

Teacher

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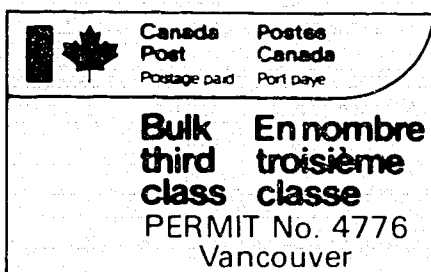
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Native leaders, BCTF begin dialogue



Head teacher Vince Gogag (centre) guides two students in dissection of cow's eye in Science 8 unit on light at Spirit Rising, a Vancouver alternate native education centre stressing academics and native culture. Story on page 20. Tim Pelling photo.

Pilot Issue



By Clive Cocking

Native Indian leaders and the B.C. Teachers' Federation have begun a dialogue aimed at co-operating in finding solutions to problems in the education of native Indian children.

The process began May 12 when George Watts, chairperson of the Nuu-chah-Nulth Tribal Council and Saul Terry, president of the Union of B.C. Indian Chiefs, attended an exploratory meeting at the BCTF with President Elsie McMurphy, Nora Greenway, co-ordinator of the Program Against Racism, Mike Zlotnik, professional development division director and Tom Hutchison, government division director.

"We have a mutual concern for the education of native Indian students in our school system," said Elsie McMurphy, in opening the meeting. "We would like to hear your views of what is happening to native Indian students in our education system, any particular problems you have identified, and then we would like to try to work on those together."

The two-hour discussion with the native leaders, initiated as a result of a

March 11-12 Executive Committee decision, was wide-ranging, frank and informative. At the end, McMurphy expressed hope that the dialogue would continue and the federation join with native leaders in developing programs to improve native education.

"Education is not getting better for Indian children. . . 89% of our kids are still not getting through Grade 12."

"Despite what the Department of Indian Affairs is saying through the media, education is not getting better for Indian children, except where they're moving into private band schools," said George Watts, starting off. "From our research, 89 per cent of our kids are still not getting through Grade 12, so that means only 11 per cent are graduating."

The band schools are becoming more attractive to native students, he said.

In his district of Port Alberni, where about 700 native Indians attended public schools a few years ago, there are now only about 300 and he predicted that within five years, "unless there are major changes in the public school system," that number will be less than 100.

Nora Greenway suggested that many of the problems can be traced to the fact that "a lot of teachers know very little about the culture of native Indians." They either haven't had the time to learn more, she said, or they haven't had the opportunity to take appropriate courses.

Watts said solutions will not be found unless all the facts are put on the table and people accept blame where it is due. "Everybody's to blame," he said. "There isn't anybody who is involved in Indian education who isn't to blame. They have all had their share of doing wrong — the teachers, the school board, the hierarchy in the school system and Indian people themselves."

Indicating that he had not come just to cast blame, Watts outlined some of the serious problems within native communities which affect educational achievement. Many native parents, he said, lack "parenting skills" — awareness, for example, of the basic needs of

See "Dialogue" page 6

Readers writé

Wow! Teacher a real eye-catcher!

I want to congratulate you on the March pilot issue of your newsmagazine entitled *TEACHER*. Wow, what an eye-catcher!

Perhaps most of us are still children at heart and are attracted by colour, but I found the quality of the paper nice to handle as well. I just had to read the magazine from cover to cover and found the contents very interesting and enlightening. The new format certainly beats the previous issues that were as tired-looking as yesterday's cold potatoes. Please keep up the good work.

Bertha V. Kwitkoski
Retired teacher
Burnaby

Thanks for support, say Alberta nurses

On behalf of the members of United Nurses of Alberta, I extend our heartfelt thanks for [the BCTF's] words of encouragement and support during our most recent hospitals strike. We expected the battle to be ours, and we knew that we would have to be accountable for our decisions and be prepared to pay the cost when the time came. So we found it heartwarming and humbling to receive such support from others.

Your letter, as well as other letters of support was copied and distributed to our members across the province. Letters of support received during the strike were placed in locals' strike headquarters, and I know the members coming off the picket lines found them, as I did, a boost to the morale during the long, although challenging and exciting, days of the strike.

Everything turned out all right in the end. We went back to great improvements, but then again we were not asking for very much in the first place. The employers agreed to withdraw any discipline against members, including any firings. The fines were all paid: \$250,000 for criminal contempt and \$150,000 civil contempt, and fines totalling \$27,250 against individual members and individual locals of UNA (\$1,000 for the local, \$500 for an executive member of a local, \$250 for an individual member). Donations from trade unions and other members of the public greatly assisted us in paying the fines.

Margaret Ethier
President United Nurses of Alberta
Edmonton

Pacific Tribune should not get BCTF "greetings"

We live in a country that is free, for teachers no less than for others. And teachers, like other citizens, can vote for or belong to political parties of their choice. So it happens that some BCTF members favour the Liberals, others the Conservatives or Social Credit, still others the NDP, and there are no doubt also those among us who are Communists. What could be more appropriate in a democratic society? Surely there is room for all such folk in the BCTF.

But there is a real problem when, as has just happened, the organization identifies itself officially, morally, and financially with one of these political groups to the detriment of all the others.

The April 27, 1988 issue of the Communist *Pacific Tribune* carries an advertisement of "greetings" from the BCTF. The newspaper is dedicated to the proposition that the Soviet Union is the very model of a model society and while much in this paper might well be approved by non-Communist trade unionists, much of it cannot.

I have paid BCTF dues for many years. I have given of my efforts and energy to the BCTF. I have defended the BCTF against its many detractors. But I have not done any of this in order to help the Communist Party, and I very much resent that the organization for which I have worked is now on record with its greetings to the Communists.

By all means, let those BCTF members who are persuaded of the Communist cause continue to support the *Tribune* and the Communist Party and any other group or cause of their choice. But please, let them do all this without using the finances, the resources, or the prestige of the British Columbia Teachers' Federation.

Rita Cohn
Lord Tennyson School
Vancouver

Fair treatment demanded for substitutes

Section 145 of the School Act states that when dispatching substitute teachers, a board must call certificated substitute teachers before calling unqualified subs. Certificated teachers, according to the act, are those holding valid permanent or interim B.C. teaching certificates or letters of permission from the College of Teachers.

Nevertheless, around the province, substitutes without valid certification are called to work while qualified teachers on the substitute list are not contacted. This is a clear violation of the School Act.

A common argument used in defense of this illegal practice is that some teachers on the substitute list are not

competent. The School Act clearly states who in the district has the authority to conduct evaluations on the competence of teachers, including substitute teachers. Teachers have taken a firm stand to protect their right to due process. The position should apply to *all* teachers.

If a teacher on the substitute list is found to be unsatisfactory, surely the situation is not resolved by dispatching instead a substitute who does not have a certificate.

Teachers on the substitute list who are affected by this practice are discriminated against not only by the employer but also sometimes by members of their own local association. Colleagues in the classroom not only *evaluate* but *request* teachers to substitute in their classroom. The practice of teachers requesting particular substitute teachers has, in effect, put teachers in an employer role. In 72 school districts, the call-out procedure for dispatching substitute teachers includes teacher request.

Teachers on the substitute list who are being discriminated against cannot take this matter to their local association, because the members of the local are essentially their employer. In some locals where teachers on the substitute list have taken this issue to the local executives and/or the membership, the results have ranged from no action to further discrimination.

Clearly, this must end. The only possibility of achieving fair treatment of teachers on the substitute list is by insisting that a fair *central* call-out procedure be established. Only then will certificated substitute teachers be protected from discrimination from the employer and from colleagues.

A concerned substitute
(Name withheld by request)

Teacher

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Pilot issue number 3 of a proposed new publication.

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Teacher empowerment

A GOAL OF THE PROGRAM FOR QUALITY TEACHING

By Neil Smith

Research results from the pilot school groups in the Program for Quality Teaching indicate that peer consultation enables teachers to strengthen their abilities to understand and analyze their own teaching, to improve their instructional capabilities, to incorporate new strategies of learning, and to build more respectful and meaningful professional relationships with colleagues.

Teacher empowerment

Teacher empowerment means working with the confidence that you have some control and influence over the key decisions affecting your teaching and professional development. It means having healthy professional self-esteem based on a clear understanding of what you are doing in the classroom. It means that you see yourself as a vital player in a community of educators who understand and respect your work.

It means having healthy professional self-esteem...

In the May 1988 issue of *Kaplan*, Maerof writes:

Empowerment can mean running the whole show, but many teachers say that they do not want responsibility for all the decisions in their school.



Annette Bates demonstrates microscope exercise for her students at Maple Ridge's Mt. Crescent Elementary, while (rear) colleague Ken Lee monitors her achievement of mutually agreed-on objectives under PQT. Tim Pelling photo.

Peer consultation — a vignette

By Neil Smith

In the 15-minute period before class, Ted and Margaret sat down for their planning conference. Ted explained his aims and the context of the lesson that Margaret was about to observe. As part of a novel study, Ted had planned a co-operative learning activity to be followed by a classroom discussion which he thought would engage his Grade 7 students in higher order thinking skills. This would be the fourth time that Margaret had observed in Ted's classroom; Ted had observed in Margaret's primary class five times prior to this day.

After Ted explained his lesson to Margaret, she asked him in what part of his lesson would he like feedback. First, Ted replied that he was worried that some of his students seemed uninvolved in the co-operative learning groups. This time, he had assigned a specific role to each student as a way of increasing their involvement. He wanted Margaret to comment on the effectiveness of this approach. Second, he had never had feedback on his way of facilitating whole class discussions, and he was interested in his pattern of questioning.

