

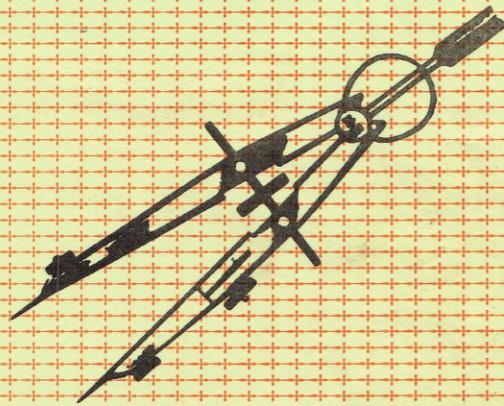
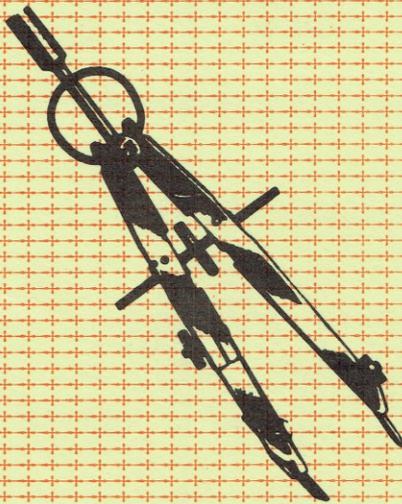
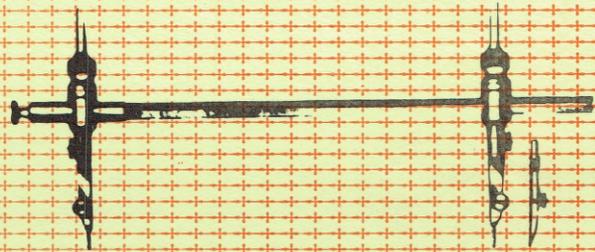
# VIEW

British Columbia  Association  
Industrial Education specialists within the B.C.T.F.

Published by the B. C. INDUSTRIAL EDUCATION ASSOCIATION.

Volume 6 No. 3/84 September, 1984

## CONVENTION '84 ISSUE



NOVEMBER 2<sup>nd</sup> & 3<sup>rd</sup>



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**VIEW ADVERTISING POLICY NOTE:** All advertising is subject to editorial approval.

**VIEW** is published four times per year by the British Columbia Industrial Education Association. The publication is distributed by mail to members of the Association, as well as to the Ministry of Education officials, B.C.T.F. staff, and others concerned with Industrial Education. Present circulation is about 800 copies. Inquiries should be directed to the Editor and advertising will be accepted on the basis of policies (1) or (2) below:

(1) Submission of Black and White camera ready copy.

Full page (8 1/2 by 11) - \$300.00      Half page (8 1/2 by 5 1/2) - \$200.00

Submit camera ready copy to the Editor before the deadline dates below.

February Issue - January 21    May Issue - April 21    September Issue - August 10    November Issue - October 25

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## British Columbia Association

Industrial Education Specialists within the B.C.T.F.

### MEMBERSHIP APPLICATION FORM

(Please Print in BLOCK LETTERS)

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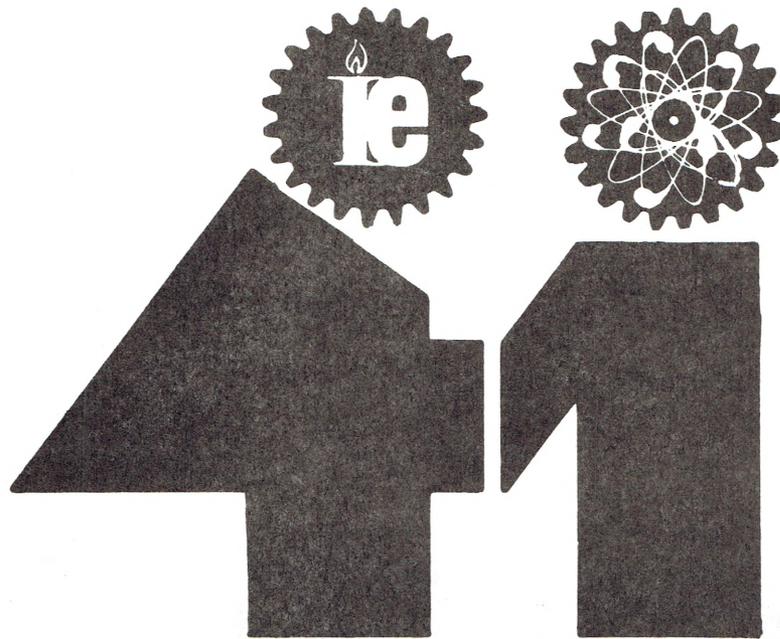
#### Type of Membership?

- \$15.00 BCTF active.
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- \$2.00 Student.
- \$25.00 non-BCTF.

