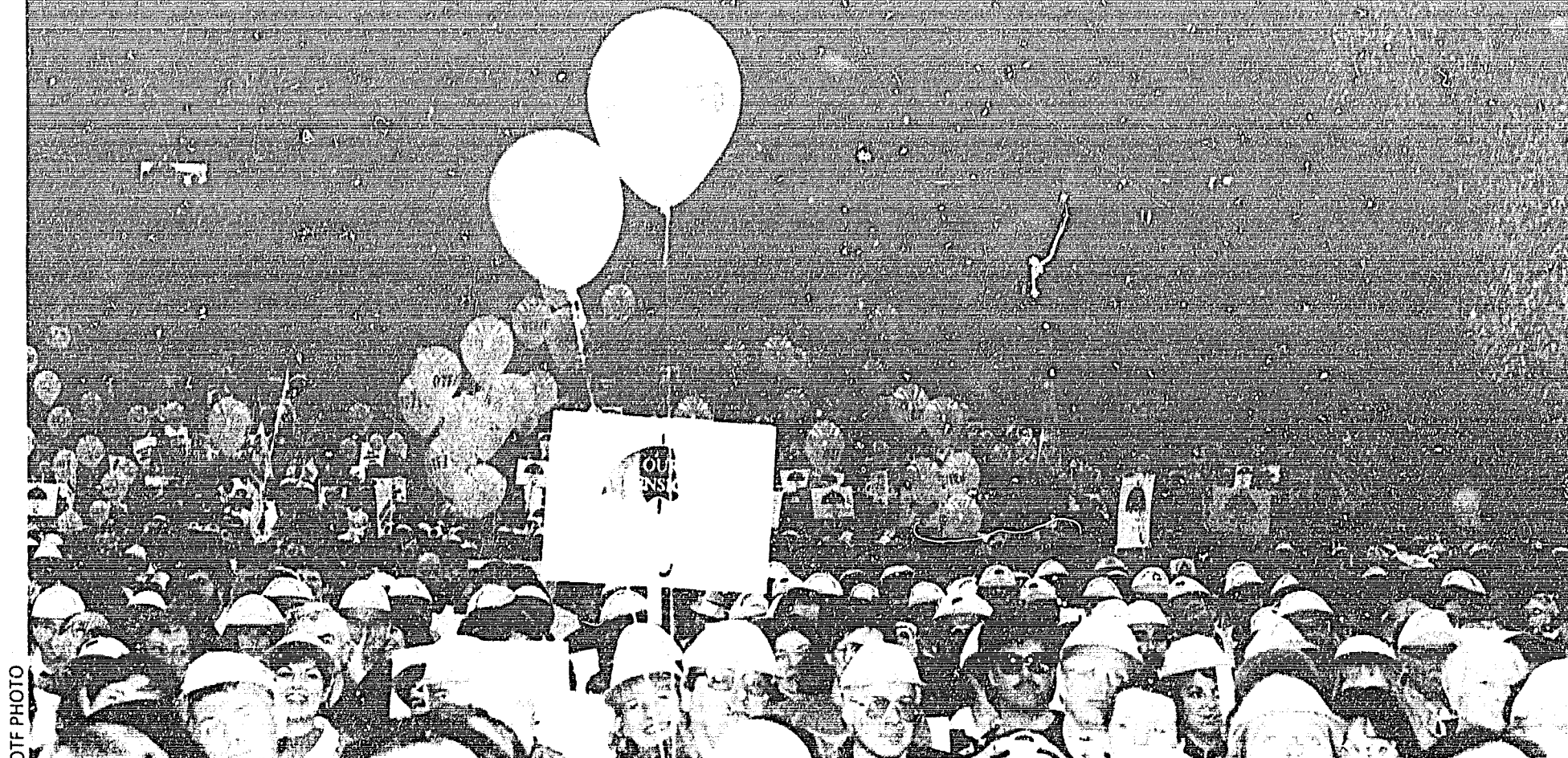
SINGAPORE/MALAYSIA Teachers' Tour
July 1-23, 1993

For further information, please contact:

HIMARK TRAVEL SERVICES INC.
208-2182 West 12th Ave.
Vancouver, BC Canada V6K 2N4
Tel: (604) 733-8836
Fax: (604) 731-8869
Toll free 1-800-663-5717

PENSIONS

Teachers want results



OTF PHOTO

by Ken Smith

What does it take to get a government to change a teachers' pension plan?

Why does no meaningful discussion occur until teachers get politically active? Why is there no periodic evaluation and adjustment to the pension plan? These are the questions B.C. teachers are asking after four years of waiting for a response, *any response*, from government to the brief presented for modifications to the pension plan.