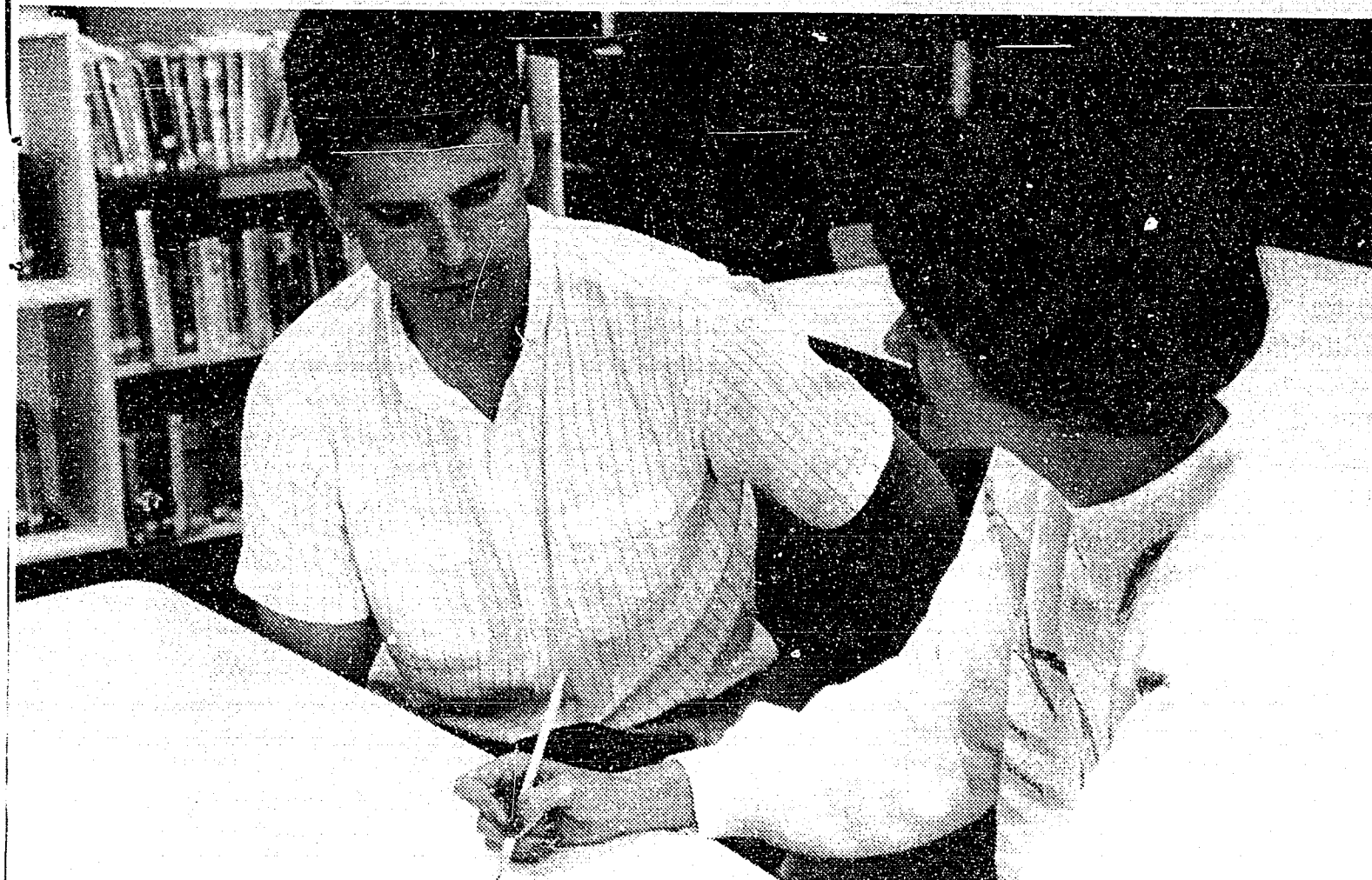
When asked how he would like this information collected, Ted was unsure. He and Margaret discussed the options and decided that she would spend five minutes with each of the groups during the co-operative learning activity keeping a chart which would describe what each student was doing. During the subsequent discussion, she would try to copy down all of Ted's questions, and describe the sort of responses that followed. When Ted asked her to code the levels of the questions, Margaret said

she would prefer that Ted do the coding in the feedback conference. Ted asked her to tape all the questions for consideration in the feedback conference.

While a substitute teacher covered her class, Margaret observed Ted's class for 30 minutes, collecting the information that he had solicited. Some of the students appeared impatient with the whole group discussion and talked quickly, or abruptly. She had some difficulty during the classroom discussion attempting to write down all the questions but she managed to record the key words. She trusted that the tape recorder would fill in the missing details.

Immediately following the lesson, the school administrator took responsibility for Margaret's class while the two teachers met for 45 minutes in the staff room for their feedback conference. Margaret handed her feedback notes to Ted who examined both the descriptions of his students' behaviour in the co-operative learning groups, and the questions he had used in the discussion. He identified aspects of the lesson that went well, then began to identify areas in his questioning that he would consider changing. Together they drafted a simple question code they could use to analyze the kinds of questions asked, and to determine whether the questions promoted higher order thought.

Margaret used reflective comments and clarifying questions to help Ted with his self-evaluation. She was careful not to judge Ted's teaching, or to suggest how she would have done it. They also discussed, in general terms, the strategies that Ted had used and the appropriateness of the strategies for his Grade 7 students.



Tsawwassen Jr. Secondary English teacher Irene Hoogstra (right) provides feedback to science teacher Jim Burnham on issues Burnham had identified as important in PQT session. Neil Smith photo.



After checking questioning technique of Annette Bates (kneeling, right rear), colleague Ken Lee (left rear) will discuss with her results of PQT monitored class and together they will determine what techniques are worth continuing and improving. Tim Pelling photo.

Teachers can be seriously affected by loneliness and despair.

seriously affected by loneliness and despair, often intensified by the searing scrutiny of onlookers who critically scan their work from afar without understanding what they see. How does PQT promote teacher empowerment?

The central goal of PQT is to empower teachers through collaborative inquiry and experimentation. The first stage of the program is peer consultation — teachers working in support of each other's professional pursuits at the classroom level. "We recognize there are different teaching and learning styles," says Gary Robertson, president of the Greater Victoria Teachers' Association, "so why shouldn't we take advantage of those things that we know work and share them with each other." The second

stage of the program is to co-ordinate sharing, through teacher-centred publications, of the knowledge emerging from collegial experimentation and inquiry.

In 1986 the school boards of Victoria, Maple Ridge, Richmond and Delta each entered into a three-year partnership with the BCTF to pilot the Program for Quality Teaching, which had been developed in the federation's Teacher Personnel Services Division.

Unlike "peer coaching," often used as an accountability or a watchdog mechanism to support the adoption of prescribed teaching practices, peer consulting is guided by needs and interests identified by classroom teachers. The program promotes

The central goal of PQT is to empower teachers through collaborative inquiry and experimentation.

autonomy or professional decision-making and gives teachers opportunities for developing meaningful professional relationships through consulting with colleagues in the study of their teaching.

How does PQT work?

After the BCTF has contracted a partnership with the school districts and gained school-board support, groups of volunteer teachers with their school administrator, begin the process by attending a five-day instructional session of critical reflection, skill building in peer consultation practices, team development, and implementation planning.

Critical reflection occurs throughout the program. Structured experiences help teachers develop effective strategies of self-evaluation and means of interpreting their work from the feedback provided by a colleague. Critical reflection means taking the time to review and analyze one's practice on the technical, theoretical, and personal levels.

In the skill-building component of the program, participants learn the techniques in the analysis of teaching, planning and feedback conferences with a colleague, and they practise analyzing different models of teaching. They also develop information-gathering techniques that relate to the different models.

The team-building focusses on fostering positive professional relationships in the school group. Teachers in the program have revealed that the level of interpersonal trust is the single most important factor related to their success in consulting with a colleague. Individual goals and group goals are discussed and included in the plan for implementation.

A former Kamloops teacher currently working on his PhD, Neil Smith designed the training program and facilitates PQT workshops.

How well does PQT work? A look at the research

Based on 92 hours of taped interviews and 79 comprehensive formal questionnaires from participating teachers and principals, the research identifies key outcomes of the program after a year and a half of the pilot implementation. Also identified are situational factors important to successful implementation of the program.

Outcomes

The Five-Day Instructional Session

Ninety-five per cent of participants rated the instructional session positively. Three elements cited as most valuable were practising peer-consultation skills, developing trust among colleagues, and time for reflection on teaching practices.

Outcomes of Peer Consultation and Impact on Relations with Colleagues

More than 75 per cent of the respondents reported an increase in respect for colleagues, problem-solving ability, sharing of instructional ideas and discussion of educational issues.

Teacher-Administrator Relations

Most participants indicated that their participation in the Program for Quality Teaching positively affected teacher-principal relations.

Critical Reflection

For most teachers, being given time to reflect on their practice has been a rewarding experience, in terms of both practical improvements in their teaching and personal valuing of what they are doing.

Features of successful implementations

School groups have been most successful in attaining their goals through peer consultation when:

- there is consistent collaboration and support from all stakeholders: teachers, principals, school boards, local associations and the BCTF;
- participation is voluntary;
- trust is developed among colleagues;
- colleagues do not criticize one another but examine and evaluate their own teaching;
- regular meetings of the school group are held;
- teachers balance personal goals with the goals of the school;
- sustained support is provided by the school administrator;
- the groups use common professional language.