#### MAIL TO: ↓

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2235 Burrard St.  
Vancouver, B. C.  
V6J 3H9

Please make cheques payable to B.C. Teachers' Federation.



**B.C.I.E.A.**  
**CONVENTION '84**  
**NOVEMBER 2<sup>nd</sup> & 3<sup>rd</sup>, 1984**

**Burnaby Central Senior Secondary**  
**4939 Canada Way**  
**Burnaby, B.C.**

(see map)

**SCHEDULE OF EVENTS**

**Friday, November 2<sup>nd</sup> 5pm to 1am**  
(Burnaby Lake Pavillion)  
Wine & Cheese  
Official Opening & Introductions  
Dance

**Saturday, November 3<sup>rd</sup> 7:30am**  
(Burnaby Central Senior Secondary)  
Registration  
Breakfast (Cafeteria)  
Workshops (3), Ladies Tour (shopping)  
Lunch and Annual General Meeting (cafeteria)  
(Speaker from Workers Compensation)  
Workshops (2)  
Displays On-Going During The Day  
Prize Draw  
Banquet 7:30pm (Mings in Chinatown)  
Awards, Entertainment, & Dance  
**NOTE:** Transportation supplied.

## Before or After Any Game, Team Up At The Villa Pub

-  Neighbourhood Pub and Castile Lounge
-  Family style Coffee House
-  Gourmet dining in the Castile Dining Room
-  Comfortable rooms for out-of-town visitors
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4331 DOMINION STREET, BURNABY (VANCOUVER), BRITISH COLUMBIA 604/430-2828

## REGISTRATION

Early registration is highly recommended by the Convention Committee as this year's convention is expected to be well attended. Also, make reservations as quickly as possible for Motels or Hotels as space is many times scarce on the weekends. Convention rates are available from both the Sheraton Villa Inn (above) and from the Kings Inn (see May, 1984 issue of VIEW), but make sure to make the reservation directly with the hotel as the Hotel registration is separate from the Convention registration.

Please fill out the registration form (NCR form) that has been inserted into your VIEW envelope. Make sure to fill in the required information and include your cheque (made out to the B.C.I.E.A.); if you are not now a member of the B.C.I.E.A., please also include an application form for membership into the B.C.I.E.A. (inside cover of VIEW) along with the appropriate fee.

The following two pages list the workshops that will be available at Convention '84. Would you please either copy the following two pages or include the page marking the 5 workshops that you would like to attend. Note that Workshop 15 will be 3 hours cutting down your choices to 3.

If you do not have enough registration forms in your school, please make three copies of the registration form and forward the three completed copies to:

Rick Keen  
9900 Herbert Rd.  
Richmond, B.C.  
V7A 1T7

If you have any further questions about registration, please contact Rick Keen at the above address or the following telephone numbers: School: 438-3351 Home: 274-0736.

Please check  
your interests

## WORKSHOP INDEX

- 1. INTRODUCTION TO COMPUTER AIDED DRAFTING  
Mr. Ronald A.k Atkinson, Vancouver Community College
- 2. THE COMPETENCY BASED, INDIVIDUALIZED LEARNING SYSTEM AT  
P.V.I. (TRAC)  
Mr.; Gary J.Powers, Pacific Vocational Institute
- 3. ARCHITECTURAL RENDERING FOR DRAFTSMEN  
T.B.A., Sponsor - Vancouver Community College
- 4. YOUR ROUTER TABLE AND WHAT IT CAN DO FOR YOU  
Mr. Paul H. Johnson, Seattle, Washington. Sponsor - BCIETA
- 5. OXY-ACETYLENE WELDING SAFETY  
Mr. Carey Waitt, Sponsor - I.C.G.: Liquid Gas Ltd. and Smith Equipment, South  
Dakota.
- 6. WHAT'S NEW IN METAL FINISHING  
Mr. Hancock, Sponsored by - Flecto Coatings Ltd.
- 7. PERSONAL FINANCIAL PLANNING  
Mr. Fred Dowswell, Sponsored by - B.C. Teachers' Investment and Housing Co-  
Op.
- 8. PLANNING FOR YOUR RETIREMENT  
Mr. Bruce Watson, Sponsor - B.C. Teachers' Federation
- 9. INTRODUCTION TO METAL SPINNING  
Mr. Mike Lagendyk, Sponsor - BCIETA
- 10. WHAT'S NEW IN SMALL ENGINES - bring your questions  
Mr. Al Newman, Sponsor - Canadian Curtiss-Wright Ltd.k
- 11. RECENT AND FUTURE TRENDS IN NORTH AMERICAN AUTOMOBILES  
Mr. Ed Nagy, Sponsor - General Motors of Canada Ltd.
- 12. MOHAWK FURNITURE FINISHING  
Mr. Vijay Narayan, Sponsor - Mohawk Western Finishing Supplies Ltd.
- 13. PRACTICAL DEVELOPMENTS AND APPLICATIONS OF SOLAR  
ENERGY  
Mr. Al Crooks, Sponsor - The Solar Center
- 14. NISSAN'S NEW ELECTRONIC, CONCENTRATED CONTROL SYSTEM  
IGNITION, INJECTION, EMISSIONS.  
Mr. John Karey, Sponsor - NissanCanada Ltd.
- 15. WOODWORK, PLANER AND MACHINE TOOL MAINTENANCE (three  
hour workshop)  
Mr. Coy McCoy, imported by request and sponsored by Allwest Industrial  
Suppliers Ltd.
- 16. AUTO BODY WELDING TECHNIQUES  
Mr. Tom Brooks, Mr. Bob Heffernan and Mr. Don Climie, Sponsored by B. C.  
Welding Supplies Ltd.

