



the LEADER

Winter Edition, Vol. 1



On Advertising and Influence In the Wake of Trusteeship A Tribute to LaVonne Black New Partners

The biggest science project in Canada in more than 30 years is under construction at the University of Saskatchewan in Saskatoon.

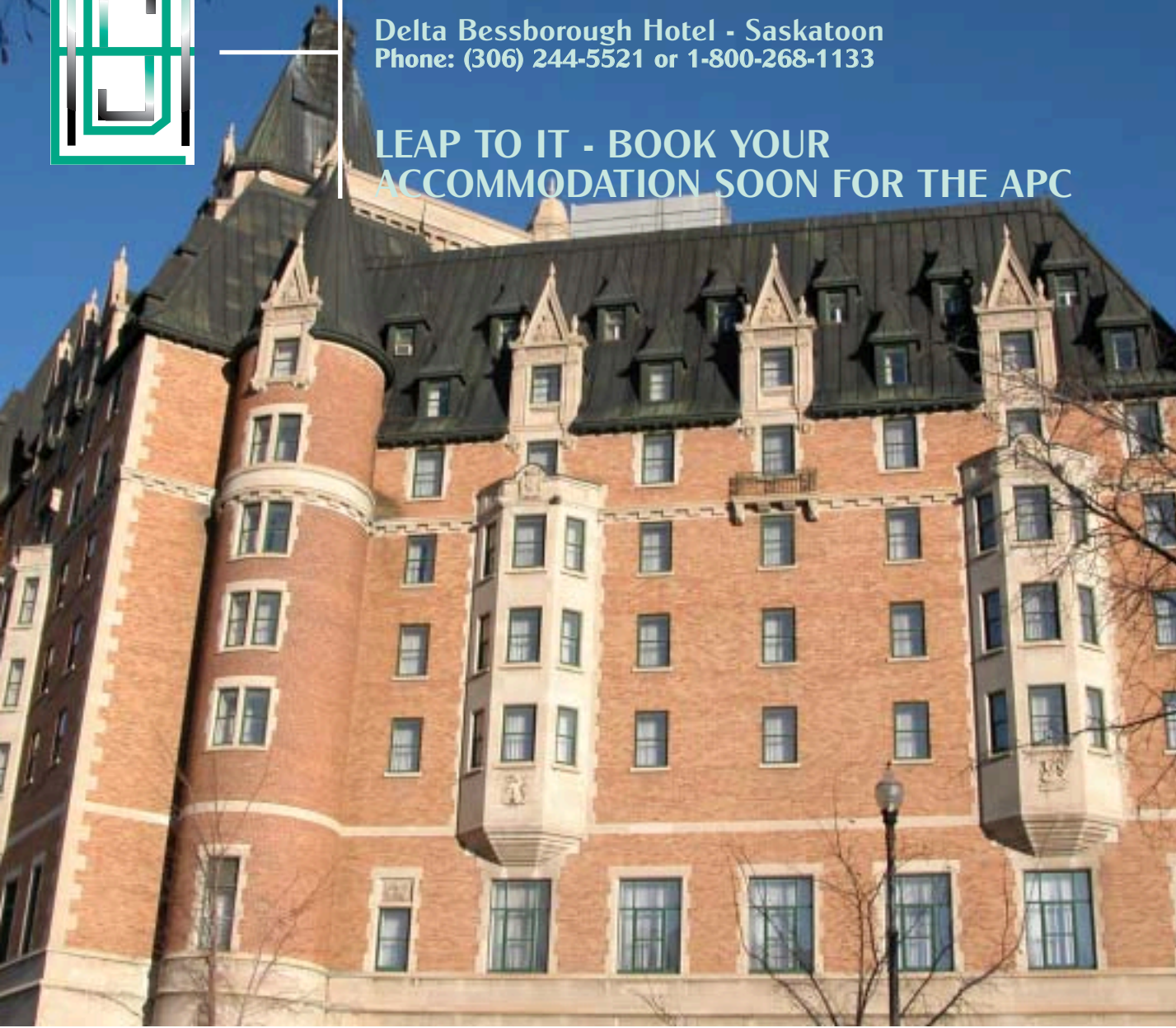


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The format change in this issue of the LEADER has been contemplated for some time. This edition, our first in what we hope will eventually move towards a magazine shape, was occasioned by the sale of a web printing press at the shop where we have done our printing business for several years. We could have gone somewhere else to be certain, but the service we have received from our printer, and the quality of the work have typically been exemplary. Our decision to change format was taken quickly and with ease. We hope to hear comments about the changes, so that we will know whether or not it matters to readers.

Typically, readers of the LEADER are courteous and polite to a fault. Seldom do we hear criticism, almost never do we receive letters, and almost always our feedback comes to us because we specifically ask our Executive Director to elicit reactions from the field. For some that might seem good news. For us, however, it is much like living in a vacuum. We need to know, need to have challenges and ideas thrown to us, need to have some professional stirrings in order for this publication to achieve some of our goals. Otherwise, it is simply a semi-occasional publication and little else.

Related to the vacuum cited above must be the feelings of those who were acclaimed to office in the recent municipal elections across Saskatchewan. What good is a democracy if a candidate is not challenged? What, besides a sigh of relief, must acclaimed candidates feel when they are informed that nobody has chosen to oppose them? Where is the debate on issues; where is the spark that ignites the engine of democracy and makes it vital? Acclamations were such a commonplace across this province recently that one wonders if a cynical apathy has beset the population. It cannot be good for any school board to have all or most, or even several of its

members returned to office unopposed. The sad reality is that we tend to get what we deserve in a democracy. A dearth of candidates is not really good news at all.

Related to elections is another matter that raises concerns. Immediately the recent provincial election was called by Premier Lorne Calvert, Regional Offices throughout this province were given the usual caution about removing from display anything that might visually be construed as political. So, guess what came down? Posters displaying the initiative called School^{Plus}. What's wrong with this, you ask? Plenty, is the response. Sure we recognize that elements of education are politicized, but this concept, this program, this fundamental change in the way of looking at educational needs and providing responses is no more the political fodder of one party than it is of another. Kids deserve to be at the forefront of educational matters in this province and all others, neither politicians, nor political parties. Think of the irony. In our Regional Offices we effectively neutralize the effectiveness of the staff for twenty-eight days during an election campaign and we take down pictures of kids in schools and replace them with the mugs of politicians all across our landscape. Something doesn't seem right about that.

This issue presents some very good news. We feature the pictures of new members to LEADS. Some of our members have come back from other provinces and other employment; others are new to the organization. We welcome them all and encourage their participation in all LEADS professional activities.

The departure last term of several key leaders from Saskatchewan's educational partnership has meant the arrival of new people. We are pleased to provide pictures and short biographical information pieces on many of our new partners.

Dr. Don Lloyd, a past president of SASBO has joined with us in this issue to collaborate in development of an article that merely scratches the surface of a huge issue dealing with sponsorships and advertising in education. This is an enormous theme, which demands much attention. Taken in some perspectives it is broadly, and in some ways inextricably, intertwined with the issue of student nutrition and long-term health. Senior administrators need to pay heed to this topic and urge their boards of education to do so as well.

Our colleague, Ivan Yackel has done us a favor with his listing of Learnings and Unlearnings, a thoughtful and passionate statement of what experiences have taught him in the role of CEO. Tim Tarala, a current LEADS member, with coincident experience as a school based administrator and Board of Education member adds his views and presents a counterpoint.

This issue also features a retrospective on the life of LaVonne Black, whose tragic death during the summer removed a pillar of support for education in Saskatchewan. Craig Melvin, LaVonne's long-time colleague has provided us with his tribute to her life and efforts.



PHOTO CREDITS

Cover: Canadian Light Source - University of Saskatchewan - George Marin-Beke

Inside Front cover upper - Elena Marin-Beke
lower - Hawood Inn

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How well do you know your A,B,C and Ds?

I was prompted to write an article about this topic after I read an article in the Kappan about the role of the Superintendent in the twenty-first century and by our editor, who does not take no for an answer.

Your role as a LEADS member is challenging, enormously challenging. The position of director of education becomes the lightning rod for virtually every major issue or problem. The public looks to you for leadership. Teachers and support staff look to you for guidance, support, and assurance that they are able to carry out the responsibilities for which they were hired.