A strategy for empowerment and change

The Program for Quality Teaching is a strategy to empower teachers. Research indicates that it can lay the cornerstones for successful implementation of change. However, major hurdles must still be cleared. Finding time for sustained professional development and dialogue in busy schedules is the greatest challenge. If efforts like PQT are to succeed, they require the time, funding, and support from all those involved.

This research was done under the direction of the PQT Research Committee — Chris Schut, Nancy Hinds, Jan Eastman, Ian Andrews, Mike Suddaby, Keith Acheson and Mohammed Shamsheer (chair).

Strikes

FACTS AND FANCY

By Elaine Decker

Probably the only topic that generates more opinions than the weather is the strike. Many commonly held opinions are unsupported by facts.

Strikes are everyday occurrences.

In 1987, 2 1/2 million days were lost to strikes. While this number sounds staggering, it represents only 0.09 per cent of the total days worked in that year. Compare that to 96 million days lost to sickness and accidents, or 292 million days lost to unemployment, and it is evident that the strike is not the major cause of lost productivity. Since record keeping began in Canada, there has never been a year in which time lost to work stoppages reached 1 per cent of total time worked.

Strikes are a modern invention of unions.

There were strikes before there were unions. The workers on the pyramids of ancient Egypt went on strike. The first Canadian strike occurred in 1652: *courriers de bois* at Rainy Lake laid down their paddles because the fur merchants demanded that they travel further and paddle faster for the same pay. In 1919, Victoria teachers struck for better salaries. Those strikers did not belong to unions, but they did act as a group.

Strikes damage the economy.

A strike reduces the income and probably the profit of a particular company, but there isn't evidence that many companies have suffered long-

Most contracts are settled without a strike.

term damage because of a work stoppage. The impact of strikes on the Canadian economy has been small. Remember, strikes have never accounted for more than 1 per cent of total time worked.

What does damage the economy? In 1980-81, the oil companies withdrew their rigs to protest the federal government's National Energy Policy. That "capital strike" damaged the economy. Corporations remove significant capital from Canada each year, investing in countries where

government policy and low wages guarantee higher corporate profits. How does that affect the Canadian economy?

Workers are also consumers. If they receive inadequate wages, they spend less, thereby slowing the production/consumption cycle, and damaging the economy. And finally, how can we evaluate the economic and social damage of long-term unemployment? *Nobody wins a strike.*

At the end of a strike, someone always totals the strikers' losses during the shutdown, compares them to gains, and calculates how long it will take for the workers to come out ahead. In his book *The Right To Strike, Questions and Answers*, Ed Finn says, "this 'nobody wins a strike' argument is designed to make striking workers look like fools, as well as irresponsible troublemakers."

It isn't responsible to draw conclusions from any one strike. Yes, strikers suffer losses, but workers who have gone on strike have made long-term gains — gains that often spread to others.

Many workers enjoy the 40-hour week, paid vacations, sick leave, pensions, and health and safety protection because some workers were willing to strike for those benefits.

Union leaders MAKE their members strike.

Most contracts are settled without a strike. Economist J. Raymond Walsh says, "Union leaders, far from fomenting trouble, spend most of their time settling disputes before the strike stage is reached."

The strike is a last resort, used when all other efforts to achieve a fair settlement have failed. It succeeds only if the members of the organization are united, prepared to stick together through trying times. Most leaders wouldn't lead their members into a strike without a strong show of support; most workers wouldn't strike if they thought they had nothing to gain.

Labour laws in all Canadian provinces ensure that a secret-ballot vote of all members of the bargaining unit is taken before a strike is called.

The strike is a powerful weapon, giving unions too much power.

Union power is greatly exaggerated. Only 37 per cent of Canadian workers are organized. Even the unionized workers haven't the power to make the laws governing economic and social policy, wages and working conditions. Unions are really defensive organizations,

moderating a company's primary objective of maximizing profits. In most cases, workers have formed unions in response to poor treatment by their employers.

Public-sector unions are in an unusual position because their employer is the government which has the power to make the laws. Their employer can pass back-to-work legislation to end a strike without necessarily resolving the dispute.

Finn points out that there is no connection between union size and power and the incidence of strikes. "In Sweden and West Germany, for example, 80 to 90 per cent of all workers belong to unions; yet these countries have few strikes — mainly because of the more enlightened policies of their governments and employers."

There are better ways to settle disputes, such as compulsory arbitration.

The disputes we are talking about are basically arguments over the distribution of wealth and power. Our "private enterprise" economic system is not structured to provide everyone with a fair share of the national income.

Through collective bargaining, employer and employees negotiate over the distribution of wealth and power. The employer, who owns or controls the means of production, uses that power during bargaining. Workers, who have the power to halt production by withdrawing their labour, can bargain effectively too. The adversarial system isn't the greatest, but it would be even worse if one of the adversaries had no power.

Many business leaders and politicians like compulsory arbitration because it ends strikes, not because it fairly resolves disputes over wealth and power. *Professionals shouldn't strike.*

Professionals are often expected to choose between their own needs and the needs of the people they serve. Teachers, for example, may be told in negotiations that if they bargain for smaller classes, they may have to forego salary increases.

Professionals sometimes strike primarily because they are professionals. They are committed to improving the conditions under which they work so that they can better serve their clients, and they may strike to show the seriousness of their commitment.

Strikes in the public sector cause great hardship and should be banned.

In Canada, workers have the freedom to withhold their labour, just as they have freedom of speech and freedom of assembly. Anti-strike laws don't stop strikes. Many strikes have occurred in Canada that were not sanctioned by the law.

What about "hardship?" The temporary loss of many public services — education, mail delivery, garbage collection, public transit — is certainly inconvenient, but not necessarily disastrous. Public sector strikes aren't really more damaging; they are simply more visible.

Finn concludes, "The only way, in short, to create a stable and strike-free public service is...to take away [not] the right to strike, but the need to strike."

Elaine Decker is the BCTF communications officer.

See Finn, Ed, *The Right to Strike: Questions and Answers* Canadian Center for Policy Alternatives, Ottawa, Ontario 1981, and MacKay, Claire *Paycheques and Picket Lines* Kids Can Press Ltd., Toronto, Ontario, 1987.

Teacher strikes in Canada: a look at history

1926 ALBERTA ATA, Blairmore:

Board tried to reduce teachers' salaries to acquire funds to build a new classroom. It took the board three months to hire 13 new teachers. The Blairmore district was blacklisted by the ATA for many years.

1949 QUEBEC PACT, Montreal:

Teachers struck for higher salaries and the right to negotiate a contract. Premier Duplessis legislated teachers back to work and cancelled bargaining for 10 years.

1954 ALBERTA ATA, West Jasper Place:

Teachers struck because the board would not accept the decision of an arbitration board. As a result of a citizens' petition, the mayor called a public meeting and ratepayers overwhelmingly recommended implementation of the award.

1963 QUEBEC Alma, Normandin, Anne St. Jean, St. Tite des Laps, Sault au Mouton, Val d'Or, Val Senneville, Les Escoumins, Sherbrooke:

Teachers struck to protest unpaid salaries. There is no report indicating that the salaries were ever paid.

1969 SASKATCHEWAN STF, Blaine Lake, North Battleford, Cupar, Moose Jaw, Wilkie, Assiniboia:

Teachers withdrew voluntary services to protest protracted negotiations with the boards.

1971 BRITISH COLUMBIA BCTF:

Teachers walked out to improve pensions of retired teachers. The pension plan improved.

1971 NEW BRUNSWICK NBTF:

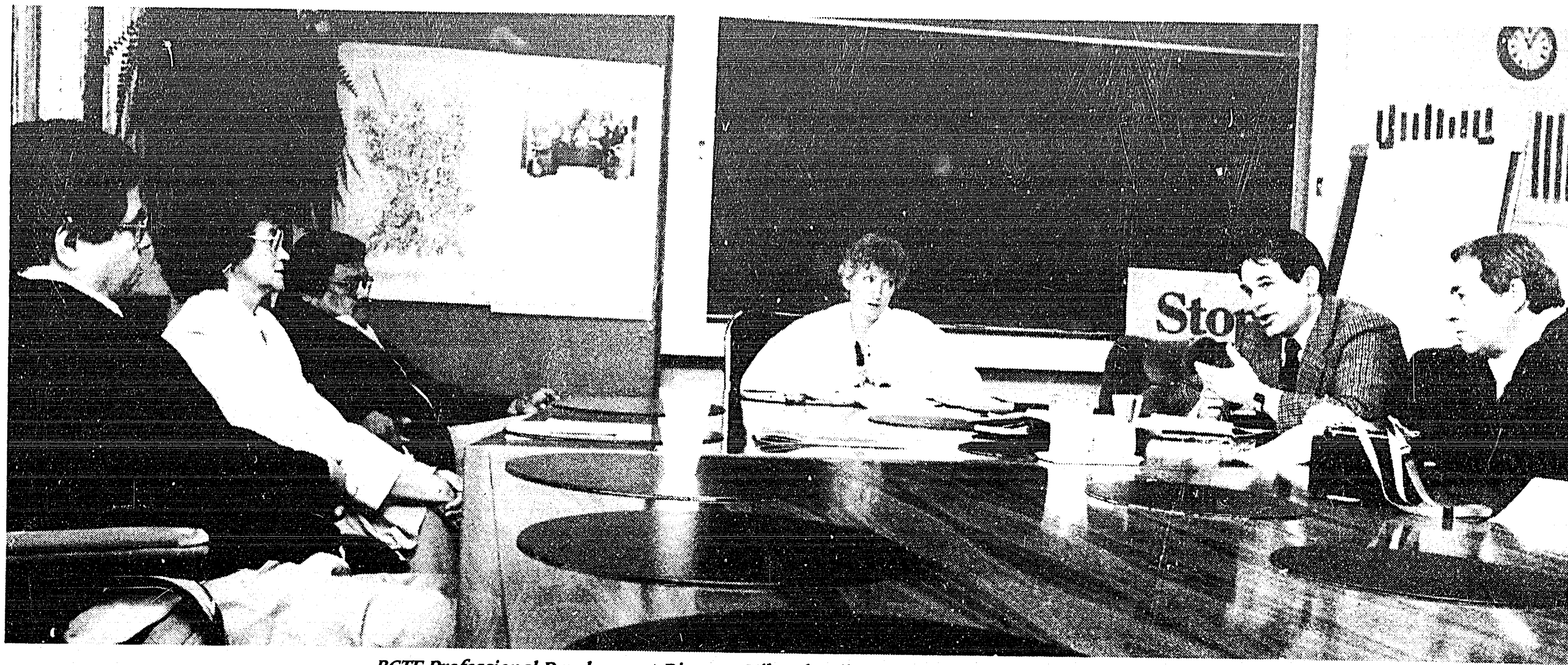
Eighty-five per cent of the teachers submitted their resignations c/o the NBTF to protest working conditions and salaries. The dispute was settled without resignations taking place.