- 17. **BASIC ARC WELDING TECHNIQUES, STICK, TIG, AND MIG,**  
Mr. Tom Brooks, Mr. Bob Heffernan and Mr. Don Climie, Sponsored by B.C. Welding Supplies Ltd.
- 18. **THE PRODUCTION OF PRINTED CIRCUIT BOARDS**  
Mr. Bill Jenkins, Sponsor - Specific Instrument Ltd.
- 19. **UPDATING THE RESIDENTIAL ELECTRICAL CODE**  
Mr. Jim Law, Sponsor - Safety and Engineering Safety Div., Electrical Safety Branch
- 20. **AN INTRODUCTION TO NUMERICAL CONTROL MACHINING**  
TBA, Sponsor - C. A. E. Morse Ltd.
- 21. **CAREER PREP. PROGRAMS AND WHAT THEY MEAN FOR YOU**  
Mr. Dave Abel, Sponsor - Department of Education
- 22. **HAND FORGING, BLACKSMITHING TECHNIQUES**  
TBA
- 23. **HIT AND MISS ENGINES - (a display)**  
Sponsored by The Transportation Collection, Government of B. C..

★ NOTE: There will be five workshop sessions, therefore, please return a copy of this sheet with five of the Workshops checked as to the workshops you would like to attend. This will give the Convention Committee a better understanding of Workshop preferences.

## **PROJECT DISPLAYS**

- CONTENT:** A collection of Industrial Education work and related material for displays, awards, and discussion.
- HARDWARE:** Please bring one or more student projects as well as teacher produced prototypes, jigs, patterns, etc. for display. All grade levels and areas are requested. (contact your students now to borrow projects in November.) Awards will be given in all areas.
- SOFTWARE:** Pick one or more of your unique handouts, drawings or procedures, etc. and bring 100 copies to pass on.
- CONTACT:** Mike Coutts, 112 299-5771, for further information.

## Blue Collar Worker —The New Pioneers

by Marcia Braundy

Reprint from "B.C.T.F. Statuc of Women Newsletter, March/April, 1984.

Pioneering is alive and well these days, especially among women who have chosen the satisfaction of accomplishment in traditional blue collar occupations. In 1981, I became the first Journeywoman carpenter in British Columbia . . . the third in Canada, I was told. That achievement was the result of many years of hard work, and of overcoming barriers, both internal and external, that limited the perception of what I could learn, what skills I could attain, and what I could accomplish. Both my father and my grandfather were building contractors, but, as a girl child, the option of considering a career in construction was not open to me. We were not allowed to play around construction, nor did the society allow us to take industrial arts at school. Encouraged to develop my verbal skills; good communication is a must in almost any job you tackle, and a requirement, along with patience, for women entering training or employment in traditionally male-dominated fields.

I worked for many years as a community organizer/educator. Becoming involved in the organization and building of the Vallican Whole Community Centre, a community built building, I gained my early basic training in the carpentry field. I learned that I really liked working outside, as part of a crew, working toether to build something tangible. I learned that the tools felt good in my hands, that I could and did develop the strength necessary to do my job well, and that this added to my sense of well being. Also during this period, due to minimal financial gains as a community organizer, I did all my own tune up and repair work on a series of old Volkswagans. With the assistance of anyone who would answer my questions, and a trustworthy book called **Volkswagen Repair for the Complete Idiot**, I rebuilt two engines, front ends, a generator, and did regular maintenance and repairs.

After working on the community centre for three years, I decided it was time to make a career change, in the direction of creating a long term, financially satisfying, as well as personally satisfying occupation for myself. When I looked around at the possibilities, trades work seemed fairly secure and interesting. Since I had had no exploratory kinds of courses, for example, industrial arts or pre-trades introductory, the only two which were familiar were carpentry and auto mechanics. I had gotten my hands greasy and my knuckles scraped enough times to know that I preferred the smell of sawdust, the feel of a hammer and whirl of my power tools to an auto mechanic's life. Once that choice was made, I decided that if I was going to do it, I was going to do it right, and that meant taking pre-training, going through an apprenticeship, and becoming a Journeywoman.

