

Kamehameha Schools Faculty Association

P.O. Box 894163, Mililani HI 96789

Hotline Number: 539-2450

Survey results : what we want (please)

This fall, KSFA conducted a major survey of members to determine priorities and concerns prior to the start of bargaining. Actually, your bargaining team probably knew most of your concerns much earlier, but it is helpful to have some objective verification. Though many of the survey questions focused on issues related to compensation and benefits, the survey was undertaken recognizing KSFA's broader mission and the need for our union to participate on an ongoing basis in the rebuilding and shaping of Kamehameha Schools.

The survey was developed by KSFA and Dr. Joseph Leon, who teaches at the University of Hawai'i and owns Streamline Surveys, Inc. It asked a total of twenty-five questions and asked teachers to respond with "strongly agree, agree, neutral, disagree or strongly disagree." Eighty-one percent of the 237 KSFA members responded, which Dr. Leon called an excellent return rate.

The six top concerns, with percentages (agree + strongly agree):

- pay raise (96%)**
- vesting of retirees in the group health plan (93%)**
- other retirement benefits (91%)**
- "grandfathering" when benefits change (90%)**
- retirement pay raise (89%)**
- automatic withholding of KSFA dues (82%)**

The next six items of concern, with percentages (agree + strongly agree):

- Retention of ownership of intellectual property rights (80%)**
- Reversion to the 1995-1996 salary schedule (75%)**
- Teaching load equity (72%)**
- Cap on night or weekend supervision duties (71%)**
- Higher pay for those with doctoral degrees (70%)**
- Early retirement incentives (68%)**

In addition to these items, 66% favor tenure, and another 66% support additional pay for re-

quired supervision at night or on weekends. On the other hand, 67% report that campus facilities are adequate, 60% feel that staff development funds are adequate and 59% feel that the current health coverage is satisfactory. Sixty-two percent of teachers believe that the cost of living in Hawai'i will affect their ability to retire here.

The survey revealed a stable faculty: 24% have more than 21 years of service and 40% have between 11 and 20 years of service. The faculty is an older one: 47% over 50, 28% between 40-49 and just 5% under 30.

The survey results do not limit the potential focus of the upcoming negotiations. Whether this union plays a significant role in rebuilding Kamehameha and how that will be accomplished are important subjects for further discussion. Your continuing support for KSFA's participation ensures that both our professional interests and our concerns regarding the evolution and integrity of the schools will be addressed.

***Want to see the complete survey?
Visit your KSFA bulletin board.***

what's inside

KSFA

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Are you any better off than ten years ago?

Ten years ago the Kamehameha Schools Association (KSA) produced an extensive report comparing the salary schedule at Kamehameha with that of other Hawai'i schools, notably Punahou. The outcome of this report was a significant increase in teacher's salaries and the dissolution of KSA. With new contract negotiations rapidly approaching, members of the Representative Assembly have ventured into this quagmire and begun a thorough study of our salary schedule and those of various Hawai'i private schools as well as mainland private and public schools. It is not a pretty sight!

If you were hired during the 1990-1991 school year, you have seen your income rise by approximately 60%. Unfortunately, inflation consumed about 35% of that increase, leaving you with about 25% more than you started with. Averaged over 10 years, we have seen a real rise in income of about 2.5% each year for the past ten years. Most of the increase came in the first 5 years of the decade, because salary increases slowed significantly in the past five years producing only about a 1.9% average annual increase since 1994. The bottom line - you got your step increase and not much more.

That's the good news! The bad news comes when we compare our salary schedule to that of certain other schools. Among the private schools in Hawai'i, Kamehameha's

starting salaries are tops, nobody beats us. Even the top of our scale is at or near the highest teacher's salary in the state. When these beginning and maximum salaries are adjusted for inflation (the American Federation of Teachers and the Department of Defense tell us it costs 30-33% more to live in Hawai'i) they are comparable to average beginning and

maximum mainland salaries. However, the devil is in the details!

Nationally, the average salary schedule has 14 steps, ours has 30. The most significant local comparison is to the salary schedule at Punahou. There the starting and maximum annual salaries are within a few thousand dollars of those at Kamehameha. The most glaring difference between these school's salary schedules is that a teacher at Punahou reaches the maximum in just 19 years.