1973 ONTARIO OTF:

Teachers struck to protest Bill 274 which would have imposed compulsory arbitration. The bill was withdrawn, but another replaced it, and the issue was not settled.

1974 ONTARIO OSSTF/AEFO, Windsor:

Teachers struck for better wages. The board sought an injunction against the striking teachers, but lost. That was the first official teacher strike in Ontario. Bill 100, giving teachers the right to strike was introduced in 1975.



BCTF Professional Development Director Mike Zlotnik (centre, right) expresses hope for more dialogue on native education problems, listened to by (left to right) George Watts, Nuu-chah-Nulth Tribal Council chairperson, Nora Greenway, BCTF Program Against Racism, Saul Terry, Union of B.C. Indian Chiefs president, BCTF President Elsie McMurphy and (far right) Government Division Director Tom Hutchison. Tim Pelling photo.

Dialogue from page 1

children for adequate sleep and good nutrition. Parents often do not spend enough time with their children and families spend too much time watching television. This, he said, stems from older generations being deprived of normal family lives, as most were raised in residential schools. Watts said native communities are now working on overcoming these problems.

"What is fundamentally needed is...to recognize that native Indians are a different people."

What is fundamentally needed, Watts said, is for non-Indian teachers, as well as society as a whole, to recognize that native Indians are a different people.

"It's time to give up this dream that you're going to make us into good white people, because what happens is that we end up being lousy white people and we end up being lousy Indians," he said. "There has to be

recognition that what you really want is strong Indian people who live within a Canadian society, which happens to be made up mostly of non-Indian people. But as long as that philosophy is in existence — that you're going to turn us into good white people — I think we're doomed for failure."

Discussing differences and how they affect education, Watts pointed out that theirs has traditionally been an oral culture, with the result that "reading doesn't have any place in our history." With about 400 books in his house and children who are avid readers, he said his family is a rarity among his people, as most native families own few books and read little. Not surprisingly, he said, Indian children generally lag behind most non-Indian children in reading skills.

The majority of teachers, he suggested, probably do not know that many of their native students speak their own native language at home. "The only time my parents spoke English at home," he said, "was when they had visitors and they thought it was rude to talk our language when non-Indian people visited us."

Nor are teachers generally aware of the deep desire of native people to retain their heritage languages, he said, adding that he found it "offensive" that his children should be required to learn French in school without being reinforced in their own language. In order to save their languages, which up to now have been passed on by an oral tradition, he said native people are now writing them down for the first time.

"What we've said to ourselves is that the rate at which our language is dying is so quick that we can't avoid writing it any longer," said Watts. "We have to write it because it's the only way that we're going to reintroduce it back into our society as a working language."

"Our people don't believe for a minute that the school system is going to save our language. What we want the school system to do is to reinforce our efforts in our community to save our language, because we don't want our language to be a learned language. We want our language to be a working language."

Watts also strongly criticized what he regarded as the prevailing assumption that what the public school system is offering Indian students is what they should be offered. His fundamental

objection is that the public school system aims to prepare young people to fit into the Canadian economy. "That again is where we have a big disagreement, because for us, it's not our economy," said Watts. "It's not the way that our world is for us and nor will it be for us."

Unlike other Canadians, he said, native people do not tend, following education, to move to another part of the country in search of jobs and promotions. Most remain near their birthplaces and relatives, said Watts, noting that in his extended family, 241 of his 242 relatives all live in Port Alberni (the other one is attending a course at BCIT).

"When we say 'home', we don't mean the house we're living in; we mean our roots," he said. "I live exactly where my grandparents lived. I can take you about 100 feet from my house and I can show you where my great-grandfather's longhouse was."

On the advice of an Indian Affairs official, Watts said he had trained as a chemical engineer, later discovering that it was inappropriate and that he had no desire to move where the jobs were.

Nor are teachers aware of the deep desire of native people to retain their heritage languages.

Native education must reflect this reality, he said, suggesting that Indian children should be trained to meet needs within their own communities — his own currently needs 50 graduates of business administration, marine biology, teaching, nursing and child care.

George Watts then turned to another vital concern of native people: racism. "Teachers can't just be teachers when

there's racism in the classroom and when there's degrading remarks made about Indian people. I think the teacher has got the responsibility to put the truth on the table." He added that racist remarks made against Indians were invariably based on "incredible ignorance," far removed from the truth.

"If you asked our people," he said, "you would find that we believe in the public education system, we have very little reason to believe in it, but we still have faith that things can be done to change it and we want to do it cooperatively with all the parties involved."

Racism is a widespread problem.

Admitting that he was "less voluble" than his colleague, Saul Terry told the meeting that he concurred with Watts' main comments, drawing particular attention to the problems of reading and racism. He maintained that the school system did not do enough to identify native students with reading problems and give them remedial programs. And racism, he argued, is a widespread problem that "principals, school teachers and school boards too often try to hide or try to ignore, hoping it will go away."

Speaking as a native person and teacher involved in this field, Nora Greenway said she often found her efforts to bridge the gap between the Indian community and the school to be frustrated by teachers' and administrators' ignorance of Indian cultural differences. She recounted the experience she had had too often of persuading a hesitant Indian mother to come to the school to discuss her child's work, only to have the teacher run down a long list of things the child was doing wrong. "The poor mother would just sink because she's really unable to help him," she said. "Teachers have to be sensitive to the native parents who do make an effort to go into the school that is so threatening to them."

Another underlying problem, said Greenway, is that Indian children seldom come into contact with role models when they attend public school. "In some districts having 40 per

cent native people," she said, "there's not one native bus driver, not one secretary, not one janitor, not one native teacher."

Terry added: "And they want to put up Indian motifs in the halls in order to say that Indians come to school here."

On a more positive note, Watts said special efforts are being made in about half a dozen school districts to improve native education. Port Alberni recently appointed a district principal in charge of native education and has begun developing a major program. He particularly cited Victoria for having probably "one of the most sophisticated" district-wide programs in the province — next to that of the Nisghas.

It's also true, he said, that there has been an "exponential increase in the number of Indian teachers" graduating from the universities in the last 10 years.

Indian children seldom come into contact with role models when they attend public schools.

"What's happening is that the school districts aren't prepared for it," he continued. "Many of those teachers, because of their frustration in trying to get into the public school system are turning away from it: they're going in to get their master's degrees, they're going into research, they're going into education administration and they're going to on-reserve schools. So the public education system is missing the opportunity of grabbing some of these talented people, because they're not geared up for what's happening in the real world."

Watts also expressed frustration that local teachers' associations were not taking a more active part in finding ways of opening up jobs for Indian teachers. While he understood the union's duty to protect jobs of existing members, he argued for locals to commit themselves to the goal of more native teachers and to develop special programs to ensure that that is achieved. The alternative, he stressed, is that more and more native teachers will go on to build up the Indian band school system and the BCTF will lose those teaching jobs.

He said he was pleased with many of the new, young, non-Indian teachers, who have taken native education courses at university and gone on to learn more about native people, and in fact have become strong allies, offering support on various issues.

"What we're talking about is all of the people who are in the system who did not have that," he said. "That's where it's important not to become defensive, because the system was not set up to educate teachers that there were such people as Indians in this province. In fact, it has done the opposite; it was set up to make sure that you became a part of the system to get rid of Indianness in this province, because that was the goal of the government — to turn us into white people."

Concluding, Watts emphasized the extreme frustration felt by native people at the difficulty in getting the non-Indian community to respond to their needs. He personally felt irritated at having to spend a great deal of time justifying the right of native Indians to exist as a distinct people, rather than getting on with solving problems. Many older Indian people are fed up, he said, and are arguing "that Canada doesn't have a place for us" and that native people should withdraw from the white man's world.

"There's a lot of pressure on us to get out of the white man's world," he said. "I know that that is not the answer. That's not where I want my kids, but I can understand what they're saying — they're so frustrated with what's going on. Here we are in our homeland and we don't have the right to exist and Canada has the gall to stand up and say there's something wrong in South Africa. That's what's eating our people."

"There is a lot of pressure on us to get out of the white man's world."

Canada has not even come to terms with the people who have the right to be here."

Watts urged the BCTF to go on public record — possibly through letters to the federation membership, the BCSTA and the provincial government — expressing concern for the crisis in Indian education and stating a willingness to work with trustees, native people and the government to develop solutions.

Clive Cocking is co-editor of *Teacher*.