Thus began what has been a long, and sometimes painful, but often very satisfying, pioneering journey. Once I made my initial decision to go into carpentry. I also made a commitment that I would give it a solid four years before I would let anything deter me, at the end of which I would be free to make a choice to do whatever I liked. That commitment is what saw me through my apprenticeship. I received very subtle, and sometimes more overt, discouragement at the hands of vocational and apprenticeship counsellors.

When I finally did get into training, as the first woman to go through any trades-training course, except cooking, at Northern Lights College in Dawson Creek, life was very difficult. There was no acceptance, little support, and a lot of sexual and gender harassment. Luckily, my feminism and the friends I found directed me to a women's support group that saw me through the whole six months training. I still have a very thankful place in my heart for those women.

On the very first day of school, we were given a math test. I got 58%—70% was passing. That was one thing I hadn't considered. I was never "any good" at math; had barely passed or not passed all the way along in my educational career, but it had never mattered before. When I realized that it could be the only thing that stood between me and success in my chosen field, I went immediately to the Basic Training Skill Development people at the college and got a math refresher course and taught myself at home in the dormitory every night for three months. At the end of six months, the highest mark in the class on the final exam was my reward.

We take in and understand those things that we see as important to our lives. I was the pioneer there, and certainly had to carve out a niche for women that didn't previously exist. The first thing was to have the sign on the only sanitary facilities around changed from Gentlemen to Washroom; small things sometimes mean a lot. I had to put up with harassment, until I decided that the administration had a responsibility to ensure a supportive and conducive learning environment to all their students. So I spoke up, and was amazed when they responded by telling all the students in the school that their behaviour was not acceptable, and if it continued they would be thrown out of school and would not get an apprenticeship anywhere in B.C.. Overt harassment stopped immediately, and I felt better than I had in four months. Yes, I had put up with it for four months, erasing the pornographic pictures and taking down the signs, until I realized how important it was to have a support system of some kind while "bearding the lions in their den". That was the hardest part of my journey, learning the lessons of standing up for myself, asking for assistance when necessary, standing alone sometimes, and finding support among women and men who believe in what I was doing. That six months was the hardest time in my life, but I have been told since that the changes I initiated there made it easier for women who followed. Their telling me that made the struggles I went through worth the effort.

One of the aspects of training I choose for myself at that time, besides carpentry and basic math upgrading, was assertiveness training. How to be clear, and ask for what you want or say what you don't like, without putting the other person down. That is a bit of a simplification, but the training itself was really an important tool, assisting me throughout my apprenticeship to deal with the attitudes and actions I encountered. Two weekend workshops, put on by continuing education were an invaluable resource throughout the next four and a half years of both on-the-job and institutional training.

I started out my apprenticeship working for a small non-union company that did Victorian renovation and finish work. We built some of the most beautiful things I have ever seen. I learned how to make wood smooth as glass, joining together with invisible lines. I learned to have pride in my work, that I could and did do a good job. I learned to put many different power tools to interesting use. I learned to be an artisan, as well as a tradesperson.

Then I decided to join the union. It took six months of talking and waiting and talking some more, and I don't think I would have gotten in without the Human Rights Code in the background, a reminder of what was possible. A lawyer friend went over the constitution with a fine tooth comb before she pronounced that there was nothing in there that could keep me out, and she would fight it if we had to. When it came down to the line, they made the decision in my favor. Imagine my surprise when, in 1980, they welcomed me as the first woman in the construction division of the B.C. Provincial Council of the United Brotherhood of Carpenters and Joiners of America.

During the course of my apprenticeship, and after becoming a Journeywoman, I have worked as a part of a crew, renovating homes and stores, building hospitals, a mall, housing for seniors, single family dwellings, coal silos 278 feet tall in the East Kootenays, and fine furniture. Though the initial expectation of my brothers is that I will fail, or at least fail to carry my own weight, after the first week or two on each job, after the early testing period where I must prove my ability to do the job, the acceptance and camaraderie is real and extremely enjoyable, and the pay is excellent—\$19.00/hour.

Through all of this, I learned the fine lines between bantering and harassment, which are different in every situation, and for every person. In construction, we have to be able to "take it" and "give it back" with the best of them, and assertiveness comes in very handy here, but you know when it has gone too far, when you get that tight feeling in the pit of your chest. Then it is time to be very clear and forthright, telling them that what they are doing is not acceptable. Sometimes I use their style of language, and sometimes I use my own, but I have learned how to get my message across.

Building physical strength and endurance has been both one of the benefits and one of the requirements for working on construction. Anyone who hasn't worked in a while has to build up to their best on a new job. I am 5'1" tall, and I have never been in a situation where I couldn't do my job, or hold up my end of whatever there was. People are now learning that no job is worth a broken back. It has been an expensive lesson for a large number of construction workers, but teamwork is the name of the game.