I think of a school system as a jetliner. It takes many people performing many diversified tasks to make the airplane function. You are the pilot or a key member on the flight deck.

There are passengers, the students entrusted to our care. There are the shareholders of the airline, electors who have lofty expectations. There is a Board of Education, which has been elected to determine the destination. There is the cabin crew, our teachers and teacher assistants looking after their passengers on a daily basis. There is the ground crew, highly skilled personnel who keep the machine functioning and safe. There is the central office staff that makes sure the operation is efficient and sound. Bus drivers get the passengers to the airport. All of them must work in harmony for this to happen.

Our performance is judged on the quality of service. A breakdown in performance by any one in the total organization will lead to dissatisfaction by the passengers, the shareholders or both. When things do not go well on the flight to whom do they point? Of course, it's you, the pilot.

You bring the essential skills to the



Dick Nieman

captain's seat. You determine if it safe to take off. You determine the cruising altitude. You make the adjustments when you hit turbulence. You make the call regarding the weather and if it safe to fly.

Everyone in the organization wants things to work perfectly all the time because it is crucial that the airplane reach its destination safely and on time.

Everyone is also interested in perfection. Nobody wants a pilot who got 72% in takeoffs and 60% in landings. Sometimes it is critical to do things with no margin of error. Other times it is essential to be doing things right in a way that can be supported by those we serve. At all times we must be seen to be doing the right things.

So as you go through your pre-flight checklist prior to take off you need to know your ABCD's.

See check list on page 3.

Dick Nieman is Executive Director of LEADS

the LEADER

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Here is the checklist:

- Approachability:** The best way to establish trust is for people to know you.
Accessibility: It does not help if nobody can contact you.
Attentiveness: People want to be heard in a genuine way. We do not need to agree with them.
Affirmation: Everyone you work with needs to be affirmed and assured.
Accountability: We have always felt accountable but now we are expected to demonstrate that.
Attitude: Attitude is altitude. Just to keep with the metaphor.

To be good leaders we need to be good managers as well.

- Budgets:** Your budget is your mission statement.
Buildings: Children and staff need a safe and efficient work environment.
Books: We need to provide appropriate and sufficient learning resources.
Buses: This is an essential part of getting our passengers to the airport.
Barriers to Success: We need to identify those things, which prevent success.

We use the expression, it takes an entire village to raise a child. Perhaps a better question is to ask what it takes to raise a village? You play a key role in building community. More and more you must be village builders. So here is your checklist:

- Child Advocacy:** LEADS believes it is one of our primary goals.
Communication: This is the minimum of what people expect. Good pilots do it routinely.
Consultation: The best decisions are the ones when many participated in the brainstorming.
Collaboration: Today people want meaningful involvement.
Consensus: This is the highest level of decision-making.
Connections: Often you are in the best position to help people make connections.
Community Building: Your success will depend on bringing people and ideas together.
Choices: It is up to you as what role you will play.

Some of the challenges facing us today may be described as follows.

- Demographics:** Saskatchewan has unique characteristics.
Diversity: More and more we are serving a wider diversity of student needs.
Depopulation in rural areas: This presents challenges to ensure equity.
Division: How we pay attention to those living in poverty will determine if we succeed.
De-emphasis: We need to constantly focus on those things that will make a difference.

Your checklist is complete. You have been cleared for take off. Have a pleasant flight.



LEADS Executive 2003-2004

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On Advertising and Influence

Recent thoughts about politics, influence peddling, gift giving and receiving, and the potential for politicization of education have left us almost tongue tied and strangled with writer's block. If you don't believe that, try saying politicization of education and influence peddling a couple of times rapidly.

When we thought past the simple scenario of politics we asked Dr. Don Lloyd, Superintendent of Administrative Services with St. Paul's Roman Catholic Separate School Division in Saskatoon for his reactions. Don, a member of SASBO and one of that organization's former presidents, recently completed his doctoral dissertation in educational administration on a topic related to this question. We thank him for his willingness to enter the discussion and share his perspectives in this collaborated article for the LEADER.

We, in Canada, are in the grips of introspection when it comes to influence getting and giving in many dimensions of our public enterprise. Most notably we have recently heard of federal politicians who have "apologized" to members of the House of Commons specifically, and to Canadians generally, for having misjudged the political correctness of accepting gifts from one huge corporation or another.

Piffle!

Wouldn't it be more correct to suggest, somewhat cynically, that the apologies were proffered, because someone discovered that free vacations to lavish and remote fishing lodges were accepted, that free flights were taken on corporate jets, and that the public at large found out about them, rather than because someone realized it was politically inappropriate to accept such largesse? But, doesn't this also beg a question? Are we being a little too smug when we point our fingers at those who have been caught?

What about those of us who have received gifts of Christmas poinsettias from architectural firms, which just happen to be doing work for our division? What about those of us who have been recipients of golfing holidays and tournaments, who just happen to do business with the photocopier company whose machines are in our schools and offices and which coincidentally support some of our teams and students activities with donations? Are we being a little sanctimonious ourselves?

What should be the expectations we hold for public figures and professional organizations? Does it matter to members of LEADS? How should a professional newsletter or journal, as incidental and small in circulation as the LEADER happens to be, pay for itself? Should the LEADER publish paid advertisements? If it does, should it restrict itself to certain kinds of advertising? Would there be concerns among its readership if this journal received money to defray publication costs from sources outside of the LEADS budget? What would be the concerns?

The Saskatchewan Teachers' Federation publication, *The Saskatchewan Bulletin*, receives scores of advertisements every issue. It charges advertisers for publishing their material. One might logically assume that the receipt of advertising dollars helps defray the costs of publishing *The Saskatchewan Bulletin*. Why not the same arrangement with the LEADER?

Saskatchewan Association of School Business Officials, SASBO, our office mate has published a glossy magazine each year for about a decade now. Admittedly, the publication is largely out of the hands of the SASBO folks. It is really an advertising company that benefits from its sale of large numbers of advertisements that fill its pages, not SASBO. But SASBO members have

the opportunity of submitting material for publication. Is there a compromising of the principles and standards of SASBO when it uses paid advertising?

Most readers of the LEADER will be unaware that this topic has been debated from time to time at the executive level. At one time, the cur-



Don Lloyd

rent editor actually, and innocently, solicited a donation from one of the larger rural school divisions in Saskatchewan and placed a small notation that the issue had been partially sponsored by that division. Not one person made mention of it. One wonders if anyone actually noticed it.

The question of standards and double standards must be reviewed in the context of advertising as well. LEADS happily and enthusiastically receives sponsorship support for some of its events. SaskTel has been the welcome sponsor of the LEADS curling competition each spring, and who, among LEADS members wouldn't have wanted one of the SaskTel vests that have been donated as prizes?

We know, because time, or print is dedicated to thanking commercial

organizations, that coffee breaks and noon luncheons and wine selections at banquets are sometimes sponsored at LEADS functions. The same occurs with all sorts of other organizations. Are those organizations, including LEADS made less professional by their acceptance of such sponsorship? How does one know the answer to that question?

What are the standards? Are they appropriate for a small professional organization such as LEADS? Now move the same series of questions to the larger forum and ask if school divisions or their employees should ever receive gifts from advertisers or suppliers? Should photocopy companies be permitted to sponsor competitions? Should school bus suppliers give money to assist with conferences?

The dilemma has been exacerbated with the reduction in funding to education. That in turn has meant that, what was provincially funded in the past may now have reduced funding, or none at all. Subscription fees, fund-raising through the selling of anything from incandescent light bulbs to chocolate covered almonds to bingo barn service and magazine sales have been used to supplement what used to be commonplace support in school division budgets.

Regardless of the source of alternative funds, the responsibility and accountability surrounding such fundraising activities is often ambiguous. This ambiguity, according to Tymko (1966) can, "...raise many ethical and legal issues," and, "present significant risks of loss or injury to the image of the institution, the individuals or both." (p.1)

Lest we begin to think that this is a new phenomenon, however, we should think back to the days when some of us looked at wall maps in the schools that featured Neilson chocolate bars prominently in each of the four corners. Some of us, older than most current LEADS members might even remember book covers, given to each of us in

the early days of the fall term. These featured illustrations and carefully imprinted messages about the Royal Bank of Canada. Some of these would be collectors' items now, if not museum pieces.