Nora Greenway (left): "Teachers know very little about Indian culture;" George Watts (above): "There isn't anybody involved in Indian education who isn't to blame;" Saul Terry (below): "Racism is a problem principals, teachers and school boards too often try to hide or ignore." Tim Pelling photos.

Message from the President



Promoting intercultural understanding is essential in our globally interdependent world. The three-year \$12 million plan for Pacific Rim studies is a step in the right direction. Education Minister Tony Brummet says the programs will provide people with "better understanding of the history, culture, economics, laws and languages of the Pacific Rim."

The initiatives are described as "deliberate preparation of B.C. citizens for trade and cultural opportunities." They include four-week study sessions for teachers, student exchange programs, school district grants supporting innovative projects to increase student awareness of Pacific countries, and scholarships for language training, business work experience, or academic study. As a result of these initiatives, "knowledge of Pacific Rim languages and culture will be enhanced among both students and teachers."

A Pacific Rim culture of special significance to British Columbians — that of our native Indians — seems to have been overlooked in this new initiative. It is time for greater and more profoundly respectful understanding of the languages, religious beliefs, and customs of our own native people.

They live among us; their children attend our public schools.

Native leaders have directed harsh and generally justified criticism at public education. We should use Pacific Rim-style initiatives and financial resources to make a more just and productive place for native Indian culture in our society. We can reform our public education system to provide for "understanding of the history, culture, economics, laws, and languages" of native people.

Let's have four-week study sessions for teachers so that they can "enhance their knowledge of native language and culture." Let's "encourage school districts to create innovative projects that will increase student awareness" of native nations.

The benefits of better understanding of our international neighbours could also be enjoyed in our national neighbourhood. The sincerity of the Pacific Rim educational initiatives would be proven by devoting some of the funds to understanding the culture of B.C.'s native people.

Representative Assembly

Professional task force launched

The Representative Assembly approved the structure and budget for a **Task Force on Teaching Conditions and Professional Practice**.

The task force will comprise nine members, advertised at large, and appointed at the July 4-6 Executive Committee meeting. A final report is expected at the 1990 Annual General Meeting, with interim reports at the 1989 AGM and the Executive Committee and Representative Assembly as appropriate. The budget for the task force for 1988-89 is \$59,500, to be offset

within the 1988-89 budget.

The task force will consider an optimum classroom/school/learning environment, including such issues as class size and composition, changes in professional practices, teaching load, professional development, teacher evaluation.

Interested teachers should submit applications to Jacquie Boyer, BCTF office, by June 28.

(See *Teacher*, May 1988, page 4 "AGM strikes task force to forge new consensus on teaching practices".)

RA okays budget pending Fall review of some programs

The Representative Assembly has approved a \$12 million budget for 1988-89, but the decision included only interim approval for about one-half of that total pending further review.

The Executive Committee had recommended total spending of \$11,994,419. But the RA agreed to a series of changes in program spending resulting in an overall increase of \$130,530, which brought the budget total to \$12,124,949.

Key changes included: a \$80,620 cut in services to unemployed teachers, an increase in legal aid of \$150,000, reinstatement of the Members' Guide at \$22,000 and a cut of \$30,000 to

continue the Appointment Calendar in its present format.

Pending completion of the budget review process, the assembly gave interim approval to approximately \$6 million in proposed spending for programs in bargaining, professional development, government and finance and administrative services. The RA will take another look at spending proposals in these areas in the fall.

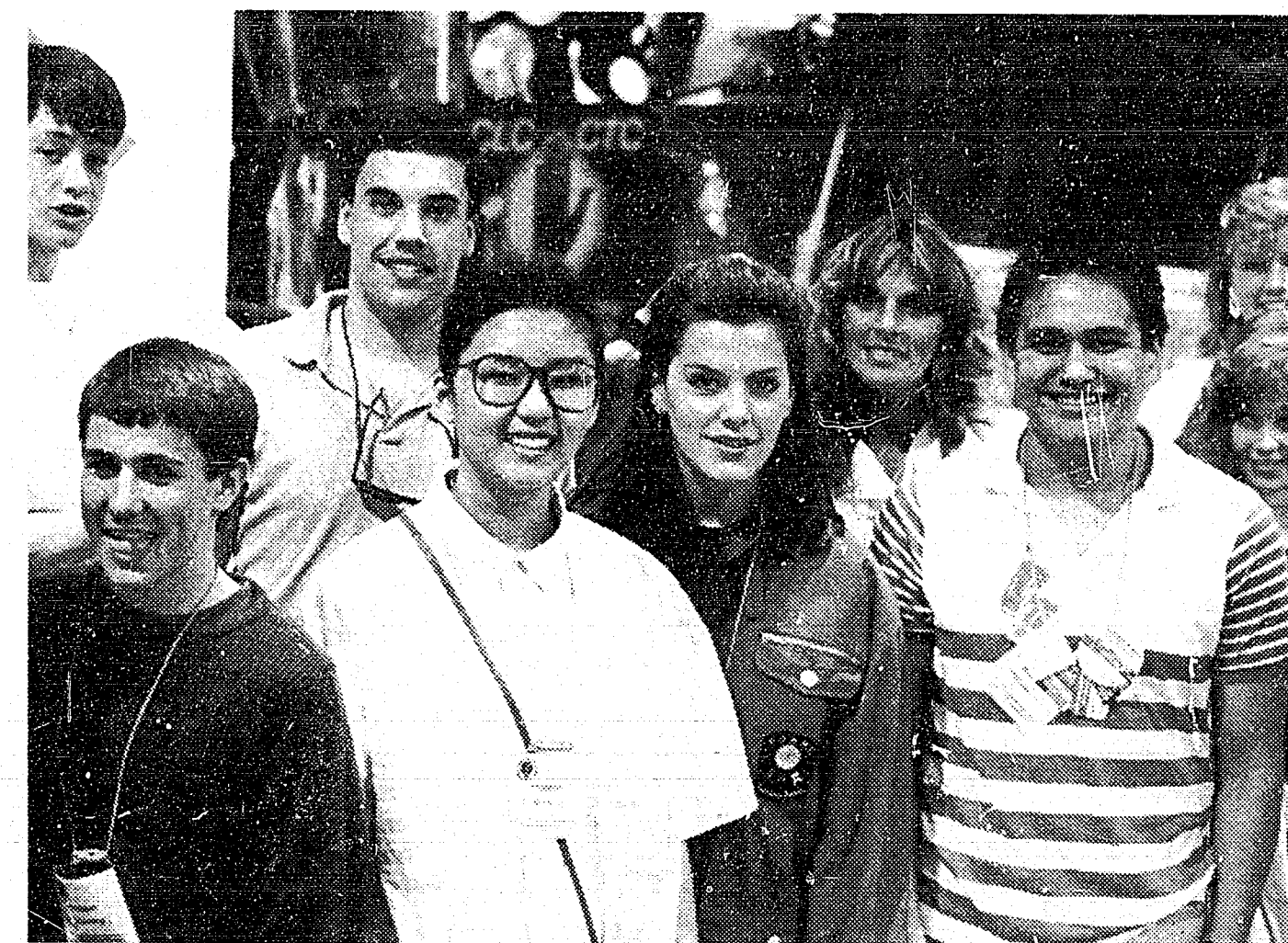
Overall, the federation appears to be headed for a \$791,063 deficit in 1988-89. But local association representatives were told that the current budget year is likely to end in a large surplus which should help offset the looming deficit for the coming year.

Youth meet promotes global awareness



The global education conference at UBC in May brought students and teachers (above) together to hear speakers, such as UBC political scientist Dr. Michael Wallace (left) speaking on militarization and disarmament, and to participate in small group discussions. Tim Pelling photos.

Students observe parliament of labour



Towered over by her Como Lake Jr. Secondary class, teacher Maureen Parks (second row, third from left) said the students were impressed with range of issues debated at CLC convention. Clive Cocking photo.

By Lynne Macdonald

Shirley Carr, president of the Canadian Labour Congress, welcomed students to the recent CLC convention, which was held in Vancouver for the first time since 1974. The students, from the Sunshine Coast, Vancouver, Como Lake, and Delta, attended the conference as part of the joint labour-education program of the BCTF, the CLC, and the B.C. Federation of Labour. Some came alone; others came with their social studies or consumer education classes.

The students observed 3,000 delegates from unions across Canada discussing issues ranging from free trade to racism, health and safety to school curriculum, during the five-day convention. They heard speakers including Caesar Chavez, legendary leader of the United Farm Workers, and NDP leader Ed Broadbent.

The students received an orientation to the convention, the CLC itself, and unions in general. David Rice, education director of the CLC (Pacific region), explained the role and make-up of the "Parliament of Labour" and responded to common myths about labour such as "unions are always on strike." Rice pointed out that 95 per cent of all disputes are resolved at the bargaining table.

Tanya Nargange, a student from Como Lake Junior Secondary School in Coquitlam, said, "I didn't understand unions before I came here. I always

thought they were whining, always on strike. Now I have a much better understanding of the issues." A student from the Sunshine Coast, who came with a friend, said that she came from a management-oriented home and wanted to hear the story from a union perspective — a perspective she knew she would never receive at home.

"Now I have a much better understanding of the issues."

A highlight of the field trip was the many booths displaying articles, posters, books, buttons, and T-shirts on a range of topics from union research to apartheid and the boycott of South African products. Tracy Lukaniuk, from North Delta Secondary School, said, "I'm going to be reading a long, long time."

Students are also invited to attend the annual convention of the B.C. Federation of Labour. The chance to attend a CLC convention in B.C. won't occur for at least ten years. Students really appreciated this year's "rare opportunity."

Lynne Macdonald is the coordinator of the BCTF labour liaison program.