If I were making recommendations to young women who are considering the satisfaction of work in trades or technology, I would encourage you to keep your math and science options open. Perhaps if lifeskills included home and industrial arts for all students, you would find applied uses for it early enough to make a difference. I would highly recommend assertiveness training courses; it never hurts to be able to ask for what you want, or let people know what you think and feel. I sure wish they would stop calling it non-traditional; women have been building things in the country since the pioneering days and before. I will always treasure my great aunt who said after seeing the photographs of my carpentry work, "Why, you are carrying on the family tradition!"

*My name is Marcia Braundy. I am 37 years old and have been learning and working at my trade for 10 years.*

## INDUSTRIAL EDUCATION TEACHERS ARE A KEY PART OF THE SOLUTION

by Marian Dodds  
BCTF Status of Women Co-ordinator

Why is it that on average, only 10% of Industrial Education students in B.C. secondary schools are females?



We are told that 70% of all new entrants into the labor force in the 80's will be female and that the bulk of the new jobs will be in the trades and technologies.

It is true that more female students need to be in your classes if they even hope to earn a decent wage in the future. As an Industrial Education teacher, are you part of the problem or are you part of the solution?

In order to know why female students shy away from Industrial Education options, it is interesting to look way back to early childhood socialization processes. For example, who is given trucks, tool kits, and building blocks before they enter school?

Rather than dwell on an analysis of the problem, however, I would prefer to look at some innovative and effective methods to solve this problem of low female enrolment in Industrial Education classes.

1. **Integrated Industrial Education and Home Economics at the Grade 8 Level.** A number of B.C. school districts have introduced this programme; some calling it Life Skills 8. Essentially each student in Grade 8, male and female, takes mini courses in each of the Home Economics and I.E. content areas. Having personally taught the Home Economics section of such a programme in the Nelson school district, I can testify to its effectiveness. Each of the students in my mini courses learned basic cooking skills, nutrition information, basic sewing skills and consumer textile information. As well, each of these students learned basic drafting, woodworking and electricity. Students and parents accepted the course favorably. As a teacher I found equal numbers of male and female students who "loved" to sew or cook and vice versa!

Grade 8 is supposed to be an exploratory year. This is one significant way to allow students of both sexes to freely explore all of their options. A student who feels comfortable with introductory Woodwork is far more likely to choose Woodwork in future years. Even if she does not (or if he does not go on in textiles), at least some of the old sex role stereotypes will have been dispelled.

2. **Locally Developed Courses such as "Powder Puff Mechanics" are NOT a Solution.** I have argued this one over the years with several sincere, dedicated I.E. teachers who see it as a way to attract female students. I do not doubt their sincerity, but I ask you to look seriously at the concept. Separating female students and watering down courses for them is patronizing. Trivializing your serious courses for a certain sex (the same occurs with Bachelor Survival Cooking) perpetuates the stereotyping.

What hidden messages are the students getting? Could they be, "You can not handle the real thing so we will water down

the course for you" or "females are different in their learning abilities". If these girls are ever to become tradespeople some day they will have to learn to work alongside males as equals. A better way is to look at teaching style overall; is your attitude non-sexist? Do you treat male and female students equally? Are your comments, personal anecdotes, examples, assignments, etc. the kind that either sex can feel comfortable with? Do you tolerate subtle forms of sexual harassment in your classrooms? A girl who sees a "RIDGID" TOOL CALENDAR ON THE WALL, USING SCANTILY CLAD FEMALES TO ADVERTISE EQUIPMENT, MAY FEEL EMBARRASSED AND OUT OF PLACE IN YOUR CLASSROOM.

3. **Use films to Break BARRIERS: Getting more Girls into the I.E. Classroom.** Talk to the counsellors. Encourage them to show films at noon hour or in guidance classes. If they can not do it, show them at noon hour yourself and invite all the students.

One excellent film available from the National Film Board is: *Attention: Women at Work!* This film is about women working in predominately male trades and professions, was co-sponsored by the NBF and the Federal Women's Film Program. Made predominately as a career counselling aid for girls and also for older women returning to the job market, the film deals with such issues as the importance of economic self-reliance and the combination of work with family life.

"Its important to me that boys see the film also", says director, Anne Henderson. "Teenage boys and girls tend to be very conservative. In the search for their identities they are inclined to cling to established stereotypes identifying them as being masculine or feminine."

Contact The National Film Board at 1161 West Georgia Street, Vancouver, B.C. V6E 3G4 (666-1716) for a complete catalogue of their films. There are several other films on non-traditional careers for women, including *I Want to be an Engineer*.

4. **Have Your Librarian Help Out** Subscribe to **Tradeswoman Magazine**, Box 5775, Berkley, California 94705 for \$10.00 U.S. yearly. An excellent resource for school libraries.

Perhaps your librarian would be willing to put up a bulletin board on **Women in Trades** so more female role models are visible to the girls in your school.

5. **Invite Women in Trades to Your School** Contact the Women in Trades group to find out if there are women carpenters, welders, etc. in your area who would come to speak to students.

