



Leaders Mourn Death of John Chyzowski

His amazing smile flashed off the page of the memorial tribute bulletin that mourners received when they attended John Chyzowski's funeral service at Sts. Peter and Paul Ukrainian Catholic Church in Saskatoon last January 9. That picture and that smile are imbedded in the minds of those who knew him. He was an iconic figure in public education in Saskatchewan. Some knew him as a teacher, some as an executive assistant with the Saskatchewan Teachers' Federation, some as the first Executive Director of a fledgling organization known as the League of Educational Administrators, Directors and Superintendents, others as chair of the Saskatchewan Teachers' Superannuation Commission, and the list goes on.

However we knew John Chyzowski, virtually all of us remember his warmth and his persuasiveness. John had a wonderful way of convincing members of LEADS that their participation on committees was not only good for them, but necessary for the organization. Many of us will remember receiving letters from him confirming our agreement to serve on a committee. Some of us will not remember ever saying that we would. To his credit and our benefit, most of us did.

At John's funeral service, tender and loving memories were shared with the mourners by John's daughter, Theresa and by his long-time friend, Modest Kowal, a well-known educator in Saskatchewan. Those memories heightened our own recollections and solidified our thoughts of a rare person, gifted in his interpersonal skills and dedicated to the service of his God and his church. The respect he was shown by the mourners who packed into the church for the prayer service the evening earlier and the funeral the following day were testimony to his reputation and the affection held for him.

Scores of LEADS members attended the services.



The late John Chyzowski - 1936 - 2003

Each of those held special memories and shared stories among themselves and with others about his contributions, his affection for all people and his determination to make this province a better place. A plaque hanging in the LEADS offices attests to the 1995 executive's awareness of his contribution. Upon John's

retirement he was presented with the first LEADS Distinguished Service Award. The bar that was set by John Chyzowski in his work was very high. Perhaps it is telling that the award has only been presented by the executive one time since then.

Response to a request for memories from LEADS members was immediate upon news of John's death. From educators in all parts of this province we heard about John's mentorship and encouragement of individuals. Several commented on the large amount of time John spent with newcomers to LEADS, whom he saw as every bit as valuable as veterans in the organization. One LEADS member talked about John's awareness of the need for equity of opportunity among males and females and his unabashed encouragement of women to apply for senior administrative positions.

Others talked about his love of story-telling, his tremendous spirit in the face of difficult health issues, his determination to recover from surgeries and his unfailing compassion for humankind. Time and again LEADS members said that there was no question that they were better people for having met John Chyzowski, for having heard his advice and for acting in ways that he might have pointed.

One member suggested in a touching way, "...M.H. McKee wrote that, 'Integrity is one of several paths; it distinguishes itself from the others because it is the right path, and the only one upon which you never get lost.' JOHN NEVER GOT LOST."

It might be suggested that LEADS will never get lost if it follows his example. The mark of a legacy is what happens to memories after the emotion associated with one's departure lessens. LEADS members emotions have lessened now several months after John's death. But his lessons remain. What we do with those will determine our own legacy. May our colleague and friend rest well, his life's work well done.

Nieman Challenges Leaders to Lead

We refer to ourselves as educational leaders. What does it mean to be a leader, particularly at a time when the world is crying out for leadership? As this is being written the situation in Iraq worsens, the investigation into the cause of the Challenger disaster searches for clues and an Alberta school community grieves the loss of seven young people with promising futures.

These are three quite different situations and most would say totally unrelated. Our personal reactions to these events can probably be described as shock, horror and disbelief. With regard to Iraq, will our world leaders do the right thing? Are they being motivated for the right reasons? Will the threat of invasion lead to peace in the Middle East? We feel helpless. Decisions will be made that could have a profound effect on our lives and we have no say. We must trust that those who are our leaders will do the right thing.

Horrible tragedies seemingly have no explanation. As investigators try to examine the clues that might point to the cause there are some who say that space travel is too costly, that manned flights are unnecessary and that school field trips to hazardous areas are too risky and should not be part of a school program. In the end this view may be correct. But, should such tragedies cause us to be paralyzed into inaction?



LEADS Executive Director,
Dick Nieman

What ever happened to the explorers, what ever happened to those who were willing to step on untravelled terrain and to take chances? In some ways the young students who died on the mountainside were doing just that. They had trained for weeks, according to what we heard in the media. It is a little easier to view astronauts as explorers. Those who push the limits and explore the unexplored face challenges that cannot always be anticipated. When those challenges occur, sometimes the result is successful, other times it is not; sometimes it is even tragic.

From each of these events can come something that explorers and scientists all agree upon. Learn from them, do things differently another time. Find alternative ways. Are there lessons here for education? Just think of the barriers that confront us now. Think how our issues compare to the issues of

life and death that prompted this article in the first place. We need to find the explorer in each of us. We need to be encouraged to step out on a limb and take chances. A ship is safest in the harbour but a ship was not built to stay there. We need to support each other to be courageous. Leadership requires fortitude. We cannot afford to sit back for things to happen to us. Gandhi wrote, "...we are the leaders we have been waiting for." When we step out in front and be that explorer we will have earned the title educational leader.

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THE LEADER

EDITORIAL THOUGHTS

Writing this editorial is a somewhat bitter-sweet challenge. In this issue of *the LEADER* we pay tribute to the memory of John Chyzowski, the first Executive Director of LEADS. John's death brought many written tributes from LEADS members.

Tribute of a different sort is paid by *the LEADER* to three very fine educators who have left, or will very soon leave, their highly responsible positions as members of the educational partnership for the next steps in their lives that we have come to call superannuation. Derwyn Crozier-Smith, Ken Horsman and Craig Melvin recently sat still long enough for a verbal portrait to be developed for each of them. Given their schedules the ninety minutes that they each gave this paper was very much appreciated. Those portraits appear within the pages of this issue.

Another portrait may interest readers who pay attention to the physical presentation and attractiveness of *the LEADER* each issue. Credit for that resides in the capable hands of Elena Marin-Beke, a relative newcomer to Canada and an even newer citizen of this great country, the kind of person we are fortunate to call one of us.

Judge David Amot, Treaty Commissioner for the province of Saskatchewan spoke at the LEADS Annual Policy Conference about his work and the importance of doing the right things as we deal with written and oral commitments that are part of the treaty process in this province. We feature an article by LEADS member Mike LeClaire, who in his role as Director of Education for the Office of the Treaty Commissioner has prepared material that can be useful for Directors and their teachers in helping to broaden the understanding of First Nations' expectations, something that Judge Amot insisted must take place before accommodation and turning the page on the past wrongs become realities.

Death, superannuation, new challenges, next phases - these are all part of this issue.

And because they are, they have spawned some thinking about what we LEADS members do with the elders in our community. When John Chyzowski was a novice as Executive Director back in 1985, it was a commonplace to see seniors who were veterans of educational administration in Saskatchewan hosted at LEADS functions, such as the Annual Policy Conference. They were warmly welcomed and respectfully treated. But something happened along the way. They quit attending. There may be more reasons than age or failing health that caused their absence. One might assume that they felt less welcome.

If this is the case it could be argued that it is time to change our approach. Senior educators and former LEADS members built this organization and the fine educational system in Saskatchewan. They should be honored for both. That we fail to invite them, or that they fail to come to functions, dishonors all of us. LEADS members are challenged to encourage their elders and involve them where that is possible.

This issue of *the LEADER* also reports on the LEADS Annual Policy Conference held in Regina. Although Executive Director Dick Nieman expressed comfort with the number of delegates, close to 130, there were notable absentees. Perhaps it is time for LEADS members throughout the province to review their commitment to professionalism and the obligation that membership in their professional organization should demand.

Lest the world situation, chronically unhappy, it seems, as it lurches without apparent man-made solutions, from one potential catastrophe to another, and the sometimes burdensome local work of balancing budgets and meeting needs should get us down, we have provided responses to the mock contest to name the Department of Educa...uh Learning. We hope you get a few smiles out of that. Thanks to those who entered their ideas.

Carpe Diem

I thought him crass when he left the funeral of his friend,
when he boldly returned to his desk,
and told us, *Right then, let's get on with it,
life's for the living!*

I thought him a braggart when he talked of war,
rear gunner, fractured skull - he let me
feel his misshapen head to prove him honest.