How many schools feature glass basketball backboards in their school gymnasiums, provided through some sort of long-term relationship with a supplier of carbonated beverages? How many schools feature scoreboards in those same gyms that have been provided through similar arrangements? Are those arrangements corrupting? Perhaps more importantly are the sales of those products in the schools deleterious to the health of the students?

Apparently some schools in Saskatchewan, wary of the consumption by their students of what we easily call junk foods, have decided to jettison the junk vendors. Imagine having the courage to do that. The native community in Canada confronts what might kindly be called an epidemic of diabetes within its population. One First Nations community in this province, Sturgeon Lake Band, recently removed from its school the machines that provided both soft drinks and bagged confections. Imagine foregoing the profits provided through such sales. Imagine the chagrin of the students.

Guess what? The leadership in that community has taken a bold step and has recognized that the pain of enduring adverse reaction to their move is well worth the results, better motivation among students, better behavior among students and less of a contribution to the problems of poor nutrition and consequent bad adult health.

What about the rest of the population? Have we grown so dependent upon the largesse of commercial enterprise that we cannot see our way past the supply of cash that provides our students with the opportunities they might not otherwise receive? Readers may be interested in reading some recent research into

this business of commercial crossover into traditionally exclusive territory by looking at the work of Dr. Kelly Brownell of Yale University. His September, 2003 book entitled, *Food Fight: The Food Industry and America's Obesity Crisis*, points to ways in which the industry has insinuated itself into the schools of North America.

It would be wrong to characterize most donations by businesses as inappropriate. Why, if it is appropriate to sell confections from highly decorated machines that advertise commercial products, is it inappropriate to place a sponsor's logo on a school team uniform? We tend not to, however.

Is there a threshold beyond which educational leaders and trustees dare not go in their relationships with business? What is that? How was it determined? How can it be determined? Do school divisions have carefully thought out policies guiding their administrators? If not, how do they expect consistency from one school to another within the division?

What if the merchants, distributors and commercial enterprises in one jurisdiction are more amenable to donating cash or goods in support of students' programs than those in other jurisdictions? Are there provincial standards in place? Don't the recently completed provincial election rules spell out how much can be provided to a party or a candidate by any individual or corporation? Is there some analogous possibility looming in education?

Or, are we, because of the high cost of education more willing to close our eyes to the potential of influence by the donor than we might want to be, or should be? How can we protect our students and our teachers from the ubiquitous influence of advertising? In some ways, it seems everything from wearing apparel to lunch kits and all that comes in between has become a billboard for an advertiser. What would happen if we succumbed to

the influence of commerce? Would our school environments be less productive, less instructive? Or, would we become inured to the press of advertising? Would we benefit financially in our systems and not even notice the trappings of advertisers?

Imagine. All of this was engendered from a simple question about paying for the production costs of a little professional publication. It's a big, big multi-layered commercial world out there. Perhaps it is time for some thoughtful reflection on the issue and some appropriate policy direction, before we see golden arches or automobile logos lighting

the schools of Saskatchewan's future.

Readers may have an interest in reviewing some of the SSTA Research Centre Reports on this and related issues.

Report #02-05: Corporate Involvement in Catholic Education (2002) What is the Rationale for Community - Education Relationships? What are the Issues in Community - Education Relationships? What are the Catholic Church Perspectives on Corporate Involvement? What is the Policy Development for Corporate Involvement?

Report #96-14: Alternate and Non-Traditional Funding for K-12 Education in Saskatchewan (1996) with current challenges to resources, what are other forms of fund-raising?



Don Lloyd is Superintendent of Administrative Services in St. Paul's Roman Catholic Separate School Division, Saskatoon.

ANDREW THOMSON - Minister Of Learning

Saskatchewan has a new Minister of Learning. Premier Lorne Calvert reached into his previous cabinet when he recently announced the new slate of ministers and selected Andrew Thomson to head the Learning portfolio. In addition he is the minister responsible for Information Technology.

He was first elected to the Saskatchewan Legislature in 1995. He has been re-elected in each of the two subsequent provincial elections. His first appointment to cabinet was in October 2001 when he assumed responsibility for several positions including Minister of Energy and Mines, Corrections and Public Safety, Property Management and SaskPower.

Mr. Thomson, who was born and raised in this province, attended the University of Saskatchewan where he earned a B.A. in Political Studies.



Andrew Thomson

In his work with the Department of Learning Mr. Thomson will be responsible for one of the major pol-

icy areas of government, that being the development of a range of programs through CareerStart to assist young people achieve their education and career development plans. He has spoken of his commitment to building on Saskatchewan's Action Plan for Children by advocating province-wide implementation of the School^{Plus} Program that will focus on enhancing educational achievement and social development of Saskatchewan's youth.

He represents the riding of Regina South. LEADS welcomes the new minister and wishes him well in his work on behalf of the education enterprise in Saskatchewan.



In the Wake of Trusteeship

Have you heard the news? The era of supersonic airplane travel has ended. Supersonic, as in the Concorde. You've heard of the Concorde's troubles before. A couple of years ago, when a Concorde burned and crashed after takeoff, the entire world speculated on how much longer the dream would survive. The Concorde, once heralded as the mode of air travel that would accelerate our travel, symbolize the efficiency of our work lives, and provide us with unheard of amounts of leisure time, flew its last commercial trips on October 24, 2003.

Have we stepped forward into the brave new world that was projected and predicted when these sleek needle nosed planes first began their flights twenty-seven years ago? Not likely. In fact, the end of the era of supersonic flight may be seen by some as a bellwether for other extravagant predictions. Remember a few years ago when the concept of school trusteeship was deemed vestigial and unnecessary and it was shot down in New Brunswick? Remember when, not too many years ago, the Alberta government decided to move away from the local collection of property taxes in support of public education? Guess what? Some current thinkers are redeveloping positions on the value of trusteeship and local taxation.

In Saskatchewan we seldom move far away from these two topics in public education. Recent election commentaries in this province featured them prominently. This article undertakes an examination of the purpose and value of trusteeship and ways that trusteeship can be developed to provide well-intentioned school board and district board members with skills and insights into their roles and responsibilities.

Understanding the concept of

trusteeship is fairly simple. But, because trustees are typically complex human beings, practicing that simple concept is often difficult. Individual members of boards of trustees, or local boards (substitute any of the new names such as local advisory, parent advisory, community advisory councils hereafter), have no authority. That's simple enough. Individual members of these boards have no authority. Individually they may have amazing charisma and perhaps even enormous personal



Tim Tarala (above) and Ivan Yackel (below)

power, but they have no authority. This is a key point, often misunderstood by trustees and their employees. And because it is often misunderstood it can often lead to miserable people working with one another, or worse yet, not working with one another.

Authority is vested by the government. That is what trusteeship means. Individual members of boards are elected to act in trust of the government. In this province, the responsibility for education resides with the government of the province, but because of the disparate nature of this province, because of the disparate population and the difficulty of governance over such a circumstance, the government entrusts some of its citizens to act on its behalf. When a group of these trustees, democratically elected by the people of a particular geographic area, come together and are formally called into session they become what is legally referred to as, "an artificial person." It is the artificial person, the elected board that has the authority to act on behalf of the government. It is not an individual member of the board who has the authority, either in session, or on the street.

A spate of activities involving new trustees typically follows their elec-



tion. Over the years the Saskatchewan School Trustees Association has hosted Schools for New Trustees and their sequel for experienced elected officials. Time and again we have heard of the value of such sessions, from those who have been in attendance.

Many boards of education spend time on the business of orienting new members to their work on boards and committees. Those who have worked in education for a long time may tend to forget just how complex the business can be. Imagine becoming a local board or division board trustee and being inundated with terminology, acronyms, concepts, budgets and concerns. Those boards, which do invest time and effort into orienta-

tion activities will reap the benefits of a well-organized and well understood structure. Those that do not may pay a price.