We are asking for changes that would make earlier retirement affordable, improve retiree health benefits, improve purchase of service provisions, modernize other sections, and at the same time protect the fund.

Across Canada, teacher organizations have sought similar changes and won. How?

Alberta teachers have just concluded a major restructuring of their pension plan following two years of heavy lobbying which included postcards, telephone calls, and meetings with MLAs. Teachers rejected the first memorandum of agreement, and government refused to talk to them, so more political heat was applied, and a second, successful, memorandum was achieved in less than one month.

Alberta teachers first became concerned in 1985 when they discovered that more money was flowing out of their plan as pensions than was coming in as contributions. For years, Alberta teachers had the lowest contribution rates of any teacher group in Canada and a government that contributed only half the amount needed to pay for pensions each year. Storm clouds gathered over the oil patch.

In 1990, the Alberta plan actuary reported an unfunded liability of 78% (82% if one included a 60% cost-of-living provision). The actuary estimated that the fund would be broke by 2007. Disaster loomed.

The new deal in Alberta will see teacher contribution rates



Teachers in Ontario and Alberta (photos top and above left) have successfully secured improvements in their pension plans, including shared governance of the fund—but not without united political action.

B.C. teachers (above right) fight to keep a fully indexed pension in 1980-81.

rise to an average 8.65% by September 1, 1995; the government's contribution rate will be 9.85%. These rates are subject to review and adjustment with each triennial actuarial review of the fund. The higher government rate reflects the government's two-thirds share of the unfunded liability. The unfunded liability is to be paid off over the next 68 years (by 2060). Other changes include a guaranteed 6% cost-of-living-allowance (70% for service after December 31, 1992), seven-year vesting (down from 10), no disability pension, and all reinstatements, purchases of service or in-transfers to be at no cost to the fund.

The legislative changes to implement the agreement will be developed by a joint group of two Alberta Teachers' Association (ATA) members, two government representatives, and two pension board representatives. The Conservative government is willing to alter the plan, and it is prepared to involve

teachers directly in the legislative process, continuing an Alberta tradition of involving teachers in the administration of the plan.

A similar story played out recently in Ontario. The Liberal government established, in 1987, a task force to report on investment of public sector pension funds. The Ontario Teachers' Federation (OTF) urged the commission to (a) diversify fund investments out of government of Ontario debentures and into a broad spectrum of assets, (b) retain the government as the sponsor of the pension plan, and (c) establish equal representation of teachers and government in the administration and investment policy decisions for the plan. The commission's report agreed with the first OTF issue. In response, the Ontario treasury commissioned a report on the funding of pension benefits. Both reports recommended merging the basic pension fund and the inflation indexing fund.

Meanwhile, the OTF campaigned to force the government to accept the unfunded liability in the inflation indexing fund and to implement the findings of the two commissions. A third government commission was struck to consult the parties with reference to the two reports, and recommended that the government and teachers enter into full and equal partnership to sponsor and administer the pension plan and its fund. Negotiations

hung up on a mechanism to resolve pension negotiation impasses. The government wanted to retain full legislative authority, the teachers wanted binding arbitration. Talks stalled.

In 1989 the government introduced legislation to establish joint but unequal administration of the plan (five government, three teachers), sole right to amend the pension plan without consultation, full government ownership of any future surpluses in the basic pension fund, a 40-year plan to pay down the unfunded liability in the inflation indexing fund and increase teacher and government contribution rates by 1% to 8.9%. Furious teachers held a number of massive rallies across the province throughout the remainder of 1989 and 1990.

In early 1991 a deal was struck with the new NDP government: joint partnership (three representatives each) in the sponsorship of the plan, which created joint plan administration, joint fund investment control, and joint responsibility for any future unfunded liabilities. Disputes will be solved through binding arbitration. Heavy political action and teacher-association energy were required to get government to move.

These examples from other provinces show that Conservative, Liberal, and NDP governments have been prepared to talk to teachers and introduce improvements to pension plans. The BCTF will continue to press for a similar process in B.C. Why not here?

Ken Smith is the BCTF pensions co-ordinator.

Pension fund grows 11.5%

Twelve-month returns to June 30, 1992, show a market value increase of 11.5%, some 0.9% higher than the selected benchmark indices. At June 30, the fund was valued at \$3.54 billion.

The largest increases occurred in government bonds, which shot up in value as interest rates plummeted. Stock values remain relatively

flat over the last year increasing less than 1%.

The value of the indexing account rose by 14% to \$360 million.

Fund values are determined using the marketable value of the fund at June 30. The increase may not be realized if the value of the bonds or stocks declines prior to the actual sale.