**Vancouver Women in Trades Association**, 400A West 5th Avenue, Vancouver, B.C. V5Y 1J8 (876-0922).

**Women in Trades-Kootenay Council**, Box 3651, Castlegar, B.C. V1N 3W4 (226-7624 or 365-5287).

There are groups in Powel River and the Okanagan as well. Contact the Vancouver office for further information.

The objectives of **Women in Trades** are:

- To be a support group for women.
- To be an information resource on jobs or training opportunities.
- To create a positive public image of women in trades.
- To promote greater representation of women in trades through the media, government, business, unions, schools and other groups.
- To identify problems of women entering or working in trades; to make representations and to take appropriate action for change.
- To encourage women in similar situations to work together to improve working conditions, safety practices, job security and their general standard of living.

Speakers are available to come to classes.

6. **Dialogue with Other Teachers on Problems and Solutions.** There are a lot of untapped resources within your colleagues. One way to begin a dialogue is by having your PSA group view the 1984 slide-tape **What Happens to Women in Tradesland?** Made in B.C., this is an excellent presentation on the present situation of women in the trades. It is available free of charge from the BCTF Resources Center (731-8121 or 112-800-663-9163).

7. **Sponsor a One Day Seminar Titled: "The Workplace in Transition - Integrating Women Effectively."** This excellent seminar can assist teachers to understand the changing workforce and to develop ways to effectively work toward the goal of productive integration of females into the trades.

The seminar was developed by two tradeswomen and a consultant for Canada Employment and Immigration. For further information on the seminar, contact Women in Trades Kootenay Council or Valerie Ward, Employment Counselling Consultant - Women, Canada Employment & Immigration, Box 11145, 1055 West Georgia St., Vancouver, B.C. V6E 2P8. (666-1710)

The previous suggestions are only a beginning. I am sure many of you have additional strategies that have worked for you. As GE. teachers, you are important role models for the students in your school, both male and female.

I would like to hear about your successes and your suggestions on the topic. I am also at the BCTF to provide support and information to you. As well, you have a status of women contact

person in your local association who has many resources available.

If you have not already done so, join this ever expanding network of men and women who are working to build a non-sexist education system in B.C.

## TEACHING PEACE

August 17, 1984

Dear Teachers,

The nuclear arms issue is being raised everywhere: in the daily papers, on TV and radio, even in the streets! The massive public demonstrations, like our WALK FOR PEACE, are an indication that this issue is on people's minds.

The children, also, are becoming tuned into the issue. They pick up on things they hear around them and, not surprisingly, they are confused and troubled by what they hear.

This is why the Peace Education Coalition in British Columbia is working to help the schools help the young people deal with this issue. We recognize that the schools are a good place for sorting out the facts and exploring the issues behind the news. The teachers, administrators, and parents, working in partnership, can help young people get a grip on the most urgent and frightening problem.

The first thing that teachers need is resources, ideas and information to help them introduce peace education into their classrooms. In this regard, the Peace Education Coalition plans to offer schools a regular newsletter called **Teaching Peace**, which will offer timely updates on resources, activities in the peace/disarmament community, as well as lesson aids for elementary and secondary levels. The newsletter will focus on one theme in each issue. In the fall, we will focus on Remembrance Day and relate past wars to the spectre of World War III. In the spring, we will focus on hope and action, suggesting concrete activities that can become part of the solution to the problem, such as April walks for peace.

We need your input!

If you have found something that works for you in your classroom, share it with your colleagues through the newsletter. please, if you have any student writing or artwork on the nuclear topic to share, pass it on for possible inclusion in the newsletter.

Thankyou. We look forward to hearing from you. Send mailings to: The Editors of **Teaching Peace**, Peace Education Coalition, c/o Mathew Speier, 4540 West 6th Avenue, Vancouver, B.C., V6R 1V5 (telephone 224-7165).

MS: ns/1479/utf

## 5. Old Business

Motion: That the ten year honour pins for the B.C.I.E.A. be in brass. Popowich/McKenna

CARRIED

Motion: That the B.C.I.E.A. purchase 500, 10 year pins and the die to make them. Mike Sofko to look after it. McKenna/Holsinger  
CARRIED

Adjournment 4:45 p.m.

Next meeting - May 25, 1984

## EXECUTIVE COMMITTEE MEETING

The meeting was held in the W.R.F. Seal Conference Room at the Division of Industrial Education, U.B.C.. The Vice-President called the meeting to order at 10:00 a.m., May 25, 1984.