Among the materials available to assist with orientation of new people is the recently published Saskatchewan School Boards' Association Handbook for School Board Trustees: 2003-2006. It is an upbeat, encouraging, engaging and well-illustrated coil back with many solid ideas for becoming and remaining effective as a trustee. Some LEADS members were part of the review process that led to its final draft. Included were Gwen Keith, Evelyn Novak and Dick Nieman.

So, with handbooks at the ready and with the theory of trusteeship vividly articulated, as above, what is the real picture? Two related pieces are tied into the theme of leadership of trustees and school divisions.

First, Ivan Yackel, Director of Education in Thunder Creek School Division submitted a somewhat troubling statement of what he calls Learnings and Unlearnings. It is based upon the experiences of three years he spent as director of education in a large public school system. Readers will identify with some of his clearly stated concerns.

From August of 1997 to July of 2000 I served as Director of Education with the Saskatoon Public School Division. Those three years were characterized by Board and trustee-generated public controversy that began with my appointment late in 1996 and continued unabated throughout my tenure with the Division. These same three years were also characterized by the opportunity for me to work with some of the very finest hearts and minds it has ever been my privilege to encounter.

At the urging of my colleagues, I prepared a succinct list of some of the "learnings" that I took away from my time in Saskatoon. Although I prepared this list in

2000, I have allowed it to "steep" for three years to help insure that logic rather than emotion would be my editor. As a result, I respectfully submit for your perusal:

Three Years of Learnings and Unlearnings

I used to believe – that one person in the right position could make a positive difference throughout any organization, regardless of its size. I now also believe that one negative person in the right position can make a negative difference throughout any organization, regardless of its size.

I used to believe – that, by and large, the media reported the news. I now believe that although this is true for some of the media, others are actively and consciously engaged in creating the news.

I used to believe – that people were inherently positive or negative; there were those whose glass was half full and those whose glass was half empty. I now also believe that there is a third disturbing category of people who actually see their glass as being broken and as a result can never be satisfied or happy or even predictably discontented.

I used to believe – that all that was needed to be a good trustee was to have a good heart and a focus on what is best for kids. I now also believe that, in addition, a good trustee must also have the skills and, even more importantly, the resolve, to successfully defeat those whose agendas do not place students' needs first.

I used to believe – that one of the beauties of democracy was that the voters get exactly what they deserve – no better and no worse. I still believe this, but now realize that from the perspective of our non-voting students this may not be a beautiful thing.

I used to believe – that our model of school board governance was inherently solid because it was based on principles of democracy. I now believe that the strength of this model is totally dependent on the full and active participation of the electorate. Without such participation, the democratic process is far too susceptible to control by individuals and/or groups

with agendas of their own.

I used to believe – that a Board was similar to a band or orchestra. Like a band, all members must practice their music and master their instruments because they can be no better than their weakest musician. I now also believe that they must have up-front agreement on what music they will play, otherwise no matter what skills individuals bring to the task, the lack of up-front agreement on the pieces selected will produce dissonance at best and noise at worst.

I used to believe – that those who displayed the greatest resistance to change were vulnerable and those most susceptible to the greatest impact by change. I now believe that fear of change is all about power and control. Those who resist change are often those who feel that it may in some way erode the power and control which they currently enjoy and which they are loathe to give up.

I used to believe – that when working in a media-rich environment with individuals who enjoy and promote conflict, that logic, data and rationale were potentially effective tools. I now believe that the use of logic and facts is counterintuitively the least effective means of building support in an emotionally charged environment where common, superordinate goals and boundaries do not exist.

I used to believe – that the high moral and ethical ground would, over time, always lead to success in any endeavor as critical to society's well-being as public education. I now believe that when confronted with an organized attack by those who would resort to immoral or unethical tactics, we must individually and collectively ask ourselves "what we are prepared to do" to defend public education. In the defense of public education we cannot afford to voluntarily adhere to the Marquis of Queensbury's rules if our enemies regularly do not.

I used to believe – that as Nietzsche said, "That which does not kill us makes us stronger." I now believe that that which does not kill us makes us "harder", not necessarily stronger.

I used to believe – that a reasonably intelligent person could formally learn the "rules" that govern how most organizations and, indeed, how most

individuals operate. I now realize that it is not the rules that trip up well-intentioned people, it is the exceptions to those rules. I further believe that while the rules can be learned by formal and informal study and training, the exceptions can only be learned by experience.

I used to believe – that a reflective and insightful individual could learn from all of life's experiences, both the good and the bad, and therefore I was encouraged to seek out life's challenges. I have now tempered this belief with the realization that these learnings often come at a price. Although I'm certain a reflective and insightful individual could learn a great deal from battling with personal illness, for example, I wouldn't willingly sign up for prostate cancer.

Finally, I used to believe – that balance in all aspects of one's life was critical to our long-term well being. I now have a clearer understanding of just what that balance should be. That understanding was captured by the words of Brian Dyson, C.E.O. of Coca Cola Enterprises, and with apologies for my own revisions I would put it as follows:

"Imagine life as the task of juggling some five balls in the air. You name them – work, family, health, friends and spirit, and you are keeping all of these in the air. Over time, you will realize that work is a rubber ball. If you drop it, it will bounce back. The other four balls – family, health, friends and spirit – are made of far less resilient material. If you drop one of these, it will be irrevocably scuffed, marked, nicked, damaged or even shattered. They will never be the same."

It is only once I understood this clearly that I could truly appreciate the nature of the balance I wanted in my life.

The preceding piece contrasts somewhat with the perspective taken by Tim Tarala, Director of Education in Tisdale School Division. While he sounds some similar cautions, Tarala believes that constant training and meaningful involvement can help remove some of those barriers to success of both

trustees and their employees.

Tim Tarala, Director of Education in Tisdale School Division has had some unique experiences in education. At the same time as he was principal of a school in Indian Head, he was a board of education member in Buffalo Plains School Division. In his contribution to this article Tim talks about what he has learned about trusteeship and its importance in the educational enterprise.

As a newly appointed director of education to Tisdale School Division in 1998, I brought with me several years of experience as an educational administrator, as have most other directors. While necessary, this experience is secondary in importance to the experience that I gained while a trustee in Buffalo Plains School Division. This dual role has provided me with insights into the operations of boards from the trustee perspective and a unique view of board operations pertaining to the needs of individual board members in the role of trustee.

Board members need to understand the purpose and value of trusteeship. This understanding must extend beyond theory by ensuring that the board is truly involved in the educational process appropriately and in meaningful ways. It is hypocritical to talk about the value of trusteeship if boards are reduced to rubber-stamping of senior administration decisions. It is equally important to ensure that appropriate board involvement is defined clearly. This implies a thorough understanding of the role of the board both by senior administration and individual board members. Board orientation sessions are essential to reinforce the role of boards, and, more importantly, follow up discussions at the board table are necessary to imbed this role into the culture of the organization.

In addition, system staff must also understand the role of the board and respect the roles and responsibilities assigned to it. Discussion of this role must be included in orientation sessions for staff as well, and revisited at the staff level frequently. This includes

reinforcement of the organizational structure of the system to ensure that the appropriate personnel address problems. By ensuring that the problem solving mechanism within the system operates smoothly, board members are less likely to feel a need to become involved in the administration of the system. Any deviations from the agreed upon operations must be dealt with immediately by the board. If individual board members operate outside of the code of conduct set by the board or attempt to focus on special interests, the board must deal with the issue as a whole. The involvement of the board in setting the code of conduct and promoting the culture of the board ensures that individual differences with administration will not result in board interference with administration of the system. The formal and informal processes adopted within the division to define board roles will ultimately determine the effectiveness of the board.

Is there real value to trusteeship? The leadership that boards provide will determine the future of education within the school division. The direction provided by the board under the guidance of senior administration sets the bar for the system. Stewardship of the system is a second important responsibility involving policy making and monitoring of system operations. Third, is the development of relationships with all constituents and staff within the school system. To effectively engage boards in these roles requires an ongoing process of education. Henry Ford was right when he said, "Whether you think you can or can't do something, you are right." The same applies to the question of the value of trusteeship. Whether you think there is value or not, you are right. Our attitudes as administrators will determine the outcome since our attitudes will determine our actions. I believe that trusteeship is a valuable and indispensable part of our education system, and I spend a great deal of time working to ensure that its value is highlighted and celebrated, and that the valuable input of the board is sought out and used in decisions which will affect students in the system. I believe that the end result of this

process is a system which is much more effective because of the diversity of opinions expressed at the board table.