I thought him cocky - a bomb disposal expert,
inches away from death, no - just fractions,
seconds away from tattered obliteration.
I did it because it had to be done, he smiled.

My youth, behind me now,
when I thought him crass I was youthful,
he mentored me more than I knew,
beyond what I wanted.

He lived life preciously every day after day after day,
and he blew out his knee running when he shouldn't have,
because of his heart that had stopped, dead -
years before in a doctor's office, would you believe?
He threw out his back more than once lifting or pushing or helping
when he shouldn't have
because of his heart and his knee
and God knows what else.

Life is for the living, he would say.
Even as they pushed his gurney down the long hallway for X-rays
he shouted back,
I'm not sick, you know.

Now he's gone and I hear myself
telling younger folk to
Seize the day, get a life, be themselves
and not their jobs.

And now somewhere, some young one is probably thinking me
crass.

Ernie Dawson

LEADS EXECUTIVE FOR 2003-2004

President	Ken Loehndorf
President-Elect	Norman Dray
Past President	Leila Cummins
Public Representative	Norman Rebin
Region 1 Representative	Georgia Joorisity
Region 2 Representative	_____
Region 3 Representative	Roni Spetalnick Jeff Finell
Region 4 Representative	_____
Region 5 Representative	_____
Region 6 Representative	Richard Buettner
Northern Region	Austin Gerein

Over the past several months LEADS members will have received email notes from our webmaster, Val Hvidston explaining attempts to stop the incursion of spam messages onto their computers, attempts to streamline the access to group mailings through the LEADS website and explanations about how to undertake certain procedures with their own computers. Beyond that, Val has busied herself with the ongoing chores of maintaining the LEADS website, making changes to names, pictures and information on the site about members and about links. In short, acting in the role of webmaster is much more than simply owning a title. Val has been thanked before in these pages; she deserves to be thanked again. If you have appreciation for all that this SASBO colleague has done for us, why don't you consider dropping her an email message of thanks. You can find her link on the LEADS website.

Thank you!

THE LEADER

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THE LEADER

Three Senior Educators Depart Public Education

Because of the relative rarity of three senior leaders of Saskatchewan public educational organizations departing their positions close to the same time, the LEADER focuses a major portion of this paper on them and their careers. Writing about them and their contributions was a pleasant task, but a challenge because short articles, such as these, disallow a full statement of the enormity of their work on behalf of children, teachers and trustees, in short the people of this province.

What became apparent to the interviewer was the focus each of them placed upon their loving and positive family influences and the importance of mentorship by key people throughout their lives and working careers. LEADS wishes them well in their superannuation. LEADS also knows well that superannuation does not mean their contributions have come to an end and so we anticipate their next roles and their further contributions.

Picture a young Derwyn Crozier-Smith, living within the shadow of Taylor Field in Regina hopping over the fence to watch the Saskatchewan Roughriders play football. Years later, the action seeker, the results-oriented head of the Saskatchewan Teachers' Federation is little different, except fence climbing is less likely. Talk to him about his work in education, however and it becomes clear that the drive remains.



Dr. Derwyn Crozier-Smith
Inset: Grandson Andrew

Dr. Derwyn Crozier-Smith leaves his position as General Secretary of the STF exactly five years to the day after he first assumed the senior post, years he believes have been good for him and for the teaching profession, albeit with bumps and detours.

It is clear that prominently displayed pictures in his Saskatoon office are immensely important to him. Andrew, his six-year-old grandson is a focus of much of his attention and spare time. His wife Judy, a teacher at Aberdeen and Derwyn are parents of son Darryl, now working with a technology firm in Saskatoon. "The fact that the kids are here now and Judy is still teaching means we'll be staying here, and it also means we won't be rushing into any decisions," he said.

Derwyn Crozier-Smith presents the impression of control and patience, but he will be the first to suggest the impression is misleading. "I came out of university a radical. I wanted to reform the social studies curriculum and I recall ceremoniously dropping the social studies textbook into a trash pail in my first school and telling the students that we wouldn't be studying from it, but from a wealth of other sources," he smiles. His love of the social sciences, cultivated at the University of Regina, where he earned a B.A. was the starting point of his interest in changing the content of, and the way social studies was taught.

He opted for Oxbow, one of five offers before him when he began teaching in 1967 believing it would be good to spend a couple of years learning the rudiments of the profession. The family stayed seven. "...a great place to start teaching," he smiles, his face reflecting the affection for people whose names he recalled. "We paid \$60.00 a month for our teacherage and appliances, worked in a good school with great resources and loved the community, where I became a member of town council."

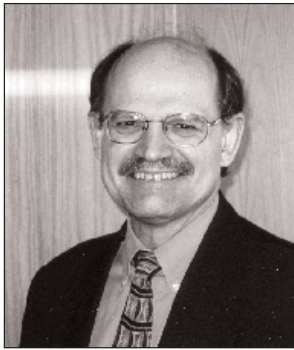
"I resigned in the spring of '74, without any job prospects because, as principal for a year, I realized that the division was, like so many, being run by a secretary-treasurer and not by an educator." He wasn't long without work. That fall he began his stint as principal at Aberdeen, where he remained until 1983. "Glen Penner was my Director, such a good mentor."

Reference to mentorship is noteworthy because Crozier-Smith has made a significant study of the value and need for mentoring and induction of teachers into their roles in both his masters and doctoral level studies.

He describes the Aberdeen phase this way. "We loved the community and the strong staff. Involvement in community was quick and involving." During those nine years he served on the recreation board, belonged to the Chamber of Commerce, was elected to town council and was mayor.

In 1983, encouraged by John Chyzowski, he joined the Teachers' Federation. STF involvement to that point had been as part of the first Income Continuance Claims

Imagine looking forward to the completion of thirty-five years of service in public education and superannuating mid-year, then suggesting that it was his intention to work until he was at least seventy years old. Sound baffling? Not, if you are Ken Horsman, recently superannuated Associate Deputy Minister in Saskatchewan Learning. Recently, the LEADER



Ken Horsman

spent a leisurely ninety minutes with the usually busy Horsman to talk about his career to date, his recollections and his hopes for the future. What emerged was an awareness of his dedication to work with all of the energy and enthusiasm that has characterized his first thirty years as an educator. What also emerged was his unmistakable appreciation of those who have been so influential in his life and his career.

Horsman, who targeted February 1, 2003 as the starting date for superannuation about ten years ago, nailed it on the head. When he delivered his letter of resignation to Deputy Minister Craig Dotson on October 31 last year he made what he has described as the single most difficult decision of his entire career. "Make no mistake about my feeling that it was the right thing to do," he said, "but understand that I was severing my long association with the Department where I had worked with great joy for many, many years. It was tearful and difficult, and I am grateful for the support of my wife, (Dr. Helen Horsman is Director of Education of Moose Jaw and Christ the King Roman Catholic Separate School Divisions) on that day, the days leading up to it and since."

His was not a typical Saskatchewan farm boy's childhood. Horsman attended one room Strathcarrol School near Fort Qu'Appelle from grade one through nine. He studied there, or at home, with never more than two other students in the same grade. His grade nine year was taken through the program offered by Saskatchewan Government Correspondence School, followed by grades ten through twelve education at a school in Fort Qu'Appelle.

The remoteness of the school, among the last of the fiercely independent schools in Saskatchewan was a major influence upon his youth. He talked reflectively about not getting an allowance as a farm child, rather earning his spending money with a small trap line where he harvested the pelts from muskrats, mink and weasels.

Ken Horsman's university training began at the University of Regina in 1964 where he earned B.A., B.Ed and M.Ed degrees. "Would you consider completing a doctorate now?" he was asked. "I wouldn't rule that out," he smiled.

What does a person who has been with the Department for most of the time since 1972 plan to do next? Horsman doesn't know, with the exception of wanting to work hard. "My family and work are my life," he stresses.