The significance of that difference does not strike you until you calculate career earnings at each school. Using the current salary schedules at each school, and assuming that these schedules are unchanged for the next thirty years, the faculty member at Punahou with a fresh BA would earn \$170,000 MORE than his or her counterpart at Kamehameha. That averages out to over \$5000 more per year! (Please pick yourself up off the floor now.) The differential for teachers with an MA or MA + 15 credits is somewhat less but still well in excess of six figures.

This is not a new revelation. The 1990-91 KSA Reports on Direct Compensation Issues presented similarly shocking data about our salary schedule. Fortunately, KSFA will not have to endure the fate of

KSA. Over the next several weeks the negotiating team for KSFA will begin to formulate a new contract proposal. Certainly, this information presents an eye opening backdrop to those plans and the upcoming negotiations. Obviously, salary is not the only issue and may not be the prime issue. But clearly there is much room for improvement.

— Larry Mordan, Unit 11-12

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Summary of Recent KSFA Representative Board Meetings: Dec. 1 and 15, 1999

The Representative Assembly met on the 1st and 15th of December in Room 54 of the 7/8 Unit. These are selected highlights of those meetings.

Treasurer's Report

Balance as of Nov. 10, 1999	\$36,315.25
Deposits	<u>\$4,130.00</u>
Subtotal	\$40,445.25
Expenses	<u>\$13.57</u>
Balance as of Dec. 15, 1999	\$40,431.68

President's Report

A continuing series of regularly scheduled meetings between KSFA leadership and Dr. Chun have addressed issues such as the organization of the Education Group, the Strategic Planning Process, teaching load equity (4 vs. 5 classes), incentives for early retirement, construction of the new athletic field, rebuilding trust between faculty and the Administration, and the new East Hawai'i and Maui campuses. Dr. Chun has expressed his receptiveness to suggestions for change and requested that such suggestions be accompanied by possible solutions.

In the past month, KSFA leadership have met twice with the Trustees to discuss a variety of issues including trust investments and the use of KSBE land in ecological and cul-

turally compatible ways, the Personnel Department and its effect on morale in the Education Group, the CEO search, and the Strategic Planning Process.

President McElheny reported that the major issues facing KSFA in the near future include the resolution of a grievance at KES, faculty morale, and the negotiation of a new contract this Spring.

Committee Reports

The most significant issue discussed in the reports from various committees centered around the use of sick leave days in conjunction with Workman's Compensation when a faculty member is injured on the job. Discussion of this issue continues between Dr. Chun, the Personnel Department, and KSFA.

Preliminary results of the Faculty Survey were presented and briefly discussed. Salaries and retirement benefits clearly topped the issues of concern to our faculty. Details of the survey results are reported on page 1 of this newsletter. Complete surveys are posted on all KSFA bulletin boards.

A preliminary report on a retrospective study of our salary schedule over the past ten years and those of other Hawai'i and Mainland private and public schools was presented. A more complete report is due in January in preparation for contract negotiations in March.

— Larry Mordan, Unit 11-12

Your newsletter broadens coverage

Representatives voted at the last KSFA meeting to expand the KSFA newsletter to include articles dealing with issues beyond a narrow focus on terms and conditions of employment. This section is labeled "Faculty Forum" on the running page header and does not represent or contain official positions taken by the faculty union. Instead, it is open to faculty members who may want to address the rest of the faculty on issues that concern all of us.

Why a general faculty newsletter?

1. It seems that we can now communicate more easily with the administration but not with each other. Vertical communication may exist to some degree, but not horizontal communication. No other way exists, short of leaflets in the boxes, for faculty members to address concerns, reservations and proposals to the rest of their colleagues. We must not let that task and that control fall by default to the administration. We have things to say to each other.

2. Faculty members do not agree on some issues. Older faculty have different concerns than their younger colleagues, and those at one unit may have different priorities than those

at another. As we engage in collective decision-making, the faculty needs a way to reach consensus on the difficult issues, like five versus four. Communication helps build consensus.

3. Right now, we work under sympathetic, responsible trustees, but in the future both trustees and the general school climate may change. Now is the time to set up avenues of communication that may be necessary in the future. Later, it may become more difficult to establish a faculty newsletter, or any avenue of free, open discussion.

4. We have told the world that we want freedom of speech. The way to insure that academic freedom is to practice it. This is one of those "use it or lose it" propositions.

5. In establishing open communication and fair modes of conflict resolution, the faculty is in a position to model those qualities for the administration, to help establish an open school climate and show exactly how we would like to be treated.