### The following were in attendance:

Mike Sofko ..... Past Pres. (Kamloops)  
Gordon Fleming ..... 1st V.P. (Nelson)  
Dennis Popowich ..... 2nd V.P. (Langley)  
Don Askew ..... Secretary (Surrey)  
Colin Buckoke ..... Treasurer (Surrey)  
Doug Podetz ..... Pro-D Co-Or. (Surrey)  
Bill McCormick ..... VIEW Editor (Campbell River)  
Bob Logan ..... P.S.A. Rep. (Delta)  
Bill Henderson ..... (Abbotsford)  
Paul Holsinger ..... (Richmond)  
Larry Davidson ..... (Kelowna)

1. Agenda Revisions: 6. (i) and (j) to be moved up to 6. (b) and (i).  
Sofko/Holsinger

2. Minutes: Holsinger's name missed off attendance.  
Accepted as amended. Askew/Sofko  
CARRIED

3. Correspondence:

(1) Letter to M. Dodds thanking her for her letter of March 7<sup>th</sup>.

4. Old Business:

(1) From Correspondence: Mike Sofko had a letter from Mr. Carvosso who was and exchange teacher here and is now Superintendent of Manual Arts in Australia.

(2) From Minutes:

—Mike Sofko has ordered 500 ten year pins.

—Workshops held in Nelson, but no request for funds.

5. Treasurer's Report Accepted as distributed Buckoke/Sofko  
CARRIED

6. New Business:

(a) Membership - Dennis Popowich

—Motion: New memberships received from September 1 on will be given the balance of the year plus the full following year's membership. Sofko/Popowich  
CARRIED

—Notice of motion for next meeting that membership dates be discussed. Dennis Popowich suggested July 1 to June 30.

(b) Policy & By-Laws - Mike Sofko

—Mike Handed out Convention Regulations, also B.C.I.E.A. policies.

—Safety Guide - Mike Sofko Mike has permission from Western Washington to use any part of their guide. Hopes to have typed copy for perusal at the next meeting.

(i) C.I.A.A. - Mikew Sofko. Nothing at this time.

(e) Workshops - Doug Podetz

Fifty people have registered this time.

(f) A.G.C. '84 - Dennis Popowich

—Dennis attended a meeting of Burnaby committee and said that arrangements are coming along fine.

# 1984

## A.G.M. & CONVENTION

**WHEN:** November 2nd, & 3rd, 1984

**WHERE:** Burnaby, B.C.

**Interest Areas:** Workshops, Champaign  
Breakfast, Entertainment,  
Ladies Luncheon, Displays,  
Dance, Key Note Speaker,  
Welcome Packages, Wine  
and Cheese  
**Something for  
everyone**

—Motion: Propose that \$300.00 float be given to Burnaby I.E. teachers for postage. Buckoke/Sofko  
CARRIED

(d) Division of I.E. Rep. Bill Logan

—Bill stated that the 1984/85 budget has been met. Syd Lee has been granted study leave. The Division has 55 applications for the accelerated programme. There will be 17 third year and 15 fourth year regular programme students.

(b) VIEW - Bill McCormick

—Next issue will be in September (10-15).. School district contact list to be printed.

(g) White Paper - Bob Logan

—Bob stated that we had a good response from locals.

(H) P.S.A.C. - Bob Logan

—Last meeting was election of officers. Fall training session will be at Harrison from September 13 to 15, 1984.

(j) Class Size - Doug Podetz

—Doug has been picking up information and has a copy of Vocational School Safety Awareness Program from Nova Scotia. He has also been corresponding with the W.C.B..

(k) Local Contacts - Gordon Fleming

—Gordon contacted people who are on the Ministry list as new to teaching I.E. and asked them their status regarding I.E. training.

Next Meeting - Friday, September 28, 1984.

Adjournment 2:10 p.m.

## EXECUTIVE COMMITTEE MEETING

The meeting was held in the Roy Lewis design classroom at the Division of Industrial Education, Burnaby. The President called the meeting to order at 10.00 a.m., March 30, 1984. The following were in attendance:

Gary Robertson ..... Pres. (Victoria)  
 Mike Sofko ..... Past Pres. (Kamloops)  
 Gordon Fleming ..... 1st V.P. (Nelson)  
 Dennis Popowich ..... 2nd V.P. (Langley)  
 Don Askew ..... Secretary (Surrey)  
 Colin Buckoke ..... Treasurer (Surrey)  
 Doug Podetz ..... Pro-D Co-ord. (Surrey)  
 Bob Logan ..... P.S.A.C. Rep. (Delta)  
 John Vigrass ..... (Port Alberni)  
 Hugh McKenna ..... (Kelowna)  
 Bill McCormick ..... VIEW Ed. (Campbell River)  
 Mike Fanning ..... (Cranbrook)  
 Bill Henderson ..... (Abbotsford)