Throughout the interview Horsman spoke frequently about his family. He is proud of Helen and her accomplishments in education and he talked animatedly about daughter Katherine, currently teaching in Germany, where her husband, Scott King is a professional hockey player and son, Tim who lives in Slave Lake, Alberta where he is a community health and wellness promoter with the local health district. Both are

The first impression of a thoughtful, intelligent and diligent educator, not given easily to smiles has lasted through the years. Perhaps the smiles are a little easier to find now, perhaps one understands his capacity to see huge issues from many perspectives and to realize he has been contemplating what kinds of questions might be asked of him from virtually any quarter of the educational enterprise and it is a little easier to understand



Craig Melvin

Craig Melvin. To understand his contribution to education in Saskatchewan is to trace the history of significant events over the past thirty-three years. He was part of the development of Directions, considered by some as the seminal document that led to major change in the landscape of public K - 12 education throughout this province. He was a key player in work on CORE Curriculum, Common Essential Learnings, Kindergarten implementation, Role of the School Task Force and efforts to press forward with Integrated School Linked services that are prominent features of the SchoolPlus initiative and the Disputes Resolution and Good Management Practices Committees. The simple iteration of these key efforts defines much of what is excellent in Saskatchewan public education. Some, predate his work with the provincial school trustees group when he was a research officer with the Department of Education.

But, after all these years, with his wife, Ellen about to superannuate from her teaching position in Regina in June, he is leaving his work as the Executive Director of the Saskatchewan School Trustees Association. It won't be easy for him. His face takes on a reflective, almost wistful look when he talks about his affection for the staff of the Association. "We have been blessed with powerful thinkers and insightful people," he smiles. "On reflection it seems that they were rarely wrong." What a powerful endorsement of colleagues!

He maintains similarly warm feelings for the many elected executives he has worked with at the SSTA. His naming of the presidents through the years evokes reflection. "Just consider how much of a contribution those people made," he says, "...they were wonderful presidents, with incredible strengths." And on the topic of the executives, with whom he has had seven as the Executive Director, he looks into the distance and contemplates, "...the great thrill it was to watch executive members grow in confidence, recognize the enormity of their tasks, take leadership and gain confidence all the while."

Despite his long and productive career in education Craig Melvin had not contemplated being a teacher. His aim was to be a marine biologist. In fact, during the development of Diefenbaker Lake, after the building of the Gardiner Dam he was employed in aquatic studies on that huge and developing body of water.

It was after he met Ellen, an education student at the University of Regina that he turned his attention towards teaching. Two professors, Evelyn Jonescu and Bernadine Melanson had a profound impact on his life, and those of so many students in education, he recalls. "They actually became a major part of students' lives; they followed our progress, called us, encouraged us and celebrated our successes." That was possible he believes, because of the relatively small size of the Regina campus, and the closeness of the community.

His appreciation of excellent instruction was noted as

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Another Successful Annual Policy Conference

Ken Loehndorf New President of LEADS

Promising to do his very best to serve individual members and the LEADS organization generally over the next year, newly installed president Ken Loehndorf described his anticipation and excitement about the challenges that will face him and the executive at the recent Annual Policy Conference. He emphasized the importance of building professional networks with colleagues and urged them, "...to welcome any occasion to provide support to each other."



Ken Loehndorf, LEADS President 2003-2004

Loehndorf alluded to his first experiences with LEADS thirteen years ago. "The reception I received as a young, inexperienced director was a true joy. I was welcomed and made to feel part of the group from day one. My friends and colleagues shared their expertise to help me with any situation that I presented to them. I learned early that developing a strong network of support with my colleagues was a lifeline that I truly appreciated."

That sharing hasn't ended despite his gaining of experience, he noted. "We need to continue to nurture this important aspect of our organization," he emphasized.

Superannuation of experienced and outstanding leaders has not resulted in a net loss to the organization, Loehndorf suggested. "It is encouraging to see that we continue to bring a great deal of new talent and energy into this organization. I firmly believe we are a stronger organization today

than we have ever been," he noted.

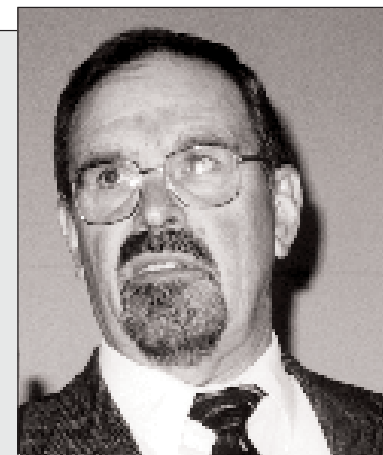
That comes from the diversity within LEADS, he claims. "...Our diversity...is clearly a strength! It comes with the challenge of providing adequate support to our members, as the complexity of our work lives continues to increase."

The strength of the partnerships within the educational community in this province was highlighted in Loehndorf's speech. "Although there are some bumps along the road from time to time, we are very fortunate to be working so well together. This was clearly reinforced for me when I attended the B.C. Superintendents' Conference in November. They live in a much different and conflict laden world than we in this province." He promised to do his best to ensure that LEADS continues to play an important role in enhancing these partnership relationships.

Beyond the educational partnerships and organizational support systems Loehndorf said he was, "...more committed than ever before to ensure that LEADS continues to be a strong advocate for the children and young people that we serve." In this regard he believes LEADS can play a strong role in the School^{Plus} initiative. "...We must play a crucial role... in ensuring that the schools of the future have the capacity to meet the ever growing needs of our own school divisions, he stressed.

The new president was generous in his praise for the outstanding work of former president Lee Cummins. "She has represented our organization very effectively and has been a wonderful role model. I appreciated the opportunity to learn from her during the past year and realize that I do in fact, have huge shoes to fill."

Loehndorf's term extends until the next Annual Policy Conference in a year's time.



LEADS members participated in a session dealing with Ethical Leadership for most of Monday at the LEADS APC. Al Blesch, Superintendent of Catholic Schools for the Vancouver Archdiocese for twenty-five years, used his four sessions to deal with Ethics, Leadership, Fatal Attitudes in Leadership and Lasting Changes in Leadership. Many LEADS members commented on the sincerity of his presentation and the poignancy of his illustrations throughout the day.

Alberta Cass President Fraternal Delegate at APC

Fraternal delegate, Jim Gibbons, president of the College of Alberta School Superintendents spoke at the Monday noon luncheon. He described the current year in Alberta education as one of 'détente.' Based upon the upheavals confronted by many jurisdictions during the past year that is a welcome change. Gibbons said most educators look forward to the report of the Learning Commission, a nine-member group established by the government to review education in Alberta. That report is due in August, 2003, close to the time of current teacher contracts expiring. He noted that the interim report cited key issues:



Jim Gibbons is President of the College of Alberta School Superintendents.

• Complexity of classrooms/working conditions

- Rural schools/small schools/transportation
- Facilities/growth
- Support systems including librarians, counselors and coordinated services
- The high cost of technology vis-à-vis improvements in learning
- Student achievement/testing and teacher preparation
- Governance role of boards and the right to tax
- Bargaining and the need for stable funding, and
- Choice and charter schools

In what sounded like an ominous warning about what might lie ahead Gibbons speculated on the possibility of the Alberta government changing legislation to oblige the separation of the union and professional aspects of the Alberta Teachers Association.

Other issues directly related to CASS members that Gibbons spoke about include the matter of salary compression, which has seen school based administrators making more money per year than central office administrators who supervise them, concerns about the Federal cap on pensions, a consequent attempt to establish a supplementary pension plan and the need for a model contract for CASS members. In this regard CASS has hired an experienced lawyer to develop a template and to conduct inservice to its membership.

Gibbons commented on the wonderful welcome and superb hospitality of the Saskatchewan LEADS group throughout his three days with his Saskatchewan hosts. Manitoba Association of School Superintendents was unable to send a member to the APC.

Lee Cummins Makes Final Presidential Speech

Describing her two years as a table officer having passed by quickly, Lee Cummins began her final speech as President reflectively. She talked about the challenges of the past twelve months and the highlights, which she called, "accomplishments," and then moved on to a review of the LEADS Planning document and the challenge to effective action that document obliges. In so doing, the past president actually set an agenda for executive work during the coming year.



LEADS Presidents - Past and Present Ken Loehndorf and Lee Cummins exchange presidential gavel.