The primary role of the director is still that of an educator. Key roles include leading boards through the establishment of mission and vision statements; providing guidance in the development of policy; educating boards in key areas such as curriculum, instruction and assessment; and helping boards maintain strong relationships with parents, staff, partnering agencies, communities in general and the senior administration of the system. To provide responsibility without increasing board capacity is an invitation for failure. Board members must recognize the complexity of the education process while understanding the importance of their role in the process. If their role is reduced to sideline activity, or they perceive that they have no meaningful impact, board members may define meaningful roles for themselves. I am still optimistic that the vast majority of board members will work cooperatively toward common goals if the following criteria are met:

Involvement of the board is meaningful and significant;

Individual voices are heard at the board table;

Adequate attention is paid to ongoing education for board members both formally and as part of the culture of the school system;

Competence is exhibited by administration within the system in effectively addressing issues as they arise.

If any of these criteria are not met, problems will arise within the system either through apathy of board members or the desire for individual board members to become involved in solving the administrative problems perceived to exist.

Can senior administrators make a difference? Absolutely! Effective leadership at the system level will provide boards with the skills necessary to effectively lead the school system. By guiding boards into meaningful discussion about direction setting, stewardship and relationship building, individual board members will be making significant contributions in appropriate areas of the education system thereby reducing the need to slip into administrative roles. Smaller systems may have an advantage in this respect, as senior administration has a greater ability to develop relationships that extend to the community level, and a greater capacity to develop trust, con-

fidence and support in the school system and its administration at the grassroots level. It is this grassroots contact that makes trusteeship the most effective form of government.

Maximizing the role of trustees in appropriate areas will provide senior administrators with the valuable insight provided by the wide range of interests, opinions and points of view offered by the school community. Is this an easy task? Certainly not, but to quote an English proverb, "The difficult is done at once; the impossible takes a little longer". Significant administrative skill combined with patience and perseverance will ensure a vibrant, healthy education system with increased contribution and support from our communities. Trusteeship is the centrepiece of this support.



The Tisdale Board of Education was the winner of the 2002 Premier's Award for Excellence and Innovation in Education.

SPELLING AND COMPREHENSION

It looked innocuous enough when it arrived as an email from a friend, a brief synopsis of research conducted into spelling and comprehension, allegedly from a famous university. The thesis was simple. Disordering of letters in words does not significantly affect understanding of intent or message so long as the first and last letters are accurate and correctly placed.

Try the following as an example: Read it aloud.

Wehn the poresfesor of Eglnish atepmttd to crocet the wrok of the gradatue sutdnet he was asblouelty atsonshied by the yuong man's reatcoin and his axnitey.

So, were you able to decipher the words and deal with the sentence simply? What does it prove? Primary teachers have known this forever, haven't they? Primary teachers can read journals of their students, written in a similar fashion as quickly as they can read the correctly placed letters.

Those of us who have been sticklers for accuracy in spelling and who believed that consistently poor spelling was linked to an attitudinal problem have been urged to rethink our positions. However much some may try to convince us that criticism of poor spelling reflects a picayune mindset there is something rhythmical and beautiful about the appearance and sound of the English language when it is well written and well spoken. Any reactions? Let the LEADER know.

Thank you LaVonne

By Craig Melvin

Public education lost one of its strongest educators this past July. School boards and administrators lost their most thoughtful, experienced and sought out source of advice and counsel. And many of us lost a great friend and colleague when on July 19, 2003 LaVonne Black lost her life in a tragic accident in Northern Ontario.

LaVonne was on her way to visit with Richard Bazille, her fiancé. They were to be married August 14. LaVonne had resigned from SSTA, was planning on moving to Ear Falls, Ontario until Richard retired in 2004 when they would both head to Fanny Bay on Vancouver Island and a much quieter life. LaVonne loved Saskatchewan, its people and values and the land. She loved Richard too and the plans they had made together. LaVonne was happy and she taught many of us that it is important to take joy in life. And I am thankful for that.

Mr. and Mrs. Black are caring, supportive and loving people. If you knew LaVonne, you know Ray and Orvina. So many times LaVonne would help us to understand what she meant and valued by telling us about her mother and father and how she grew up and what was important to them. For all her knowledge and experience and disappointment and political savvy LaVonne wasn't cynical and never strayed far from the social democrat principles that she held so dearly. I was fortunate to have witnessed LaVonne's idealism.

There are few people I know with such a keen intellect as LaVonne. She brought understanding and clarity to difficult situations and had a deep appreciation for public policy issues. LaVonne was always able to find a path through problems and

inevitably could find the common ground. I learned from LaVonne that there is always a positive solution if you look hard and long enough.

When you work with someone who cares so deeply about her work you learn about emotions. You learn about intensity and passion and celebration when things go right. And you learn about frustration and exhaustion and tears when things go wrong. LaVonne laughed and sang and shared her joy with friends and colleagues. LaVonne loved a party. And LaVonne shared her tears. I learned from LaVonne emotions have a place in our work.



LaVonne Black

LaVonne was instrumental in establishment of the Division Scolaire Francophone, she gave leadership with other Association staff to the Task Force on Educational Governance and guided development of the Protocol Agreement in the early 1990's. LaVonne consistently won challenges to school board authority and local democratic control of public education. When she went before the Supreme Court in 1999 she argued strongly in favour of board rights to govern. LaVonne demonstrated dedication to high purpose.

Leaders need support. Few have such a reserve of personal strength and confidence that they can go it alone. LaVonne gave encouragement, guidance and expert advice to many educational leaders. Many administrators were surer of their decisions and more confident about other judgement because of LaVonne's support. And her approach wasn't to make the decision for us but to guide us to our own decision. Many times she asked

"What should happen?" or "What result is best for the kids?" then found the path to what was needed. I was thankful for the support LaVonne gave me.

LaVonne loved to teach, to share her experience and to help colleagues grow and improve. Her ability to explain and be understood; her enthusiasm and wit and theatrics were the tools of an excellent teacher. LaVonne taught education law to a whole generation of school administrators and trustees. And especially she taught that the purpose of the law must be to serve the best interests of children and their education. I learned about principled decision-making from LaVonne.

Perhaps among her many gifts, LaVonne's greatest was her charity. Her willingness to come to the aid of those less fortunate and to lend her time to important purposes like Sophia House and Habitat for Humanity in Regina was quietly given. LaVonne demonstrated the importance of sharing.



Craig Melvin

I, like many others, am thankful to have known LaVonne. I am more fortunate than most because I was privileged to work with her...to call LaVonne a colleague. But also like so many others, rarely does a day go by when I do not stop for a moment and wonder what LaVonne would do in the circumstance. I am thankful that LaVonne was a part of my life.



Craig Melvin, former Executive Director of the SSTA is new chair of the Saskatchewan Assessment Management Agency.

Roebuck's Computer Factoids

Terry Roebuck, a systems analyst and special constable with the University of Saskatchewan in the area of IT security spoke to LEADS members and guests at the 2003 LEADS Fall Seminar. To some his message was disconcerting, because he pointed out how vulnerable most of us and our computers are to breaches of security systems and firewalls installed in our school, office and home computers. To others it was simply fascinating to realize that the conveniences of computerization carry with them requirements for our vigilance. The days of innocent use of the computer are long gone. Roebuck may have done us a big favor. Below are some of the factoids he dropped as part of his presentation. Terry Roebuck can be reached at: terry.roebuck@usask.ca

Everyone's into computers; who's into yours?

- 92% of Fortune 500 corporations were security breached in 2002.
- 75% of those surveyed acknowledge financial losses from these breaches.
- 47% of respondents were able to quantify their losses. The cost of computer security breaches is estimated at \$2 million per affected company per year.

- There is a need to move security into management and away from technologists.
- You want really secure data? Throw your computer into the river.
- It is estimated that about 40% of all email on the internet is spam or virus mail.