1. Agenda Revisions (k) White Paper (l) Locals
2. Minutes: Accepted as distributed Askew/Fleming  
CARRIED
3. Treasurer's Report Accepted as distributed Buckoke/McKenna  
CARRIED
4. Correspondence
  - (1) Letter from G. Smithers thanking for invitation to A.G.C.
  - (2) Letter from S.M. Palmer to W. McCormick about trade qualifications (Popowich to reply).
  - (3) Letter from Marian Dodds about tape and slide presentation, "what happens to women in Tradesland".
  - (4) Copy of letter from D. Popowich to V. Stemo about A.G.M.
  - (5) Letter from D. Abel about letter from from A.I.A.A. which should have been directed to the B.C.I.E.A.. A.I.A.A. were asking us to affiliate.
  - (6) Copies of letters to Wes Knapp from D. Podetz.
  - (7) Letter to F. Packford thanking him for co-chairing the A.G.M.
  - (8) Letter to D. Unwin thanking him for co-chairing the A.G.M.
  - (9) Letter to K. Cawley replying to his letter about A.G.M.
  - (10) Letter to Logan Smith replying to their letter about the A.G.M.
  - (11) Letter to H. Kuyvenhoven thanking him for hosting A.G.M.
  - (12) Letter to R. Lewis thanking him for his work on the Tommy Quale award.
5. Old Business
  - (a) From minutes:
    - (1) M. Sofko handed out a copy of a brief submitted by the Kamloops liason committee on class size.
    - (2) M. Sofko handed out a letter with details and prices for the design of the ten year pin.
  - (b) From Correspondence: already discussed
6. New Business
  - (a) Membership - Dennis Popowich  
—Membership now stands at 630.  
—Dennis stated that he has been in touch with each School District contact person.
  - (b) VIEW - Bill McCormick  
—Date of next issue to be brought forward for distribution of June Workshop Registration forms. Issue to be in mid-April.
  - (c) Archives - Bob Leduc  
—Bob stated that he had the few copies of VIEW now on microfile. He had a donated copy of a Ford Service Bulletin 1939-1944.
  - (d) W.I.A.A.C. - Gary Robertson  
Gary stated that the Washington Conference had been an excellent affair and he had been treated royally.

(e) Division of I.E. Rep. - Bill Logan  
— At the last faculty meeting, it was learned that there was no budget allocation as yet. Expect a 5% reduction. I.E. now with Math and Science Education at U.B.C.. Accelerated Program students must now pay.

— Fee increase: \$77.00 per unit in Winter, \$83.00 per unit in the Summer. 50 people in Accelerated Programme next year. 25 3<sup>rd</sup> year regular students. 25 4<sup>th</sup> year students.

—New B.Ed. programme with more emphasis on student teaching.

—Teacher directory shows 44 new teachers, but only 21 came through the programme.

### (f) Workshops - Doug Podetz

—Registration form to be in the next issue of VIEW. Woodwork to be on shop maintenance, Hand tools, wood lathe tools, and techniques and system design and production. Foundry to include a tour of a pattern shop. Foundrywork to enable people to swap patterns.

—Wednesday, Thursday, Friday - June 20 to 23, to be held at the Kings Head Inn on Kingsway in Burnaby. Participants include Ford, G.M. and Chrysler. Registration: \$70.00.

### (g) A.G.C. '84 - Arild Dalsvagg

—Motion: Colour code for the name tags: red-Woodwork, blue-Metalwork, Brown-Drafting, green-Auto/Power Mechanics and yellow for Electricity/Electronics Popowich/McKenna  
CARRIED

Motion: That we stay to the original price scale of \$50.00 for members and \$25.00 for the companion. Buckoke/Popowich  
CARRIED

### (h) P.S.A.C.

—Deligate needed for white paper meeting on Saturday, April 7<sup>th</sup> from 9:00 a.m. to 12:00 noon at the B.C.T.F. Building.

Motion: That Bob Logan go as deligate to meeting on white paper on graduation requirements. Buckoke/Holsinger  
CARRIED

—Last P.S.A.C. meeting asked for volunteers to go on ad-hoc committee on elective program that are being cut from different School Districts. Bob Logan is on the Committee.

### (i) C.I.A.A. - Nothing to report

### (j) Special Committees

—Class Size - Meeting held on February 13<sup>th</sup>, 1984.

(1) Come up with an addition to the working and safety conditions.

(2) Document letter to administration about over size class.

(3) Write report to the B.C.T.F. executive to be passed on to the Ministry of Education on class size.

Motion: To be made at the B.C.T.F. A.G.M. 1985; recommendations to B.C.T.F. members guide book, Health and Safety Section (Sec. 10).

1) "The number of students in an Industrial Education workshop shall not exceed 20 students for Senior Secondary and 24 students in Junior Secondary workshops."

2) "The teacher pupil ratio in special classes (exceptional children) shall be kept to a level which the teacher feels competent in handling  
Podetz/Holsinger  
CARRIED

### (k) FORUM Project - Colin Buckoke

—Concentration on Science curriculum at the present time.

### (l) Locals - Gordon Fleming

Motion: Gordon requested for a \$100.00 grant if requested and needed upon receipt of a statement of expenditures.

McCormick/Buckoke

CARRIED

—Gordon asked for up-dating of the contact list and gave out information on how to form a L.S.A.