- LEADS, "...intends to take action regarding the vulnerability of children
- In partnership, "...our action will include meeting with the Department of Justice to enhance School^{Plus} and establish a subcommittee to meet with SSTA and STF regarding the same enhancement, and we will meet with aboriginal leadership."
- Regarding Leadership on Issues, "...we will conduct an environmental scan regarding priorities and issues of our membership."
- As exemplars of best practice, "...we are encouraged to develop a LEADS position on student assessment and...find ways to provide opportunities for our members to examine the factors which affect opportunities to learn."
- In member support, service and development, "...the executive will continue to investigate ways to support LEADS members during the amalgamation process, develop ways to provide advice and direction to members, and encourage further provision and pressure for legislative change in members' retirement employment plans."

Known for her sincerity and dedication, Ms. Cummins provided a measuring stick for success of the LEADS organization. "We will know how

successful we have been at demonstrating and stating our support if the observations and actions in the field are noted and recognized by our partners, and if our intentions and actions, in the end, match what we believe we set out to do. Our actions and leadership will be truly successful when all are able to observe that a difference has been made for children."

She concluded her presidential remarks with an exhortation to the membership based upon Rohinton Mistry's book, *A Fine Balance*. "Mistry wrote, 'the secret to survival is to embrace change, and to adapt...to realize that all things fall and are built again, and those that build them are delighted.'" Ms. Cummins added, "...we are at a time in which some change needs to be embraced; we need to adapt to current realities, and in rebuilding we too will be delighted."

Lee Cummins now moves to the role of Past President of LEADS.

Meet the LEADER - D.T.P.

The wrenching emotions that sometimes accompany a relatively simple move from one place to another within a city, province or even within Canada cannot compare it seems, to a move from one country, Romania to another where the language and customs are so different. Yet, George and Elena Marin-Beke, in their fourth year of marriage made the decision to leave Bucharest with their two-year old son, Costin late in 1994. They landed in Saskatoon, full of anticipation, well trained and eager to begin careers in their new country. Elena recalls the astonishing cold that confronted them. "Costin made his first observation of Canada with a bewildered cry about how cold he felt. He wasn't even three yet." Small wonder, Romania located south of the Ukraine borders the Black Sea. Saskatoon seemed so small, so under populated and yet so welcoming to the young couple.

What has this story to do with LEADS and education? Much. Elena Marin-Beke does the production work that is generally referred to as desktop publishing for the LEADS publications. If for no other reason than that, LEADS members deserve to know more about her and her skills, which are considerable. Beyond that, her story and George's are examples of comparative education, a look at what their education entailed and a contrasting look at what their two children (Stephanie was born in Saskatoon in 1999) experience in this country.

Elena's immediate family members all live in Saskatoon now. Her father, a mechanic, her mother a childcare giver, her sister a nurse and her brother also a mechanic provide a nurturing relationship for each other. They came with the skills they now practice, although her brother was also trained as a draughtsman in Romania. Elena was originally a lab technologist, but realizing the loneliness of that occupation trained further as a desktop publisher and graphic designer. George, always attracted to art and particularly to cartooning was discouraged by his accountant father from

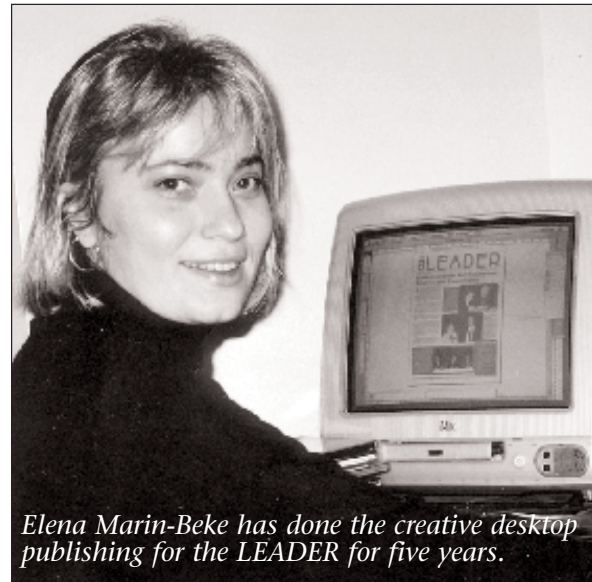
such a pursuit and trained as a metallurgical engineer. Elena quietly told the LEADER, "...He hated engineering." In Saskatoon George owns two taxis and anticipates a move into another occupation within a year or so.

Both speak several languages fluently. George, with a natural aptitude for languages can handle German, Russian, Italian, French, English and Romanian. Elena, who trained in desktop publishing in Italian, also speaks Romanian, French and English. "We studied at Estey School in an English as a Second Language program," she smiles, the pain of those difficult days still evident in her eyes. "I cried a couple of times," she says, "...George was so much more advanced than me."

She can't have been far behind, because it wasn't long before she was back into the business world working for graphic arts businesses and then Prairie Free Press newspapers and the Star Phoenix. Since those days Elena has become Marketing and Communications Officer with Cooperative Trust. "That really means I am a graphic artist," she laughs.

Why did they leave their homeland and become citizens of Canada? After the killing of tyrannical dictator, Nicolai Ceausescu and the development of democracy, Romania was a frightening place to live, she says. People did not know what democracy really meant and many thought they had the freedom to do anything they wanted. It was close to anarchy; there was too much insecurity. Happily, she says reports from friends and George's parents indicate it is getting much better now in Romania.

"Home is here now," she says emphatically. "Costin is doing well in grade five, we have adjusted to the style of reporting, Steph is in pre-school and we're very involved in activities with the children." What differences does she see here? When Elena attended school only Sunday was off. "We went to school from 9:00 to 2:00 every day with a half-hour lunch break, even on Saturday. That



Elena Marin-Beke has done the creative desktop publishing for the LEADER for five years.

has changed now to give Saturday off." Elementary education is very similar to Saskatchewan, but at the outset of grade nine an examination result places students in streams and specializations such as teaching, nursing, mechanics, lab technology, electronics and other technical trades that accompany the regular high school program. Post high school examinations are used as the determiner of eligibility for free government-sponsored university training beyond the technical trades.

The LEADER benefits from Elena's graphic design touches, but she is also an amazing student of the English language. Her former editor at the Saskatoon Free Press, Warren Goulding remarked that her understanding of idioms and nuances of the language amazed him, particularly since English was not her first, but her fourth language. LEADS members benefit from her willingness to work on their behalf, from her home in a cheerful and supportive way. We're glad she is on our team.

Norm Dray, Director of Education in Saskatoon (East) School Division was elected at the final session of the LEADS Annual Policy Conference in Regina in a contest with Harold Laich, Director of Education in Moosomin School Division. The text of his remarks to delegates is produced below.

LEADS is about leadership, more particularly instructional leadership, and improving learning opportunities for students. We need to advocate for students as well as lead. To be leaders, we need to be a clear voice for students on important issues.

We need to support our members so that our people can provide the best possible service to students while maintaining a balanced healthy life.

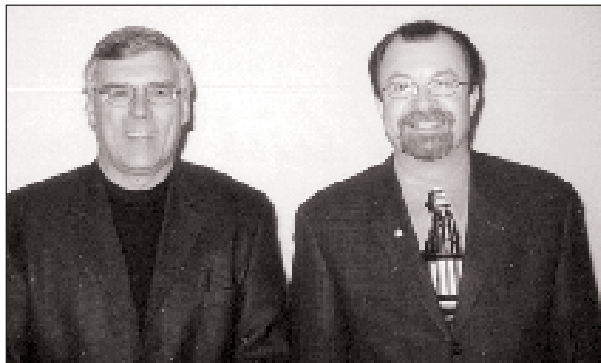
I see the leadership of our organization as being more important than ever in our province. Who knows what will happen with government? I think that the next few years are going to challenge us in many ways as we attempt to move forward a positive agenda. I will comment on some provincial issues, then talk about the organization.

Provincially, I see four significant issues that I feel I need to address with you today. The first is amalgamation. Many people in this room have done a lot of work to support this process. I believe the government must also make some symbolic moves. The anomalies in our province should be cleared up. School divisions being allowed to exist with no schools and mill rates of 6 is taking collaboration to the extreme. The province should deal with these and other such situations to show leadership in the process.