At the University of Saskatchewan (up to August, 2003) we block up to 100,000 attempts to send SPAM each day. Each of those attempts may involve more than one U of S email address. In addition, we refuse delivery to another 10,000 or more email messages per day that have forged 'from' addresses. Some computer viruses forge from addresses. Despite this we expect a new spam and virus detection system will cut intrusions like these by a further 100,000 email messages each day.

Types of intrusion include the following:

- Harassment of individuals
- Threats to the institution
- Network or system intrusion
- Pornography complaints
- Copyright complaints
- Spam, mail relay, pyramids
- Web site attacks/content issues
- Personal computing protection concerns



Terry Roebuck

In sum, it is instructive to recall those days of innocence, when we were first dealing with the simple world of computers. Few of us realized that the initial hardware and software purchases would trigger a revolution. That, in fact is what we have been riding, the knife edge of a revolution. Our innocence is gone, our reliance upon the technology is huge and our need for clear understandings of information technology is greater than ever. Speakers, such as Terry Roebuck, while disturbing of our simple assumptions do us great service. Small wonder his presentations were so well received.



As a matter of interest the LEADER recently surveyed current LEADS members to determine their awareness of involvement in the municipal and provincial elections held in Saskatchewan. Printed below is an unofficial, and quite possibly incomplete, listing of members, or former members of LEADS, who ran for elective office. Thanks to LEADS members who responded to the request for information.

Name	Position Sought
Tom Hengen	Saskatoon Public Board of Education
Bernadette Lange	Elected - Councilor, Town of Cudworth
John Lewchuk	Saskatoon Catholic Board of Education
Ken McDonough	Member of Legislative Assembly
Walter Morris	Regina Catholic Board of Education
Harold Mueller	Elected - Mayor of Cudworth
Glen Penner	Elected - Councilor, City of Saskatoon
Norm Roach	North Battleford City Council

Big Changes For Trustees Organization

The past six months have seen dramatic change for the Saskatchewan School Trustees Association.

At a special meeting of all boards of education in June, decisions were made to change the governance structure of the Association as well as the staff structure. An informal vote also approved a change to the name and visual identity. Effective Nov. 24, 2003, the Association will be known as the Saskatchewan School Boards Association.

The new governance structure blends regional representation with representation of all boards.

Members of the Provincial Executive of the Association will now consist of:

- President elected at the annual Convention;
- representatives elected from seven Branches that are the same as the seven regions of the Department of Learning;
- Catholic Section representative; an Urban Public Boards Caucus representative;
- rural representative; an aboriginal representative; and,
- representative from the conseil scolaire fransaskois.

The new Executive structure reflects all boards of education in

Saskatchewan, enabling the Association to speak with a truly unified voice, whether talking to government, other education organizations, business groups, the media, or the public.

Boards also decided to enhance the Association's staff support for all boards in the human resource areas of employee relations and legal services. The Executive has aligned the staff to best serve boards in the areas of advocacy, trustee education and board development, and corporate services.

Another dramatic change for the Association is the name change and new visual identity. Members showed overwhelming support for this change, which follows member guidance to make communications a high priority. One of the clearly stated goals of member boards was an enhanced public profile. The name change is a first step to making the Association better understood by the public and therefore enhancing its profile.

One of the key aspects of the change and increased public understanding is that to be called the Saskatchewan School Boards Association, and not use initials as in the past. While

many in the education sector shorten their names to initials, the Association was called the SSTA in the past, the goal is to enhance the public profile, so direction has been to achieve that by using the full name of the Saskatchewan School Boards Association. The Association will be seeking amendments in the next session of the Legislature to make the change legally.

The change includes the website address, which is now www.saskschoolboards.ca, as well as changes to e-mail addresses. General inquiries can be made to admin@saskschoolboards.ca, and each staff member has an email address that consists of first initial, last name @ saskschoolboards.ca. For more information, contact Ardith Stephanson, the Director of Communications (astephanson@saskschoolboards.ca)



We need to provide appropriate and sufficient learning resources for our kids.

Synchrotron Outreach Coordinator Available to Help

To all the folks who participated in a tour of the Canadian Light Source in November as part of your LEADS Fall Seminar thank you for your time, attention, and energy. It was a pleasure to show you around our facility.

I also extend an invitation to all other readers of the LEADER to visit our facility, tour school, public and special interest groups. We also offer presentations at conferences, conventions, and professional development days discussing our facility and the science that we are engaged in. If you are interested in any of this please



contact me. In the very near future we will also be offering teaching materials to support the Saskatchewan Learning curriculum. Visit our web site to keep in touch.

*Tracy Walker, Outreach Coordinator
Canadian Light Source Inc.
University of Saskatchewan
tracy.walker@lightsource.ca*

306-657-3525
301-657-3535 (fax)
www.lightsource.ca



Bill Wells – Executive Director Saskatchewan School Boards Association

Although known to most members of LEADS through his previous work in the SSTA in its Employee Relations Department, Bill has taken on new challenges this year as the Executive Director of the renamed Saskatchewan School Boards Association.

He is a lifetime Saskatchewan resident, born in Regina and schooled there as well. He describes his university studies as taking seventeen years, because most of it was done parttime, while he worked. He holds a B.A., B.Ed and M.A. all from the Regina University.

Among the jobs he worked at while a post secondary student Bill cited Department of Finance, Department of Environment, Social Services and Department of Education. He worked for some time in the Negotiations Unit of the Department of Education providing

background materials for all provincial collective agreements and support for school divisions in interpretation of The Education Act and the writing of regulations. Somewhere along the way his interest in politics



became clear and he was elected to Regina City Council, where he remained a councilor for 18 years. He did not seek reelection in the

October, 2003 municipal elections.

He joined the SSTA in May, 1989. Bill and his wife, Debbie have four children.

His hopes for the Association include management of the process of providing a more comprehensive range of supports for boards and those specific matters addressed in the June 16, 2003 Special Convention where reorganization, name change, additional resources and enhancement of legal and staffing requirements were approved.

Bill sees emphasis upon programs for children and the human resource side of the education enterprise as key features of his work with the current executive. *We are part of a 1.2 Billion dollar enterprise with somewhere between nineteen and twenty thousand employees. We need to manage it well.*

Lyle Vinish – General Secretary Saskatchewan Teachers' Federation

Familiar to LEADS members for his work as Assistant General Secretary of the STF for five years and before that for thirteen years as an Executive Assistant, Lyle Vinish assumed the chair of the General Secretary on April 1, 2003.

Lyle has been a member of the Teachers' Superannuation Commission for fifteen years and the Board of Directors of the Saskatchewan Teachers Retirement Plan for twelve. He has provided support for the STF Provincial Bargaining Committee for fourteen years and will now, as General Secretary take on the role of chief negotiator for the teachers of Saskatchewan.

In addition to extensive training in collective bargaining, pensions and benefits, Lyle has other credentials for this kind of work, having com-

pleted courses in Employee Benefits at Humber College and Mediation and Advanced Mediation from Harvard Law School and the Centre for Dispute Settlement in Washington, DC.



Anyone who has moved from one province to another in Canada will

appreciate the leadership role Lyle has played in negotiation of a national reciprocal pension transfer agreement among the teacher pension plans across the country in 2001. This agreement has enhanced opportunities for teacher mobility in Canada.

Lyle holds undergraduate degrees from the University of Saskatchewan in Arts and Education. He is pursuing doctoral research work through the Ashcroft International Business School at Anglia Polytechnic University in the U.K. His focus is conflict management in the teaching profession.

Lyle and Diane live in Saskatoon.

Dr. Cecilia Reynolds – Dean of Education - U. of S.

Cecilia Reynolds is the new Dean of the College of Education of the University of Saskatchewan. She taught in both elementary and secondary schools for 17 years before her career as an academic. At Brock University in St. Catharines, Ontario she was Director of Women's Studies and Department Chair. For the past four years she has been a professor and administrator at the Ontario Institute for Studies in Education of the University of Toronto, where she was the Associate Dean of Academic Program.



teacher education and the changing role of the principal.

Dr. Reynolds has published three

edited books on these topics and numerous chapters and articles in professional and academic journals. She has made frequent appearances on television and her work and ideas have often been quoted in Canadian newspapers and magazines.