Don't believe everything you read in the papers!

Two years ago, the BCTF, the B.C. Federation of Labour and the Canadian Labour Congress formed a joint Labour Education Committee to develop resource materials about labour. Designed to support the curriculum, the package focusses on the history and issues of working people.

In May, the package, "Seven Lessons on Labour", was distributed to school resource centres throughout the province. The editorial response was dramatic, and is summarized below for those of you who might have missed it.

Education Minister Tony Brummet rightly noted this week that when the BCTF did an end run around the Education Ministry and school boards by sending the kit directly to teachers, it was launching a sneak attack. He is also correct when he says it is an insult to teachers.

Times-Colonist, May 15, 1988

The package has been widely publicized for more than a year. Ministry officials were present when it was discussed by a panel. On April 28, a ministry official, having received a copy, assured BCTF staff that nothing inappropriate had been done. A letter from the ministry to school boards stated that the package should be reviewed at the local level. The package itself was sent to all district resource centres — hardly a sneak attack!

The BCTF has no right to disseminate curriculum material to its teachers. We have a democratic government, elected by the people, responsible for that. Unions do not, in a democracy, establish public school curriculum.

The Province, May 16, 1988

Lesson Aids, which provides supplementary materials developed by teachers for other teachers has existed for decades. The Province does not understand the distinction between curriculum and resource materials. "Seven Lessons on Labour" was designed for the Social Studies 11 curriculum.

The BCTF insists it does not endorse political parties, but "Seven Lessons on Labour" comes very close to doing so. The New Democratic Party is portrayed as being on the side of the angels — "the party whose policies are closest to the programs, ideals, and aspirations of the trade union movement."

Vaughn Palmer, The Vancouver Sun, May 13, 1988

The quote about the NDP appeared in *Canada and the World*, a Maclean-Hunter publication available in most schools. Palmer neglects to mention

"Solidarity Forever" is the anthem of the labour movement and was key to reaching a largely illiterate population.

that it is a quote from the Canadian Labour Congress, one of the founders of the NDP, or that the next paragraph in the article states: "At the same time the Congress intends to increase its contact with the federal government, employer groups and other sectors of Canadian society and to increase its input into the government decision-making process."

The BCTF also urges that students sing "Solidarity Forever," which includes this well-reasoned view of the business community: "Is there ought we hold in common with the greedy parasite who would lash us into serfdom and would crush us with his might?"

Vaughn Palmer, The Vancouver Sun, May 13, 1988

Here's the actual suggested activity from *Canada and the World*. It appeared on the same page as an article on labour history which was the real focus.

Form a group and tape "Solidarity Forever". Try to sense the feeling the workers would have had while singing the song. Another group may make up their own union song, record it and play it to the class.

Does the song appeal primarily to reason or to emotion? Do you think it would be effective in getting people to join the union in 1912? Today?

Some of the words of "Solidarity Forever" accused the owners of being lazy and greedy. Do you think this opinion was exaggerated? Can you find evidence of this in our society today?

Perhaps Mr. Palmer was never taught the significance of this song to organizers in the 1800's the early 1900's. "Solidarity Forever" is the anthem of the labour movement and was key to reaching a largely illiterate population. The Minister of Education doesn't seem to know this bit of labour history either.

College ready to deal with complaints

By Nancy Hinds

The College of Teachers hears and rules on complaints regarding the conduct and competence of members.

With a backlog of cases on hand, the college council has put in long hours since January, working to get the discipline bylaws and procedures in place.

Toward the end of April, however, the council discovered a glitch in the Teaching Profession Act that could severely hamper the process.

According to Pauline Galinski, chairperson of the college discipline



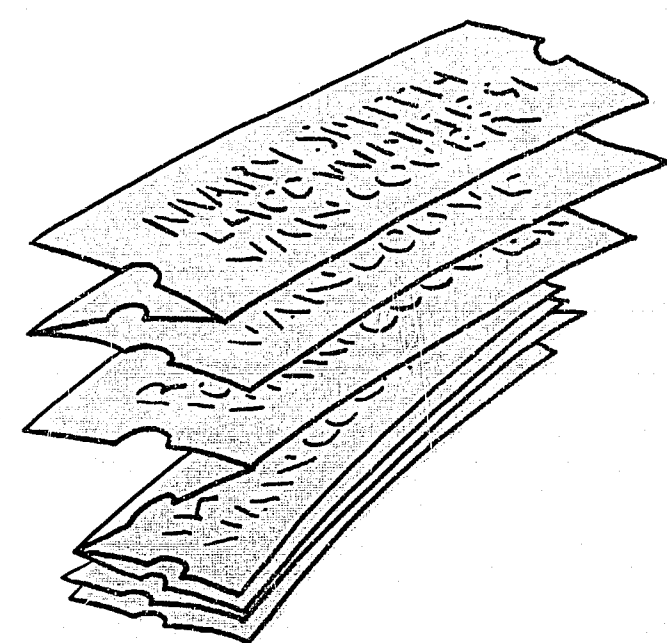
Pauline Galinski, chairperson, college discipline committee. Alistair Eagle photo

committee, under the current legislation there are two ways that a complaint reaches the college council: a report is received from a school board or a report is signed by five college members.

"This leaves no way to deal with sexual abuse charges from the Attorney-General's office or the Ministry of Social Services and Housing," says Galinski. "If the individual is no longer employed by a B.C. public school district, then one mechanism for filing a complaint to process potential decertification is closed off. Obtaining five councillors' signatures in order to

proceed is cumbersome and would eliminate those five from the subsequent investigation and hearing stages. The potential danger exists that teachers convicted of a criminal charge could still teach kids in independent schools or in another province."

The apparent solution lay in a request for a legislative change to authorize the college registrar to bring forward a



complaint involving criminal conviction or matters regarding health and welfare of children. Through this third route, the registrar would report all such complaints to the college discipline committee.

But a second glitch arose. The college council had one week to get the request on the legislative order paper before the sitting of the house ended, or face the possibility of no change for one year.

The council chose to proceed with the legislative request to expand the authority of the registrar just enough to facilitate the smooth processing of the complaints. Galinski says, "as the registrar is controlled by the college, we also guarantee that the discipline committee will draw up guidelines to limit the registrar's role. That is, for example, the registrar will not act on calls from parents or anonymous claims."

With this legislative piece in place, the council is ready to serve the profession well in the timely and pertinent treatment of all complaints brought before it.

Nancy Hinds is co-editor of *Teacher*.

Hollywood "does" teaching

HOW DOES OUR PROFESSION LOOK ON FILM?

By Gordon A. Bailey

As I hit the streets after my solitary viewing of the movie *Summer School*, a 15-year-old yelled to his friend, "You're history, man!" I was pleased that he wasn't referring to me. After all, I had been the only person over 17 in the movie theatre, taking notes to boot. Was it "You're history, man," or was it, "Your history, man"? Hearing the kid's statement on the street certainly beat hearing it in class.

That movie prompted me to make a case against Hollywood and what it is doing to teachers, noting that nurses' associations had begun *Media Watches* to uncover the depiction of nursing professionals as inane underlings or objects of pornographic submission. As educators, we also need to be alert to the images of our craft portrayed to the public. Many of the images reaffirm poorly thought-out stereotypes that are fundamentally bigoted. Humour is a most pernicious cloak, particularly for the ignorant.

One can read the times through the movies. I decided to look at some of the better-known movies of the past few years and reflect on some of the themes that may both contain and expand the public's perception of our work lives.

Films on teaching really fall into two categories: serious and humorous cinema and mass entertainment. In a way, it's interesting how much serious educational theory has crept into those movies that are targeted at the mass entertainment market. Although the focus here is on the entertainment films such as *Summer School*, *Ferris Bueller's Day Off*, and *Teachers*, the power of

such films as *Children of a Lesser God* and *Sylvia* (a study of Sylvia Ashton-Warner) is a thoughtful counterpoint. All these films (with the exception of *Sylvia*) are about secondary schools; there is no market for the portrayal of elementary-school life.

Teachers

In the film *Teachers*, we get a behind-the-scenes look at how teachers' and administrators' everyday lives is intertwined with their school life. The school secretary, after alerting us to a 10 per cent teacher absenteeism on Mondays, phones Mr. Jurel and asks, in her best primary voice: "Are we

At Ocean Front High, what do they call a guy who cuts classes, hates homework, and lives for summer vacations? Teacher.

— newspaper advertisement for *Summer School*

coming in today?" Jurel unfolds himself from his weekend lover. You can almost smell the alcohol on his breath as he says, "I'll be there." Of course, he'll be late, but the bureaucracy rolls on. The bureaucracy rolls on with ditto-mania — the school counsellor has a mental

breakdown when she is denied access to the copier by the elderly teacher who does nothing in his class but have students pick up handouts while he reads the newspaper. He later dies, in class. It takes three periods before this "tragedy" is discovered.

We are not off to a sensitive, professional start here. The school is being sued by the parents of a graduate who cannot read or write. The lawyer happens to be an ex-student who feels equally denied, even though being a lawyer does carry some weight in our society. Jurel (played by Nick Nolte) challenges her with, "Your lawsuit isn't about education; it's about money." The tension continues. The vice-principal, played by Judd Hirsch, gets caught between career friendship with Jurel the continuing, seemingly universal conflict between administration and school board, and being human. The latter, unfortunately, loses out.

In this film, the concept of teacher dedication is thrown against the values of modern, mass culture in such a way that it becomes difficult to sift out the message. Sure, "you're dedicated to kids," but you are also a bureaucratic functionary, a servant of the community with its value-bashing attitudes — the closer you get to the student, the more suspect you are, and so on. The humour so often hides the serious, the often exasperating moments that teachers know so well. These films characterize a public that likes to laugh at teachers but demands inordinate dedication.