— Jan Becket, Unit 11/12

Pauahi's last days

A recent trip to the State Archives to look at Bernice Pauahi Bishop's Will and the legal documents connected with its implementation revealed very interesting and important information on how Mrs. Bishop's Will and the two Codicils were written and witnessed. At the Probate Court hearing December 2, 1884, the witnesses to the signing of the Will and Codicils testified under oath as to the circumstances of each signing. Francis M. Hatch, Mrs. Bishop's lawyer, said that the Will and Codicils were all composed from memoranda he received from Mrs. Bishop in her own handwriting. Fred W. Macfarlane and Francis M. Hatch (Mrs. Bishop's lawyer) were the witnesses to the signing of the Will which took place in Mr. Hatch's office October 31, 1883. Only three people were present, Macfarlane, Hatch, and Mrs. Bishop, the document having been in Mrs. Bishop's possession overnight. As Hatch testified: "Decedent at the time was enjoying her ordinary faculty of mind and clearly understood what she was doing." Mrs. Bishop signed the bottom of each page, Macfarlane and Hatch being present the whole time and then each witness signed at the document's end.

The first Codicil was signed by Mrs. Bishop and two witnesses, William W. Hall and Francis M. Hatch, at her Waikiki residence October 4, 1884. Again, only Mrs. Bishop and witnesses were present. Mrs. Bishop signed the bottom of each page and the witnesses at the end. As Hatch testi-

fied: "Her [Mrs. Bishop's] mind was clear at the time of executing and she understood the nature of her acts, was not confined to bed at the time."

The second Codicil was signed by Mrs. Bishop and two witnesses, Dr. G. Trousseau and Dr. J. Brodie, at her Waikiki residence October 9, 1884, only these three being present. As previously, Mrs. Bishop signed the bottom of each page and the witnesses at the end. This was just a week before her death, October 16 and there was considerable interest in Mrs. Bishop's ability to sign this document. Mrs. Bishop herself recognized that there might be a future problem and she asked the two doctors: "Do you consider me competent to make this codicil to my will?" - from Dr. Brodie's testimony. His reply was: "We answered - 'No doubt Mrs. Bishop.'" Dr. Trousseau stated: "She was in her usual state of mind, perfectly sound in my judgment and not under the influence of medicine. She was in bed at the time...."

After hearing this evidence from the five witnesses to the signings, "the Court declared the will and codicils to the will as proved."

All three documents are in Hatch's handwriting (there were no typewriters in Hawai'i until 1888). It had been his job as lawyer to draft Mrs. Bishop's memoranda into a legal format.

— Janet Zisk, KSBE Archivist

The great grammar debate: thumbs up

To be or to not be, that is a split infinitive. . .

When Jan first asked me to write a column on grammar, I was a bit skeptical. For most, the only thing more boring than the study of grammar is reading an editorial on the study of grammar. Still, the debate is an important one, and Jan is persistent, and Kim bought us a new computer that plays music while I type. So I figured I'd do it.

I read many of the studies on both the effectiveness and ineffectiveness of traditional direct grammar instruction in grad school. I'm glad people do those studies. I'm glad people read them. They're important; I think they reveal some general although contradictory truths. If Kim taught me how to access the internet instead of how to play CD's on this computer, I might still be reading those studies. I have been one of those teachers, sincere and informed, who rationalizes away the almost impossible task of making predicate nominatives seem important. I've come over time, however, to put more stock in my own students' experiences than more sweeping revelations. That is to say, my defense of teaching grammar is more anecdotal than empirical.

I've taught many different English classes at Kamehameha, from Advanced Placement and Honors English 11

through Advanced Comp, American Satire, English 11, English 10, regular Comp, Writing Lab and Grammar Skills. Occasionally, graduates return and thank me for my efforts, largely, I believe, because our students are really nice and sensitive to the feelings of old people. However, the ones that are the most satisfied, the ones most thankful, are those from the Grammar Skills course. They have more confidence and pride in their writing. They like to experiment with style and show off a bit. They help others in their dorms and halls. They correct their instructors' speech with an arrogance once reserved for English teachers. I believe all of our English courses empower our students with language, but ownership of the words or even the ideas the words represent is not enough. A writer must know the terrain. He must know the accepted universe in which those words exist. He must know grammar.