She holds the Connor Research Chair at Upper Canada College, has received a major SSHRC research grant to study principal succession and is completing a new book on gender, leadership and culture. Her PhD from the University of Toronto focused on similarities and differences between two generations of male and female principals in Ontario.

Dr. Eber Hampton – President, First Nations University of Canada

First Nations University of Canada is dedicated to offering quality university education on a foundation of First Nations traditions. Our University is an expression of the growing self-determination of First Nations.

Students and faculty work to learn and contribute knowledge from all nations and traditions, especially those indigenous to this land. The prayers, visions, and ceremonies of our elders guide and sustain the best of our work. Our University is one way that First Nations are developing and making a contribution to humanity and the earth. It shows in real terms what can be accomplished by education that aspires to respectful relations rather than misguided ideas of superiority and inferiority.

These are the words of Eber Hampton, President of First Nations University of Canada, formerly known as Saskatchewan Indian Federated College, until its



renaming on June 21 of this year, on Canada's National Aboriginal Day. A graduate of Harvard University, Dr. Hampton's hopeful message is drawn from his presidential welcome featured on the attractive website of First Nations University. Readers will find that site at www.sifc.edu or through

your search engine at First Nations University of Canada.

Dr. Hampton was born in Oklahoma and is a member of the Chickasaw Nation. He has been with the Saskatchewan institution since 1991 after spending his long academic career at universities in Fairbanks, Alaska, Harvard University and Boston College. His training is in psychology and educational administration, but he has also worked extensively with various First Nations, aboriginal issues and academic projects.

Phil Fontaine, National Chief of the Assembly of First Nations recently wrote of Hampton, his, "...achievement and commitment exemplify what we seek in our quest for self-determination and institution building as First Nations.

Richard Buettner Leaves Executive/ Glen Winkler Joins Executive

Because of his impending change of employers and his new role as Associate Executive Director Corporate Services with the Saskatchewan School Boards Association, Richard Buettner resigned as Region 6 representative on the LEADS Executive in late October.



Richard Buettner

At the same time Glen Winkler was chosen by the LEADS members of Region 6 to join the executive as a replacement. Glen is the Director of Education in Meadow Lake School Division. We extend to both our wishes for much success and satisfaction in their new roles.



Glen Winkler

NAME THAT SCHOOL DIVISION

If nothing else, the recent move towards amalgamation of school divisions in Saskatchewan (it was just last year that Scharf and Langlois did their thing, wasn't it?) has led to the development of new division names. Some are descriptive; some are not. Some help with identification of the geographic location; others do not. In the interests of assistance, and with tongue only slightly planted in the cheek the LEADER has plumbed the depths to locate names. None of these is copyright. First come, first served. Have at it. We contend these are at least as descriptive as some of those, which have been coined in the amalgamations.

- Alkali Flats School Division
- Antelope Play School Division
- Divine School Division
- Doughnut Center School Division
- Dripping Springs School Division
- Dry Slough School Division
- Grain Fields School Division
- Gumbo Center School Division
- Low Income School Division
- Meandering Creek School Division
- Rocky Springs School Division
- Schools R Us School Division
- Several Pine Trees and A Deer School Division
- Somewhere North of South School Division
- Somewhere South of North School Division
- Speling School Division
- Two Rivers and a Bridge School Division
- Wandering Moose School Division
- Washout Trail School Division



MARK THESE DATES IN YOUR DAYTIMER

- November 27, 2003 and February 5, 2004
Supervising Mathematics Seminar: A Program to Enhance Teaching and Learning with Florence Glanfield of the University of Saskatchewan
Contact Fran Roberts at SELU 966-7634
- LEADS Annual Policy Conference
February 29 - March 2, 2004
Delta Bessborough, Saskatoon
- March 28 - 30, 2004
Ninth National Congress on Rural Education
Keynote speaker, Roberta Bondar
Canada's First Woman Astronaut
Saskatoon - Centennial Auditorium
Contact Fran Roberts at SELU 966-7634
- July 5 - 9, 2004
Saskatchewan Principals' Short Course
Saskatoon - Location TBA
Contact Fran Roberts at SELU 966-7634
- August 2 - 5, 2004
LEADS Summer Short Course
Waskesiu - Hawood Inn

Welcome to LEADS Membership

Every year those who have been members of LEADS for a while marvel at the number of new faces who have joined this organization. Every year, former members ask about what the organization looks like now, compared to their years. Small wonder the answer is that the face of the organization changes. We welcome fifteen new and former members back to the fold with this issue. Best wishes to them all! Their names, position descriptors and home office locations are shown below.



Brendan Bitz
Superintendent of Education
St. Paul's Roman Catholic
Separate School Division
Saskatoon



Lynne Buchanan
Superintendent of Student
Services
Sunrise School Division
Weyburn



Ernie Cychmistruk
Superintendent of Education
Ile a la Crosse School
Division
Ile-a-la-Crosse



Gustave Dubois
Superintendent of Education
Division scolaire
francophone
Saskatoon



Robert Faith
Director of Education
Golden Plains School
Division - Lafleche



Kelvin (Toby) Greschner
Regional Director of
Education
Northern Region
La Ronge



Marion Hemingway
Superintendent of Education
Northern Lights School
Division
La Ronge



Kathy Herrick
Assistant Director of
Education
Landwest School Division
Wilkie



Maurice Jago
Director of Education
Souris-Moose Mountain
School Division
Arcola



John McMillan
President/Director of
Education
Western Christian College
Regina



Darrell Paproski
Superintendent of Student
Services
Sask Central School Division
Watrous



Jan Pogorzelec
Director of Education
Prairie West School Division
Swift Current



Wes Prosser
Director of Education
Northern Lakes School
Division
Spiritwood



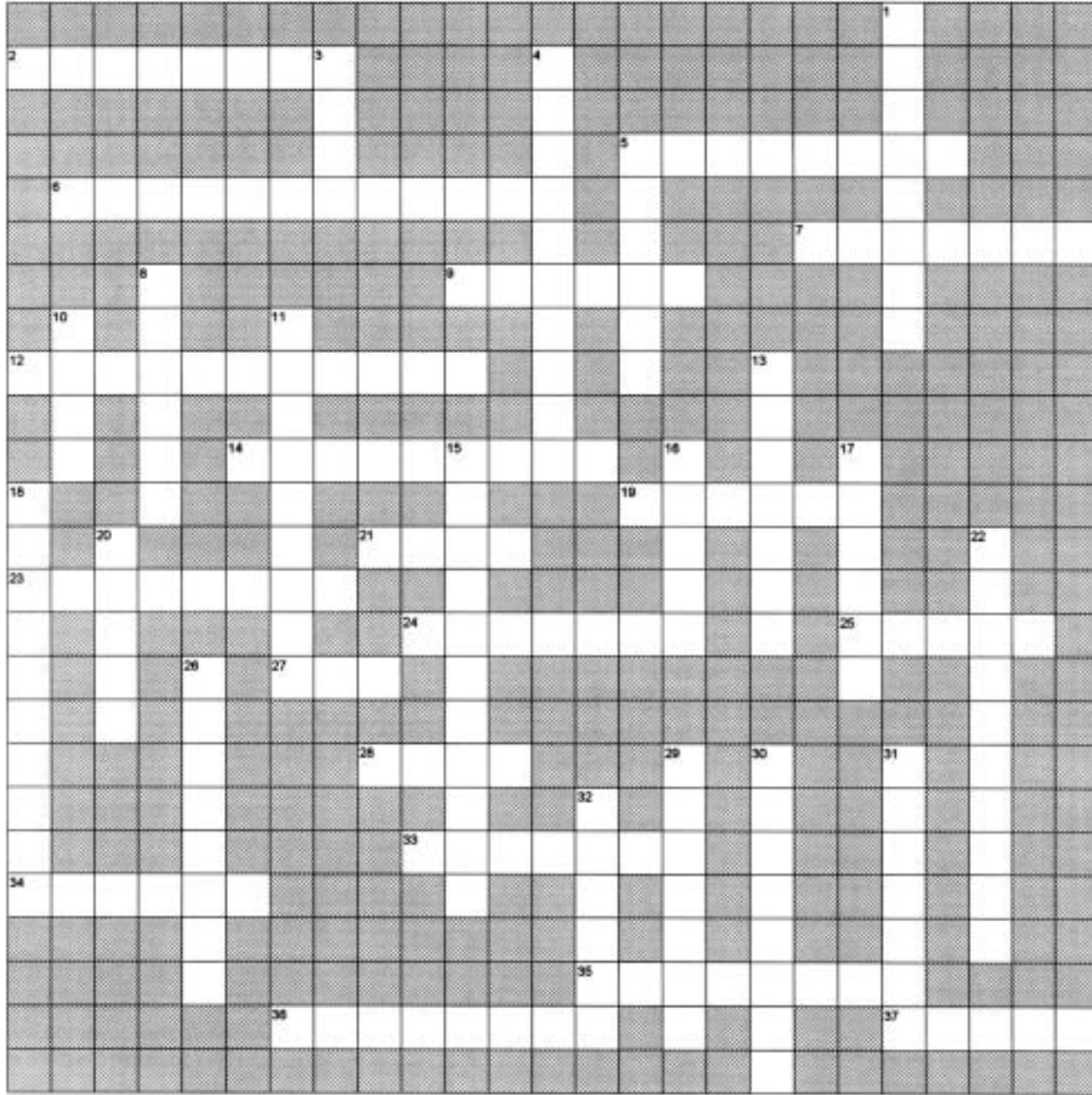
Patricia Scott
Superintendent of Education
Melfort Tiger Lily School
Division
Melfort