I think LEADS must support its members through amalgamation. Support will look different in each case, but someone must let other organizations know the strain that is put on LEADS members through the amalgamation process.

The second issue is grant equity. As many of you know, I have spoken out in favour of changes to the

Dray Chosen President-Elect



Harold Laich and Norman Dray challenged for the President-Elect position at the APC.

grant formula even when those changes even when those changes did not benefit the division in which I work and I will continue to speak out in favour of changes that will bring more equity to the Foundation Operating Grant. I don't think we can continue to just tinker with the FOG. We must find a long-term solution that can work and I am committed to working with the Department, the SSTA and SASBO to support this opportunity.

The third issue I would like to comment on is assessment and testing. As we move in this direction, let's be certain we do it for the right reason and that is to improve instruction and student learning. We should not be frightened by the Fraser Institute into moving away from our Saskatchewan-based model of instruc-

tion and learning. We need to align any province-wide testing closely with the content and the processes of our curriculum. With this type of assessment, teaching to the evaluation instrument is a good thing. Our proposed LEADS assessment policy can guide our efforts.

The fourth issue is SchoolPlus. Students come to the doors of our schools and we welcome them and we serve them. We don't get to choose our students. They may not all be the students we would like to have, or the students we used to have, but they are our students and it is our solemn duty to serve them and to serve them well. I have long advocated for inclusive education for all and will continue to commit my energy to help LEADS advance the SchoolPlus agenda.

Organizationally, I believe we need to be proud of our LEADS culture of equity and inclusion while continuing to be cognizant of this issue. I support equity in practice through the administrative appointments that have been made within the divisions where I have been director. Our next major challenge in this area will be connecting with the aboriginal community as the demographics of our province change.

I am passionate about our province and about LEADS. I have taken many roles in LEADS including two wonderful terms on the executive representing two different regions. I will try to bring this experience within, and my understanding of the partnership that is education in Saskatchewan to bear on my tenure as a LEADS table officer.

I have been around for a while, but I don't harken back, although I draw on experience. I believe that this organization is better now than ever. The good old days are now, when our focus is on issues, P.D. and professionalism.

I believe that leadership means, "Bringing Meaning to the Work of Others" and as your president-elect and future president I will do my best to make you proud and give you reason to believe.

Bashutski Outlines SSTA Path To Board Policy Development

Saskatchewan School Trustees Association Director of Research, Barry Bashutski walked LEADS members through the steps towards excellence in board governance at a small group session at the LEADS APC. Bashutski noted that the SSTA is working to strengthen the capacity of boards of education to govern well. He suggested that a specific base for excellence is dependent upon the knowledge and skills among board members. Those interested in becoming board members and those newly elected will find various materials available through the SSTA, either in hard copy or on the SSTA website. The pathway to excellence runs through development of effective board policy development, Bashutski emphasized, and in many cases that involves specific training and development of understandings about the kinds of matters that boards of education should be focused upon.

The SSTA has developed plans for supporting boards to become better and more effective at their work. Included in a broad array of material is an impressive recent SSTA Research Centre Report from December, 2002, developed by former LEADS member Ken McDonough. It is entitled "A Pathway to Effective Board Policy Development." LEADS members are encouraged to review this material with an eye to its effective use with their board members. The SSTA website is located at <http://www.ssta.sk.ca>



Barry Bashutski is Director of Research at the SSTA.

LEADS Summer Workshop Overview January, 2003

Region Two is delighted to be hosting the LEADS Summer Workshop, August 3-7, 2003. We are progressing towards finalizing an exciting agenda of professional development activities along with events geared towards Family/Children. We have confirmed Dr. Bruce Wellman from Guilford, Vermont as our keynote presenter. Dr. Wellman brings with him a wealth of experience, knowledge and ability to deliver in the areas of:

- ❖ Collecting and making meaning of data (making decisions based in information and feedback from the field) including selection of data collection instruments, use of instruments, the appropriate processes to lead people through as well as how a leader would select and facilitate the processes. This is particularly applicable given the current issues we are facing related to assessment and evaluation, amalgamation, building capacity around the Role of the School as well as other common educational topics of import.
- ❖ Strategies for effective partnership building;
- ❖ Setting adaptability as an organizational goal;
- ❖ Group efficacy, flexibility, craftsmanship and consciousness;
- ❖ Effective leadership hats;
- ❖ Ways of talking; dialogue, discussion and building capacity;
- ❖ Norms of collaboration;
- ❖ Identifying issues, engaging participants, developing standards, and
- ❖ Working with people in role authorities.

Topics being considered as accompanying components of the Summer Workshop include:

- ◆ Building the Capacity of Boards and Directors
- ◆ Employee Supervision and Support – Building Teacher Capacity
- ◆ Interest Based Negotiating/Conflict Resolution – Creating a Learning Community
- ◆ Leadership Roles – Definitions
- ◆ Work Life of Directors "Before and After"
- ◆ Education Equity
- ◆ Educational Partners Panel with a "twist"

In addition to the aforementioned, the Summer Workshop Committee is pleased to confirm that Jim Hopson will again allow his office assistant to set up the Golf tournament and David Steele will be organizing the slowpitch games for Wednesday afternoon. In short, the Region 2 Summer Workshop Planning Committee has been working overtime to bring you the best event possible. We are extremely excited about the professional development and networking activities that will be "fully actualized" for August, 2003. We look forward to seeing you there!

Brooke Clenchy and Marc B. Danylchuk
Co-chairs
Region Two LEADS Summer Workshop Planning Committee

JOHNSON RINK WINS LEADS BONSPIEL



Thirty-two curlers or wannabes, LEADS members, associate members or guests participated in the SaskTel-sponsored LEADS curling bonspiel prior to the Annual Policy Conference. Pictured here are members of the winning Ray Johnson team. Left to right: Richard Buettner, Kate McHarg, Gerry Guillet, Ray Johnson.

PLENTY OF TALK AT END OF SUNDAY APC SESSION

There was much to be said on all sides following Judge David Arnot's impassioned speech about his work as Treaty Commissioner for Saskatchewan. Pictured above are LEADS President, Ken Loehndorf, John Nikolejsin, President of the SSTA, Executive Director, Dick Nieman, Minister of Learning, Judy Junor, Judge David Arnot, LEADS Executive Public Member, Norman Rebin.



LeClaire Elaborates on OTC Materials Availability

Elsewhere in this edition of the LEADER mention is made of the powerful talk presented on Sunday night to delegates at the LEADS Annual Policy Conference by Judge David Arnot. LEADS member, Mike LeClaire is the Director of Education for the OTC. He was asked to provide more information about the availability of teaching and learning materials for instructional use throughout Saskatchewan. The LEADER thanks Mike for his contribution.

Office of the Treaty Commissioner: Treaties as a Bridge to the Future

The Office of the Treaty Commissioner (OTC) has two major roles, to facilitate and to educate from a platform of neutrality. OTC has completed its fifth year of operation and has successfully facilitated political discussions between the First Nations in Saskatchewan and the Government of Canada. In addition, OTC has developed and delivered several public education programs focusing on First Nations issues and treaty awareness.

The OTC continues to facilitate political discussions between First Nations in Saskatchewan and the Government of Canada and is currently in the process of reviewing, strengthening and expanding its public education programs. In its first five years, the OTC implemented innovative and effective public education programs on First Nations issues to breathe life into the vision that the treaties and treaty awareness can be a central tool in building a positive future for Saskatchewan. OTC public education programs are predicated on the fundamental belief that as people are exposed to increased information about treaties, their understanding of the treaty relationship will grow. With understanding will come increased harmony. Research supports this view. Findings in an Angus Reid Study commissioned by the OTC in 1999 revealed the following:

- 78% of Saskatchewan residents are not knowledgeable about the treaties;
- 68% of Saskatchewan residents believe increased understanding of treaties will lead to improved relations between First Nations and other communities in the province.

Using "Treaties as a Bridge to the Future" as a theme, the OTC has developed and implemented a broad range of public education programs which include such initiatives as the Treaty Resource Kit, a Teacher In-Service Program, a Speakers Bureau, an OTC website, a Treaty Awareness Display, and a one-day Treaty Awareness Workshop. The OTC is also creating a Learning Center as a place to nurture and support all public education programs.