Ferris Bueller's Day Off

Ferris Bueller's Day Off situates our society's disdain for work, or perhaps more aptly put, our job. Students need time off, too, but the lengths to which people go to deceive employers, or in this case, parents and school officials, are equalled by the "opposition's" response. The principal in this film really does make a fool of himself.

Ferris gets his day off, as do growing numbers of students today. Authority versus the spectacular individual is the model, the blueprint for all of us. The authority, the school principal, couldn't lose much more thoroughly. His need

to control, at any cost, the actions and behavior of the flamboyant Ferris is the film's major source of humour.

The overall impact of this film is to develop the most meaningless forms of resistance in teenagers, rather than help them explore their own

As educators we need to be alert to the images of our craft portrayed to the public.

victimization by mass cultural phenomena. Forms of educational resistance as explored in the literature of educational theory suggest that student resistance rarely exhibits critical understanding of the society — it fundamentally elaborates the already destructive dimensions so characteristic of the problem student. The student is therefore perceived as the one disabled. Societal culpability goes uncontested.

If you want to see what the new managers of the educational system might become as a result of Bill 20, catch *Ferris Bueller's Day Off*. The lone principal, unaided by support systems of any kind (other than a stereotyped, belittled school secretary) takes off, has his day off, chasing the kid who wants to create a day for himself in the world of cars, parades, sightseeing and food. In this case, the bargaining process is metaphorically played out with the Bueller family bulldog.

Summer School

The inherent contradictions within the schools are further explored in *Summer School*, the 1987 midsummer night's fiasco. The advertisement for this film tells more about the public's need for teacher bashing than anything else. We get tenure blackmail, bribery as a teaching method, the "imaginative" English assignment of a review of *The Texas Chainsaw Massacre*, and students' falling for the teacher, in fact, moving in with the teacher.

Students turn in textbooks they have never cracked or ones they have totally mutilated. As with all such films, the content of the learning experiences has been completely avoided; what counts in the script are the relations among students, teachers, administrators, and sometimes parents. People always learn *something*. An example is the student who spent the six-week term in the lavatory and got 91 per cent, the highest mark in the class. Is there some hidden message here about the curriculum?

But an underlying theme does break through. Educators must begin to comprehend the everyday experience of the children if they are to succeed in communicating with them. Relating to resistant, tough, hurt students is quite different from trying to make the learning experience relevant to mass culture. If all teachers had to surrender to the dictates of adolescent cultural experience (a culture shaped by adults), I'm sure numbers of people could qualify for the job. "Let's, together, find the blueprint for resistance — you tell me how to show outrage regarding modern life."

Let's stay alert

Perhaps we need to ask the question, "Who are these movies really made

for?" Intuitively, I surmise that the youth culture in which I was embedded during my summer night's outing at *Summer School* is the most likely target. We often say "Kids will be kids!" and thereby justify their actions and their thoughtfulness as well as their thoughtlessness. Which of these attitudes do these films call up?

The dilemma remains for teachers as a group. Do we sit idly by as we are characterized in questionable ways within the public domain? Do we simply laugh along with our children or our friends? I think these films present contradictory messages concerning teacher professionalism, teaching method, and perhaps, more important, the general social atmosphere in which schools operate. These concerns can't be left unattended or uncontested, particularly when they have become such a hotbed of government or public debate.

Two levels of educational complexity are at issue. One is the public perception of teachers as professionals within the current political and ideological climate. The other is how we as teachers deal with the mass cultural presentation of the lives of teachers, students, and schools. The first is related to our awareness and literacy with regard to the public perception and the necessary store of articulate defenses against unrealistic or ignorant (at times asinine) portrayal of teachers' working lives. The second concern

These films characterize a public that likes to laugh at teachers but demands inordinate dedication.

runs much deeper and demands that we begin to improve mass cultural literacy now so that future generations are both more critical and more attuned to the real lives of all working people.

Humour can cover fundamental social problems. It can also help us comprehend the complexities of powerful aspects of our culture. I urge teachers and others to see these films, talk about them, and recognize their power to shape public and personal perception. More are on the way. I haven't yet seen *Principal* or *Stand and Deliver*, a biographical film about a teacher at Garfield High in Los Angeles. There are others not dealt with here such as *Breakfast Club*. We need to keep alert to all of these. The TV commercials for the film *The Principal* don't suggest to me that thoughtful educational experiences are foremost in the minds of the producers.

If the education debate is out of hand, we have a special understanding and responsibility that can help the debate take on renewed importance. The final scene from *Teachers* shows Jurel, with conviction, taking on the administrators, the students and, in some way, the community. "Jurel, you're crazy," he hears from the crowd. "What can I say? I'm a teacher!" is his delightful, humorous and telling response.

Gordon Bailey is a former instructor at the University of Victoria.

Mammographic detection project

Women over 40 are invited to attend a new Mammographic Detection Clinic opening July 1988 in Vancouver. This pilot clinic is being established by the B.C. Medical Association, the B.C. Radiological Society, the Canadian Cancer Society, and the Cancer Control Agency of B.C., with funding from the provincial Ministry of Health.

Risk of breast cancer

In the "high-risk group are all women over 50, women between 40 and 50 whose mother or sister developed breast cancer under the age of 50.

Benefits

The benefit of mammography has been demonstrated by several studies. The Health Insurance Plan of New York reported that the risk of premature death from breast cancer was reduced by one-third in women who were screened. These results from a 1960s study were shown to be longlasting.

A 1977 study of 134,000 women in Sweden showed one-third fewer premature deaths in women receiving mammograms.

Mammograms reveal 85 to 90 per cent of all breast cancers.

Risks from radiation

The amount of radiation delivered in a mammogram is small: 0.17 centi-GRAY. This risk is equivalent to smoking a quarter of a cigarette or driving 15 to 20 miles by car.

Precautions

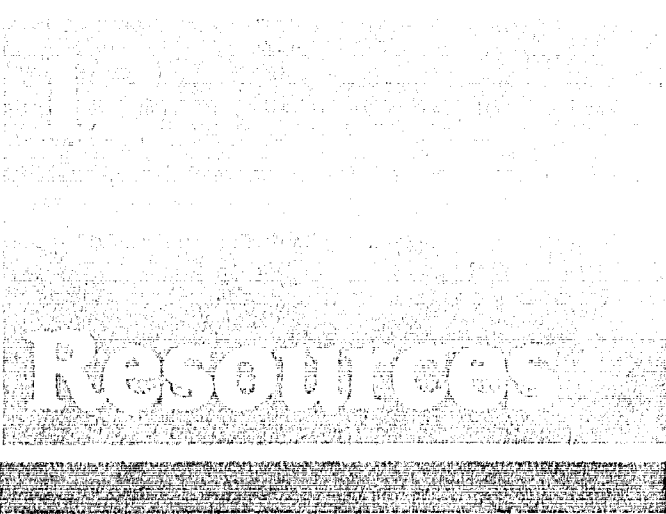
Women who are pregnant or who have breast implants should not have screening mammograms.

Women over 40 are encouraged to participate in this pilot clinic program. All women are encouraged to practise regular breast self-examination. Breast cancer, when detected early, can be beaten.

For information call: 877-6000.

Anecdotal history of Vancouver schools is rich in memories

Anyone who ever attended school in Vancouver should be interested in *Glancing Back: Reflections and Anecdotes on Vancouver Public Schools*, a delightfully nostalgic history of the city's school system. A centennial project of the Vancouver School Board, the 128-page book is rich in historical footnotes, photographs — and memories. Available for \$19.95 (\$14.95 for staff) from the VSB.



Killing us softly: advertising's image of women. Toronto, Ontario: Kinetic Film Enterprises Ltd., 1982. 1 film reel, 30 min. Sound, color, 16 mm. Credits: Editor — Jean Kilbourne. *Summary:* Analysis of the \$40 billion advertising industry reveals the powerful conditioning of its psychological and sexual themes. Available on loan from the BCTF Resources Centre.

Rock videos: Much more than music (videocassette). Women Against Pornography: produced by Roberta Pazdro, Teresa Sankey, Victoria, B.C. 1985. 1/2" videocassette (25 min.), color. *Summary:* Intended to promote discussion for young people this production uses excerpts from rock videos to illustrate similarities between pornography and rock videos. Available on loan from the BCTF Resources Centre.

Stale roles and tight buns: Images of men in advertising (kit). Produced by O.A.S.I.S., a collection of Men Organized Against Sexism and Institutionalized Stereotypes. Brighton, MA: O.A.S.I.S., 1982. 140 slides, 1 teaching guide, 1 sound cassette. *Summary:* This presentation examines male stereotypes and negative themes found in consumer advertising. In analyzing these sexist portrayals which promote unrealistic images that define and limit options open to men, this critique also offers positive guidelines for advertisers. It is suggested this presentation be shown in combination with the film *Killing us softly*, an analysis of female stereotyping in advertising. Available on loan from the BCTF Resources Centre.

The Wrath of Grapes. Free video cassette (VHS format only) which tells the story of the farmworkers fight against pesticides. Available from United Farm Workers of America, c/o CLC, 305-15 Gervais Drive, Don Mills, Ontario M3C 1Y8. Call (416) 441-3710.

The Waterfront Classroom. A new learning resource for both elementary and secondary school students. The 80-page guide, written by John Price and Harvie Walker, provides two field study outlines, background information on the Port of Vancouver and its history, and a variety of related learning activities. Available free by writing The Waterfront Classroom, Vancouver Port Corporation, 1900-200 Granville Street, Vancouver, BC, V6C 2P9.