Wes Wellborn
Director of Education
Leader School Division
Leader

Leader Crossword

Created by Ernie Dawson with EclipseCrossword — www.eclipsecrossword.com



Across

- 2. Education Dean
- 5. Second word of property linkage
- 6. Sometimes scary word
- 7. Serious university IT sleuth
- 9. Executive Director
- 12. Massive University Science Project
- 14. Hampton's Nation
- 19. Grey Cup host
- 21. President elect
- 23. Regional Director
- 24. Learning Minister
- 25. Number of LEADS ethics clauses
- 27. Formula for funding

- 28. SSTA President
- 33. New LEADS members
- 34. Deputy
- 35. Recent squeaker
- 36. Olympic destination
- 37. Number of LEADS Regions

Down

- 1. Research Foundation
- 3. Disgusting electronic intrusion
- 4. Frequent Christmas gift
- 5. Former school board member
- 8. Co-Author of LEADER article
- 10. GSSTF

- 11. LEADS Prexy
- 13. Anathema to School Boards
- 15. Serious health allergy
- 16. Speaker extraordinaire
- 17. SASBO Executive Director
- 18. Department Official
- 20. Constant Concern of Directors
- 22. Recent political football
- 26. Picture missing from Directory
- 29. Newest member of LEADS executive
- 30. Webmaster
- 31. LEADS past president
- 32. New format

Where The Deer and the Labrador Play

About eight months ago, young people who live on the Eagle Creek Colony northwest of Saskatoon discovered a fawn, obviously orphaned. They took it home and raised it by bottle-feeding. Guess what? The animal became domesticated. It began to hang around, much like a pet would do. Fast forward to mid-October about four miles east of the colony when Lloyd and Linda Hartshorn (printers of the LEADER) looked out their patio doors to see a deer playing chase with their dog, Belle. Then, if you can believe it, both animals appeared on the doorstep for a snack. The rest, you simply won't



Linda Hartshorn feeds Belle, her dog and new friend with big ears.

believe. The deer wandered into the Hartshorn home and began to pilfer food from the table. These pictures, part of a set of about twenty photographs, document the antics of the deer, which left the area after about three days. Needless to say, its hosts are hoping the deer managed to acclimatize itself back into the wild, before hunting season.



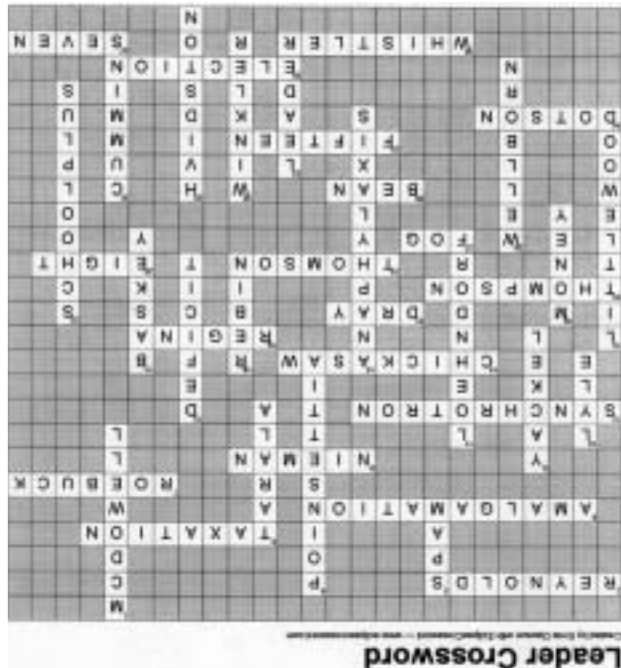
THE MATH CONSPIRACY

At New York's Kennedy Airport today, an individual, later discovered to be a public school teacher, was arrested trying to board a flight while in the possession of a ruler, a protractor, a set square, and a calculator.

An authority believes the man is a member of the notorious Al-gebra movement. He is being charged with carrying weapons of math instruction. Al-gebra is a very fearsome group. Members desire average solutions by means and extremes, and sometimes go off on tangents in search of absolute values. They consist of shadowy figures, with names like "x" and "y". Although frequently referred to as "unknowns" they really belong to a common denominator, and are part of the axis of medieval with coordinates in every county.

The Greek philander Isosceles used to say there are three sides to every angle, and if God had wanted us to have better weapons of math instruction He would have given us more fingers and toes. It is good news that the government has given a sine that it is intent on protracting us from these math-dogs, who are so willing to disintegrate us with calculus disregard. These terrorists love to inflict plane on every sphere of influence. Under the circumferences, it is time we differentiated their root, made our point, and drew the line. These weapons of math instruction have the potential to decimal everything in their math on a scalene never before seen unless we become exponents of a Higher Power and begin to factor-in random facts of vertex.

As the Great Leader would say, "Read my ellipse." Here is one principle he is uncertainty of. Although they continue to multiply, their days are numbered and the hypotenuse will tighten around their necks.



CALL FOR RESEARCH PROPOSALS

The McDowell Foundation would like to draw the attention of LEADS members to its annual call for applications for research funding in 2004.

Grants totaling \$85,000 are available in the coming year. The number and amount of the grants may be small or large within the limit set by the total research budget.

Research funded by the Foundation should contribute to the improvement of teaching and learning and focus directly on instruction in the context of the publicly funded K-12 education system. McDowell grants are intended to enable research by teachers and may be used to support research activities that take place after July 1 of the funding year.

*Investing in the
power of teachers
to improve teaching
and learning.*

Anyone is eligible to apply for a grant, including individuals, groups and organizations. However, successful research proposals should involve teachers taking an active role as researchers. Teachers need not have formal research experience in order to apply, and research partnerships between teachers and others are encouraged. Preference will be given in the coming year to research applications involving rural educators.

Application forms and information are posted on the Internet at www.mcdowellfoundation.ca. They may also be obtained from:

Verna Gallén, Research Coordinator
Dr. Stirling McDowell Foundation for Research into Teaching
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Please note that the coordinator is available upon request to assist applicants with the preparation of proposals. The deadline for applications is March 31, 2004.

The McDowell Foundation is an independent charitable organization established in 1991. It is governed by a Board of Directors appointed by the Saskatchewan Teachers' Federation and assisted by an Advisory Committee with broad representation from teachers, educational organizations (including LEADS) and the business community. Decisions regarding research grants are made by a Project Review Committee appointed by the Board of Directors.

Since 1994, the Foundation has awarded 110 grants totaling \$522,507 to support a variety of research projects throughout Saskatchewan.

The football field-sized, \$173.5 million Canadian Light Source synchrotron project is a unique national facility that will light the way to a new era of science and innovation for both the academic community and industry. **Canadian Light Source Inc. (CLSI)** is wholly owned by the U of S and funded by federal, provincial, municipal, industrial and academic sources. It will begin operations in January, 2004.