Teaching Treaties in the Classroom: Treaty Resource Kit is a comprehensive education resource created in partnership with many individuals and organizations. The Treaty Resource Kit is designed to supplement the provincial Social Studies, Native Studies, English, History and Law curricula for Grades 7 to 12. Professional educators, Elders, and curriculum writers developed it over the past three years. OTC worked closely with INAC, FSIN and its educational institutions, Saskatchewan Learning, and Social Studies, Native Studies, History and Law teachers from both the provincial and First Nations school systems. The Treaty Resource Kit includes the following:

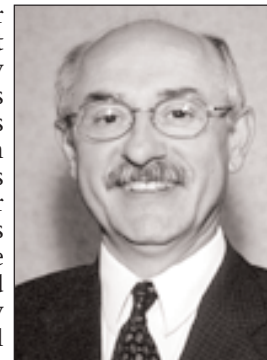
- a teachers' guide with activities for students in Grades 7 to 12 (inclusive) titled Teaching Treaties in the Classroom: Treaty Resource Guide;
- student handouts and worksheets, including charts, graphs and maps;
- three videos including a *Solemn Undertaking—the Five Treaties in Saskatchewan*, *As Long as the Sun Shines*, and *Treaties as a Bridge to the Future*; and
- several books including the Statement of Treaty Issues: Treaties as a Bridge to the Future, Bounty and Benevolence: A History of the Saskatchewan Treaties, Legacy: Indian Treaty Relationships, and Treaty Elders of Saskatchewan.

The goal of OTC and its partners is to distribute one kit to every school in Saskatchewan. Distribution of the Treaty Resource Kit to schools throughout the province began in July 2002. In order to receive this kit, at least one teacher from that particular school must attend a one-day in-service. However, a two day workshop is preferred and would be more valuable to the participant(s). The teacher in-service workshops are developed and implemented in partnership with Elders, FSIN Education and Training Secretariat, Tribal Council Directors of Education, and Saskatchewan Learning who all work closely with OTC to increase understanding and awareness of First Nations and treaty issues and, ultimately, to implement the Treaty Resource Kit in all schools in the province. Under the guidance and direction of Steering and Coordinating Committees, the development of the province-wide in-service program has increased the confidence, capacity, understanding, and awareness of teachers in teaching First Nations content. In addition, it has provided teachers with educational resources for teaching treaty content from Crown/First Nations perspectives, and has developed further linkages between provincial and First Nations education systems.

At this time, over 214 schools across Saskatchewan have had staff receive at least a one-day in-service. That leaves 600 schools to in-service in the next one and one half years. In order to meet this goal, OTC and its partners are asking each educational region and each Tribal Council to identify educational leaders who would be willing to take a four-day in-service training from the Office of the Treaty Commissioner. Using a customized "train the trainer model", each leadership team would then provide in-services in their respective regions/districts. This educational leadership team would include a representative from the provincial region and a representative from a neighboring Tribal Council and in this manner, we would model what we hope the Treaty Resource Kit would accomplish.... First Nations and non-First Nations working together in a collaborative fashion to achieve and foster social harmony and understanding in Saskatchewan.

The Speakers Bureau, made up of volunteers, provides

an effective approach for teaching people about First Nations people and the treaty relationship. The Speakers Bureau makes presentations to students and adults in schools and communities and has spoken to over 22,000 people. Speakers Bureau members have a wide range of experience and knowledge about treaty issues, provide both historical and contemporary information and are working towards creating awareness and understanding about treaties and the treaty relationship.



Mike LeClaire is Director of Education for the Office of the Treaty Commissioner for Saskatchewan.

As an extension of the Speakers Bureau, the OTC partners with organizations such as SaskTel and Wanuskewin Heritage Park to deliver one-day workshops on First Nations and treaty issues. Workshop topics include terminology, Elders' teachings on First Nations culture and worldview, and an historic overview of treaties and contemporary issues. The OTC is also a regular participant in regional, on reserve and Urban Treaty Days, as well as treaty gatherings and commemorations.

The OTC operates its own website providing a variety of information on the Exploratory Treaty Table process, biographies of individuals involved in the historic treaty negotiations, and contemporary background information such as the document, Statement of Treaty Issues: Treaties as a Bridge to the Future.

The Treaty Awareness Displays bring together archival photographs, maps, historical artifacts, and a commentary of key historical treaty events. This display has been set up at several education conferences, at the FSIN Chiefs Legislative Assembly, historical parks, business expos, and museums throughout the province.

All existing public education initiatives and several expanded initiatives are housed in the OTC Learning Center. The OTC Learning Center is being developed to provide an enhanced learning experience for elementary/secondary students, teachers, university students and faculty, and public and private sector management and staff.

OTC public education initiatives are intended to revitalize the treaty relationship. A revitalized treaty relationship has the potential to be a unifying force that will redefine and enrich what it means to live together as Saskatchewan residents and Canadians today, and far into the new century. This is the kind of partnership that is needed to provide real hope for the future, prosperity, and well being of all Saskatchewan people.

MARK THESE
DATES IN
YOUR
DAYTIMER

LEADS Summer Workshop
at Waskesiu,
Prince Albert National Park
August 3-7, 2003

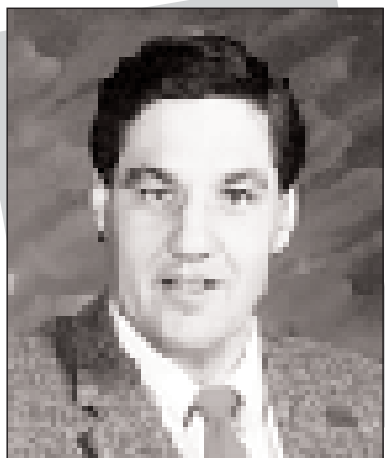
Saskatchewan Principals'
Short Course at Saskatoon
Inn July 7-11, 2003

LEADS Fall Conference at
Delta Bessborough Hotel,
Saskatoon
October 16, 17, 2003

8th Annual Congress on
Rural Education at
Centennial Auditorium in
Saskatoon
April 2-4, 2003

THE LEADER

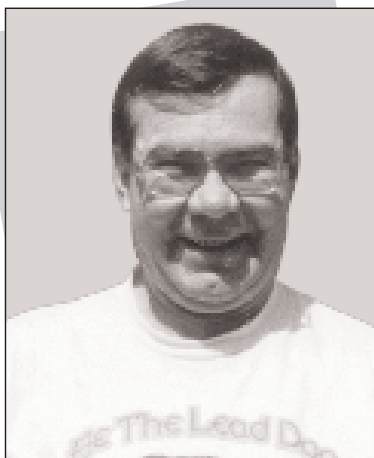
Every year at the LEADS Annual Policy Conference superannuates are honored. Although no narratives, like those included in the LEADS Retirement Booklets, are presented here, we are pleased to picture this year's group. Consider collectively just how many lives have been touched by these people over so many years as educators. The LEADER wishes them good health and long, happy lives.



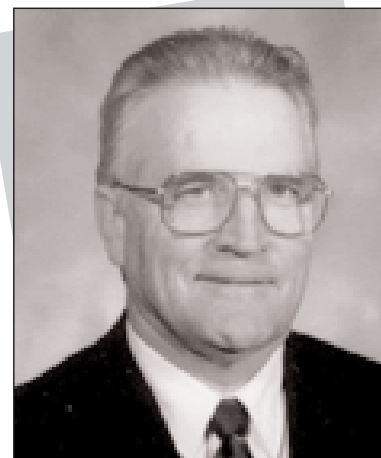
Gordon Bettcher



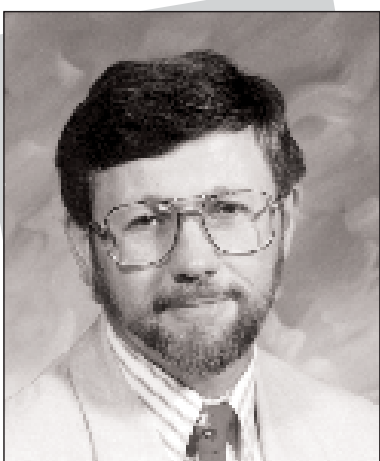
Ray Johnson



Bernie Brigidear



Terry Cooney



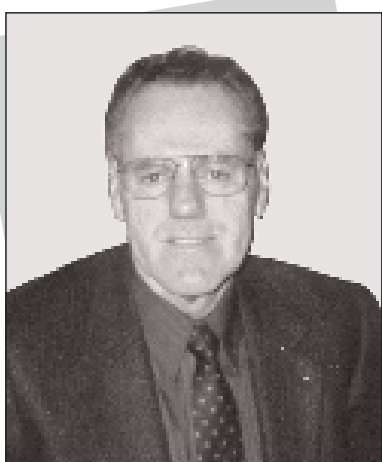
Art Keating



Bryan Matheson



Jim Sekulich



John Neudorf



Ron Veller



Mike McLeod



Judy Junor is new Minister of Saskatchewan Learning.