Of course, the acquisition of this skill takes eighteen weeks of memorizing and drilling and applying mechanics and usage at the expense of reading, discussing, creating, and the myriad other gerunds we ask our students to do. It takes cajoling and threatening and rewarding with chocolate. It takes constant application and reinforcement. But most importantly, it takes a student's desire to better the mechanical and grammatical aspects of her writing. It's not

thumbs up, continued

enough to make a student learn the rules involving subject/verb agreement. It's not even enough to make a student proof-read her paper in hopes of eliminating any agreement problems. As I see it, the goal is to give that student the ability to write powerfully and confidently, unfettered by the constraints an insufficient knowledge of grammar might create.

If you're still reading this, and you're not an English teacher, see if you can find the agreement problem in the second paragraph. I believe most my Grammar Skills kids could. I believe some of them would be a little cocky about it. Good for them. Here's the hint: It has to do with the antecedent of the relative pronoun. Feel the power.

— Jim Slagel, Unit 11/12

The great grammar debate: thumbs down

Teaching people to write well is a lot like teaching them to play an instrument, create a drawing or even throw a ball: practice counts far more than theory. We teach music, art and sports without asking that students study music theory, aesthetics, and anatomy. However, many folks, some teachers included, think that students need to study grammar in order to write well. That's simply not true.

In some studies a heavy emphasis on mechanics and usage ... resulted in significant losses in overall quality. School boards, administrators, and teachers who impose the systematic study of traditional school grammar on their students over lengthy periods of time in the name of teaching writing do them a gross disservice which should not be tolerated by anyone concerned with the effective teaching of good writing. (George Hillocks, on the National Council of Teachers of English web site.)

Constance Weaver echoes Hillocks:

"... we teachers cannot realistically hope to sequence what aspects of grammar should be taught when, to teach them systematically, and to expect students to apply what has been taught. It simply won't work, and indeed the research demonstrates that it doesn't work, for most students." (*Teaching Grammar in Context*. 1996. Portsmouth: Boynton/Cook. p.140.)

Hillocks and Weaver base their statements on a foundation of empirical studies stretching back sixty years. The evidence is unambiguous and overwhelming:

- 1936 *"Every scientific attempt to prove that knowledge of grammar is useful has failed."* (NCTE Summary Statement, quoted in Weaver, p.9)
- 1950 *"No more relation exists between the knowledge of grammar and application of the knowledge in a functional language situation than exists between any two totally different and unrelated school subjects."* (Encyclopedia of Educational Research, quoted in Weaver, p.9)
- 1960 *"It appears that knowledge of English grammar does not materially affect a student's ability to learn a foreign language."* (Encyclopedia of Educational Research, quoted in Weaver, p.9)

1976 *"It is difficult to escape the conclusion that English grammar, whether traditional or transformational, has virtually no influence on the language growth of typical secondary school students."* (Elley, quoted in Weaver, p. 21)

1980 *"The Editorial Skills class [a grammar class] seems to have made no difference in preparation for the CEEB Achievement Test: students who hadn't taken the course showed just as much difference between the SAT and the later Achievement Test as students who had taken the course."* (McQuade, quoted in Weaver, p. 22-23)

1986 *"If schools insist on teaching the identification of parts of speech, the parsing or diagramming of sentences, or other concepts of traditional grammar (as many still do), they cannot defend it as a means of improving the quality of writing."* (Hillocks, quoted in Weaver, p.13)

If we do not teach them grammar, how do we teach students to write correctly? Constance Weaver has a few suggestions, also based on current research (pages 141-47):

1. *"Engage students in writing, writing and more writing."*
2. *"Immerse students in good literature, particularly literature that is particularly interesting and challenging syntactically."*
3. Offer grammar in elective courses and only teach to all students *"aspects of grammar that can help them write more effectively."*
4. Teach relevant aspects of grammar only within the context of students' writing.

We all expect our doctors to use the latest medical research, our lawyers, the latest judicial decisions and our engineers, the latest studies on the tensile strength of concrete. As professionals, shouldn't we also acknowledge research, especially research that is so utterly overwhelming? Sequenced grammar instruction certainly has no place in a scope and sequence curriculum.

By all means let's offer grammar as an elective; it's wonderful that students are interested in the structure of their own language. One study even suggests that their math scores may improve. Let's just not trick ourselves into thinking that the study of grammar will improve their writing. It won't.

— Jan Becket, Unit 11/12