Saskatchewan's new minister of Learning, Judy Junor had only been in that portfolio for a couple of weeks when she addressed the opening session of the LEADS Annual Policy Conference. In her speech, Ms. Junor highlighted several areas when she said, "By instinct as well as by design, Saskatchewan's education system fulfills the highest goals of education." Key points in her address included the following:

- Tomorrow's leaders will be products of our vision
- Our schools need to promote a caring and respectful culture and climate
- Saskatchewan now has the lowest high school dropout rate in Canada
- The content (of Saskatchewan's world-class curriculum on line) is of such high quality and so user friendly the website receives over a million hits each month from 95 countries around the world.
- Lifelong learning is the basis of success for individuals and for our society

■ NEWS EXTRAS ■ NEWS EXTRAS ■ NEWS EXTRAS ■ NEWS EXTRAS

STATISTICS CANADA REPORTS CONTAIN TROUBLING NUMBERS

Remember the old expression, "There are lies, damn lies and statistics." Well, there may be some reaction like that to the recently released information available on the Statistics Canada website. Some of it is troubling and seems to fly in the face of information, touted in recently-arrived politically oriented mailings describing Saskatchewan as a land of enormous opportunity and job creation. The StatsCan numbers, generated from the 2001 Census show that annual earnings for Canadians, aged 15 and over averaged \$31,757.00, an increase of 7.3% over the past decade.

Contrast the average income with those earning big bucks. In 2000, just under 447,000 people in Canada earned \$100,000.00 or more, rising almost 70% between 1990 and 2000. Men accounted for about 84% of the 447,000, which means that women were only 16% of the big earners. For those following trends that number is reflective of some gains for women when only 11% of that population made the grouping a decade earlier. But doesn't it still point out a huge inequity?

Saskatchewan had the highest proportion of employees who worked full-time for a full year and made \$20,000.00 or less. According to the Statistics Canada numbers of the 271,000 individuals in

Saskatchewan who worked full time for a full year in 2000 about 73,400 earned \$20,000.00 or less, that is about 27% of them, and admittedly down from 29% in the previous census.

It might be expected that the low wage earners had high school education or less. That is borne out in the StatsCan study. That group represents the vast majority of individuals working full time for a full year in 2000, for less than \$20,000.00. However, the proportion of university graduates in this group increased in all ten provinces during the past decade.

A recent informal examination of taxi drivers in Saskatoon indicated that many are immigrants to Canada. Of those, many are well-educated, but they have been unable to find employment in their areas of expertise. Among those noted were chemists, archaeologists, geological engineers and metallurgical engineers. The Statistics Canada report noted that male immigrants who had been in Canada for a full year were making only 63 cents for every dollar earned by Canadian-born workers.

Readers are cautioned not to react to this limited review of the Statistics Canada census report without reading it in more detail. Nevertheless, the numbers do paint a picture, for some not quite as lovely as they might wish.

NEW TREATMENT FOR PEANUT ALLERGIES

The development of allergic reactions to all sorts of environmental factors and foodstuffs among children and young people has concerned medical scientists for years now. Directors of education have included a new word in their lexicon. Anaphylaxis is a sudden, severe and potentially life threatening allergic reaction caused by food allergies, insect stings, or medications. It has become known

in policies of boards of education across this country. Most common, it seems is the peanut allergy. Some boards have permitted declaration of school sites as "peanut free zones." Others have posted signs, trained staff, indicated where contermedications are stored and who might need them in the event of a trauma where a child requires immediate medical assistance such as an epinephrine injection

through the use of an "Epi-Pen or Ana Kit."

There may be good news coming. For the first time a new drug has been shown to protect against these potentially life-threatening allergic reactions to peanuts. Even small amounts ingested accidentally can cause death. Because no other advice was available, beyond avoidance, the peanut allergy has been a major concern for children and their parents, teachers and school administrators and adults with allergies.

A new drug, which has been developed in American research laboratories and the study that accompanied its experimental use, "...is the first ray of hope for individuals with peanut aller-

gies," according to the founder of the Food Allergy and Anaphylaxis Network, Anne Munoz-Furlong. The allergist who is heading the research study in Denver, Dr. Donald Leung, cautioned that the drug is not a cure for allergies, but it could be a life-saver in the event of someone being accidentally exposed. "We will continue to tell our patients not to eat peanuts," he said.

As is so common in such announcements, further testing is required and it may still be several years before the drug is available for prescriptions. Nevertheless, it is a hopeful development.

NAME THAT DEPARTMENT

With tongue in cheek the LEADER asked in the Fall, 2002 issue for suggestions to assist in the appropriate naming of the department formerly known as Education and now known as LEARNING. That was because of a friendly exchange between Deputy Minister Craig Dotson and the editor. Several responses were submitted. Some folks, not members of LEADS, asked if they could get their suggestions included. In the interests of fairness, and because the prize pool is not sufficient to award a car to everyone who entered, they were disallowed, because their attitudes were probably not good in the first place anyway. So we decided not to entertain triflers.

One senior member of the department would love to have entered but took, "...the fifth, as they say down south."

Other entries included the following:

- Saskatchewan "We Try to teach just about everyone" Department
- The province between Alberta and Manitoba Education/Learning Department
- _____ Department. (You fill in the blank - imagine the cost savings if the name were left open. Everyone could have their own name for it and there would be no costs for reprinting official documents. It would be the ultimate in ever-greening and the adaptive dimension. It also firmly commits Saskatchewan Learning to indecisiveness in naming the organization.)
- Saskatchewan Education - It seems to sum it all up.
- One respondent suggested that he finds himself frequently explaining Saskatchewan Learning by throwing in a quick Saskatchewan Education for clarification.
- One respondent did not provide a name but suggested that name changes in government departments are like last minute cabinet shuffles, created by politicians to give the impression of doing something when the real work that needs doing is left unattended and in a FOG. OOF!
- Saskatchewan leaning. This name suggests that the department either leans forward into the future or leans whichever way the political winds blow. The suggestion was provided that leaving the name in lower case letters identifies the department with tight budgets, you know a lean and hungry look.
- One wag suggested that the Deputy Minister should now be known as the Deputy Minister formerly known as the Deputy Minister of Education just to keep clear what his position really is. Sounds like a princely idea, doesn't it?

■ Crozier-Smith continued from page 3

Committee, and social studies curriculum review committee. His new role placed him in professional development where he stayed until he became the Assistant General Secretary in 1994.

Although the demands on him were huge he hasn't regretted his move to the Federation. "It is a unique culture," he says, "as much a way of life as it is a job, but also a tremendous opportunity to influence and make a difference. The impact of the job can, however, be a burden from time to time, lessened somewhat by the good structures and support offered through the Federation."

He reminisced about his time as both the General Secretary and teacher, although he had to be drawn away from inclination to modesty. Generous with praise for his teachers in Regina, he calls them, "...good instructors and caring human beings." And he smiles about work, as STF representative on core following the Directions Report of 1984. "At lunch, some of us began creating a visual representation of what ultimately became known as the Core Curriculum and Common Essential Learnings. I wish somehow that coffee stained napkin had been saved as an historic artifact, because it was all there," he said.

He remembers two collective agreements because of what they were able to accomplish. "One forgets the rancor and difficulties of the messy negotiating process, but he should not forget the exhilaration that makes the tension pale." One achievement is the Teachers' Health Plan, managed by the Federation itself and the other is the achievement of attention to the need for recruitment and retention of teachers, and support for disabled teachers that were negotiated in the most recent set of provincial contract talks.

He sees the two storey addition to the Teachers' Federation Building in Saskatoon as a symbol of a mature teacher organization that has assumed the administration of its own programs, such as the Saskatchewan Teachers Retirement Plan. Other highlights for Crozier-Smith include, "...life changing experiences with teachers in India, and the Federation Governance Review, which provided opportunities to get in touch with, "...our soft-spoken members of the Federation and to learn how we can serve them."

He was less comfortable with the question about troubles. "I'm pessimistic sometimes. One concern is poor personnel practices that teachers experience in some jurisdictions. The way some boards and directors treat teachers without respect for good human resources policies and without respect for human dignity is shocking."

He also believes the state of local collective bargaining is poor, that many boards don't really believe in it, "...because we don't have the resources to train teachers to do a better job," and he wonders if it might be appropriate to move all negotiations to the provincial level.

"Some nagging frustrations pale over time, however," he noted, "...and I've learned that not every problem has a solution, at least not a quick or ready solution."

His interest in elective office is behind him, he believes. "I think I've talked myself out of my lust for provincial politics, because the demands of this job have really cut me off from the community, so I can see myself getting involved here in volunteer activities in Saskatoon."

Like other superannuates, Crozier-Smith appreciates the strength of an apolitical approach to education in this province, particularly compared to B.C., Alberta and Ontario. "Here, governments, at their peril exercise a political agenda on the education system. The educational partnership in Saskatchewan is strong and needs to be maintained to prevent politicization of education," he emphasized. "But, the partnership is fragile and demands constant nurture and encouragement to thrive."

Derwyn Crozier-Smith sounds like the Anglican priest he never became when he concludes, "...governance and finance issues need quick attention in Saskatchewan. Other things will flow from that. We need to get excited about the potential of the Role of the School Task Force and School Plus. The future of rural Saskatchewan may depend on how well we handle this."

■ Horsman continued from page 3

graduates of the University of Regina. A recent article about all four family members and their connection to the U of R was a feature in the Alumni magazine, The Third Degree.

Horsman's career in the Department is a story of increasing responsibilities and challenges. He began as a summer student in 1972, became Director of Research, Executive Director of Planning, Executive Director of Curriculum, Assistant Deputy Minister and left as Associate Deputy Minister.

After thirty-five years one might expect him to catalogue some of the tough times, but he was unable. He admitted that his jobs required hard work and plenty of stress, but no period that he would characterize as tough times. "I was never worried about the system even in those difficult and challenging times of bargaining, or even when we had to pull back on departmental spending," he said proudly, "because our history has always been one of pulling together, even in the most difficult times to get the job done. Saskatchewan educators and trustees know that they have to do the right thing, even in difficult circumstances. They have done it time after time."

He had less trouble responding to the question about his happiest times. "No single issues surface here," he told the LEADER, but I smile when I think of so many times when I sat with our colleagues and we talked joyfully about what we had been able to accomplish. There were many of those."

He cited a time about a year and a half ago, at the Saskatchewan School Trustees Association Convention when three speeches made by representatives of major partners in education contemplated the future with conviction and with sincere belief that they would work collaboratively with their partners to challenge issues and achieve the best that was possible for public education. Wayne Clements of the Saskatchewan Teachers' Federation, Minister Jim Melenchuk of the Department and Gary Shaddock of the SSTA each took a different theme, but they each looked forward and were on side despite their representing three different organizations. It was wonderful, a highlight of the past seven or eight years."

Horsman was quick to defend the claim that Saskatchewan offers an excellent public education program. "We have evidence now, empirical evidence that shows the accomplishment of Saskatchewan students puts us right up near the top based upon comprehensive achievement indicators world wide. In equity issues, for example we are at second place in the world. As I think about it now, this is one of the really major elements that I will consider when I reflect upon my efforts and contribution to education in this province."

Horsman referred to major influences in his career besides those of his parents and his wife. Names such as Craig Dotson, Audrey Sojonky, John Hurnard and Gary Wouters, all former bosses in the Department surfaced along with current LEADS Executive Director, Dick Nieman, a rare type who, "...never, ever complained about matters confronting him in his work. He is a wonderful model and a big influence."

So, when it comes to the bottom line, what does Ken Horsman want to be remembered for after a career in public education? "I've wondered what kinds of things might be said on that last day," he admitted, and I hope that the words integrity, vigor, honesty and sincerity will be part of it, but he added his wish that those descriptors would be accompanied by evidence of good works.

Ken Horsman hardly needs to be concerned about that. His career has defined excellence of effort that won't change after he superannuates. Whatever he chooses to do, and that may include taking piano lessons or mastering French, his friends know him well enough to appreciate why he doesn't plan to improve his lousy golf game when there is work to be done.

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well in his comments about the teachers he still recalls so easily from his days as a student in Regina's schools. "Those were the days of courses such as PSSC Physics and Chem Studies." His single regret was that French immersion education was unavailable to him as a student. "Mine, like most senior matriculation students then, was a very classical education. I studied Latin for most of high school."

Few can claim experience as a teacher in a Federal Penitentiary. At the age of twenty-two he became instructor of adult upgrading programs in Prince Albert Penitentiary. "It wasn't as difficult as one might have thought because the instructor chose the students based upon interviews and apparent willingness of the students," he said. Nevertheless, he can recount some stories, some humorous, that permit the listener to realize the potential for less than pleasant teacher/student relationships in such a place. His first regular school teaching position was at Marengo in the Kindersley School Division. "It was a wonderful experience," he smiles, "we could order virtually anything we needed to enhance our teaching." Another new course, the BSCS Biology program was part of the program then. "Wayne Reid was my first director of education. He had a huge reputation as a biology teacher in this province. "Small wonder," Melvin says, "he could ask the most probing questions and challenge the goals of teachers in every lesson."

Melvins are parents of two children, daughter, Karen heading into graduate studies to enhance her skills as a documentary film maker and son, James a broker with RBC Dominion Securities in Medicine Hat, where he and his wife Renee are raising their two children. A telling element came to light when he suggested that having to look at one's daily planner in order to find a chance to visit with family and grandchildren shaped the retirement decision for Ellen and himself.

He is his wife's strongest supporter, it seems. "Ellen is an awesome teacher, now working with grade eight students. She started teaching at age nineteen, loves it every bit as much now and still appreciates the challenges of teaching and coaching." While teaching at Henry Janzen School she also coached senior boys' volleyball this past year at Winston Knoll Collegiate. "She is a mentor to young teachers and a solid advisor, who just appears to have a wonderful intuitive sense to know the right things to do," he beamed.

What will he miss? Melvin points to the way the SSTA has pressed governments over the years to provide support and initiatives for key projects, such as the integrated school linked services. "We have learned well how government operates in this province," he says with sincerity, "...where the levers are, not in a cunning political sense, but in knowing how to make things happen." He argued convincingly that the close and respectful relationships that are often spoken about in Saskatchewan are real. "In other provinces, they're at war with one another."

Melvin claims the ongoing SSTA strategy of mentoring politicians, helping them to understand and keeping them informed pays dividends because it nurtures the inquisitive nature of those who are in opposition and may even assist them realize the enormity of issues that had not been fully understood. But he bemoans the inability to spend more time on the collaborative aspects of education with the partners. "We have a healthy tension in Saskatchewan, but tensions, not well handled can drive partner associations apart."

His anxiety about the future of the SSTA is obvious when he contemplates the probable departure of several senior staff members to retirement. "Things we do now, we handle almost instinctively and that won't be replaced overnight." But he ponders the skills of the younger leaders in Saskatchewan and suggests, "...perhaps we worry too much about the young people who will replace us." "In fact, if we are making any progress in education they should be better, shouldn't they?"

His concerns are similar to many articulated by other leaders over the past few years. Fiscal disparities within the province, the need to ensure success for aboriginal children, the need to celebrate the good things in this province and to remember to foster the essential relationships we have with organizations that make this province function, are all part of his hopes for changes that will improve public education specifically and the province generally. "We need to deal with the grander issues," he worries, "...to enable rural and urban to work together."