James Laxer hosts free trade series airing on KCTS

If you want to understand the implications of Canada's free trade deal with the U.S., tune in to a five-part documentary being aired on KCTS Channel 9. "Reckoning: The Political Economy of Canada" is hosted by Canadian political analyst James Laxer and airs **Sunday at 5:00 pm beginning June 5.**

Rock Videos

IMAGES OF SEX AND VIOLENCE

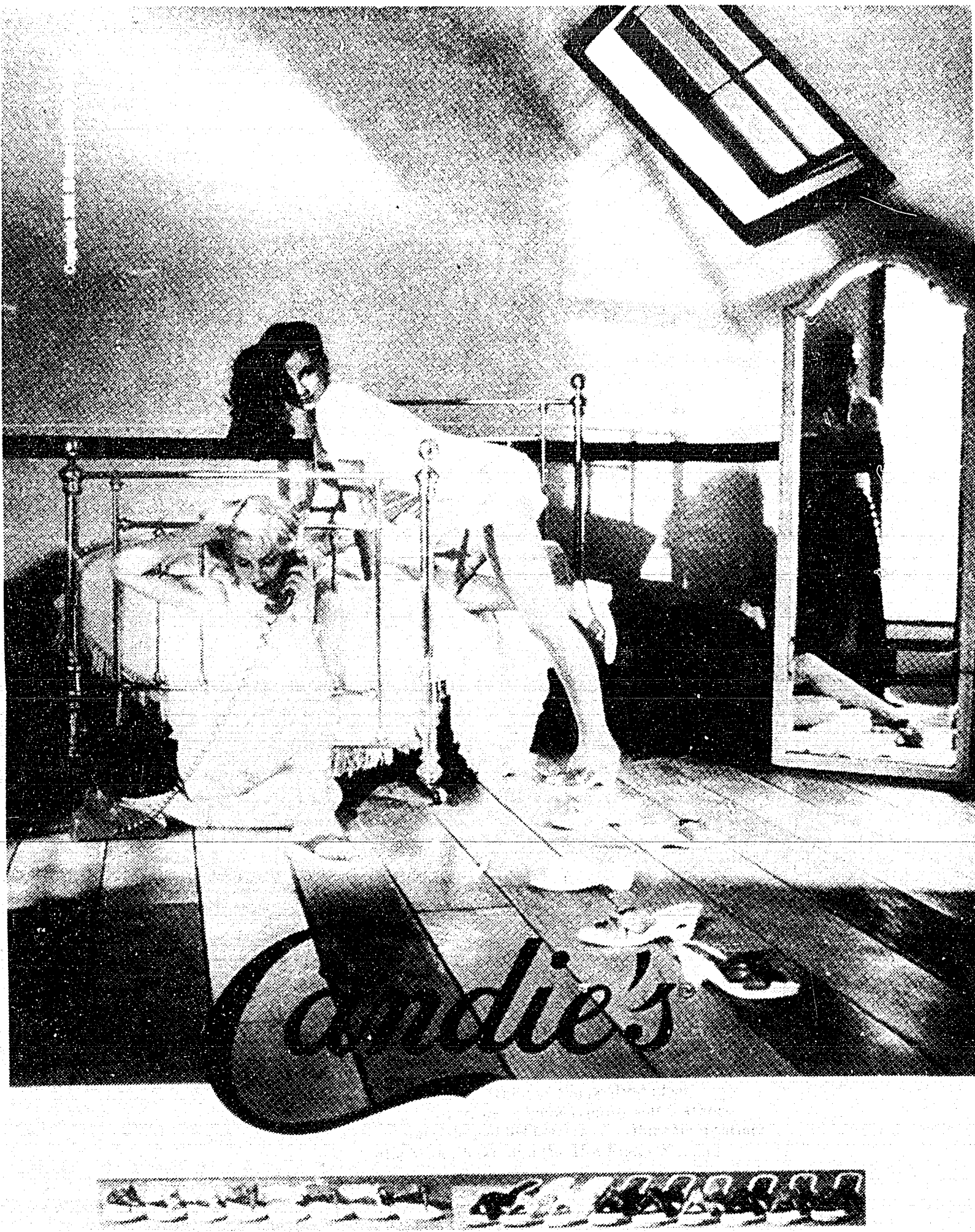
By Susan G. Cole

Fewer than 10 years ago, the term *rock video* was unknown. Now rock video is an essential element in record marketing, and there are television stations devoted solely to rock video airplay. In its first year of operation, the Canadian MuchMusic station attracted more subscribers than station managers had expected to garner in five years, surprising even the most experienced market analysts. Equally astonished were the producers of rock videos, who discovered that the main audience for these three-minute advertisements for popular songs was children aged 9-13.

Unlike ads for cosmetics and clothing, rock videos are directed primarily at a young audience that has always had an affinity for popular music. They believe this music belongs to them, and their loyalty to favorite rock groups is fierce. Their affinity may be harnessed in deconstructing rock videos, with fascinating results. When the subject is rock video, its content and meaning, students are ready to talk.

They are also prepared to listen to descriptions of the process of making a rock video. They understand that the idea is to market pop performers, using images to complement the power of the music itself. What they may not know is how much the videos cost, who makes the artistic decisions about how the video will look (they are often surprised to hear that the musicians frequently have no input whatsoever), and how rock videos are marketed (unlike other forms of advertising, record companies do not have to pay for air time). In sessions with students about rock videos, we begin with these basics pertaining to the music-recording industry.

But it is the deconstruction process that is always the most dynamic. My own method of deconstruction is inspired by feminist and feminist-influenced critiques of art, image, and their social construction. John Berger's *Ways of Seeing* is particularly useful for elucidating the point that women are surveyed by the male gaze, and E. Ann Kaplan's book *Women and Film* contains a ground-breaking essay, "Is the Gaze Male?" that elaborates on this concept. A third book about art and its institutions, *Old Mistresses*, by Roz-sika Parker and Griselda Pollack, analyzes



When the subject is rock video, its content and meaning, students are ready to talk.

how art is valued and by whom. Together the books provide the ground-work for understanding both the basic elements of feminist film theory: analysis of the content of an image, its narrative, its characters and analysis of the values embedded in the form of the image itself.

To give you a sense of these basic elements, I shall take you through a process I facilitated with Grade 12 students in a downtown Toronto secondary school. After covering some of the economics of rock video, I established that my purpose was to talk about violence and sexuality in rock videos. I told them I was going to show a rock video and wanted them to help me analyze its contents. The video I chose was by Motley Crue, a band enconced in the genre of rock music known as heavy metal. For you unfamiliar with the sensibility of this music, imagine men clad in leather playing guitars as if they were weapons. I asked the students to consider what was going on in the video, to count

the number of violent acts, to notice who were the perpetrators and who were the victims, to watch for what women were doing in the scenario (were they active or were they just standing there?) and finally, to discuss why leather clothes were so important to the scene. The students went at it with a great deal of enthusiasm. It helped that there were no heavy metal fans in the room.

The students began to see how media images harp on sex roles and stereotypes...

In fact, I detected scorn for the boys and their guitars, and that helped. Nobody felt threatened or personally criticized while the exercise was taking place. In the end, the class agreed that the video depicted a large number of violent acts, that women were often, though not always, the victims, that men were invariably the perpetrators, and that the women tended just to stand there — the word *object* came from the students. About the virtues of leather, the class was unclear. In classes of university students, I might have pressed for a discussion of the iconography of sado-masochism, but without cues from the secondary school students themselves, I was not prepared to push it. In all, the content analysis was effective. The students began to see how media images harp on sex roles and stereotypes, and they allowed that they didn't like the tendency much.

For the next step, I showed another video, this time from rhythm and blues singer Gregory Abbott. The song, "Shake You Down", describes what the singer anticipates will be a torrid sexual encounter with his date. The example was appropriate because the song was at one point number one on the charts, and I knew the students would recognize it.

The video features Abbott languishing against a wall during his reverie while the camera surveys his date preparing for the evening. The class was slightly baffled. Based on the first step of the exercise, there was nothing to criticize in the video. There were no overt acts of violence, no leather, no ugly vibrations. We embarked on a deeper analysis. What role was the camera playing? One student used the term *peeping tom* to describe the camera's invasion of a woman's bedroom. This was a breakthrough: their realizing that the camera is a voyeur and that film situations are sometimes set up as an excuse to watch women. Soon we were comparing the portrayals of the man and the woman. Though the singer was handsome, and thus to some extent himself an object, the video depicted his point of view, his imagining her. The class also noticed that although this sexual encounter contained some elements of equality, we never saw the man with his clothes off, only the woman. Through this deconstruction process, the students discovered a deeper analysis of form and the camera's point of view.

To end the session, I showed the class a video featuring Bruce Springsteen singing "Fire." Springsteen had until recently refused to be in a rock video. His record company persuaded him to do one or two, but he insisted they be videos of live performances. "Fire" is one of those videos, and it features the singer/songwriter wearing a white T-shirt and jeans, seated on a stool, playing guitar for his ecstatic fans. The video ended and the class looked at me suspiciously. What was going on? There was no violence, not even any of the more subtle objectification strategies.

Yes, but what are the words, I wanted to know, returning to the basic question of content.

One of the boys sprang up and recited: *I'm driving in my car / You turn on the radio / I'm holding you close / You just say no / You say you don't like it but I know you're a liar / 'cause when we kiss — fire.* "So what is happening here?" I asked. "He's raping her," came the reply. I had not expected the answer to come so quickly. "Really?" I asked. "No means no," called out one girl. "Yes means maybe," said a boy, and the class laughed.

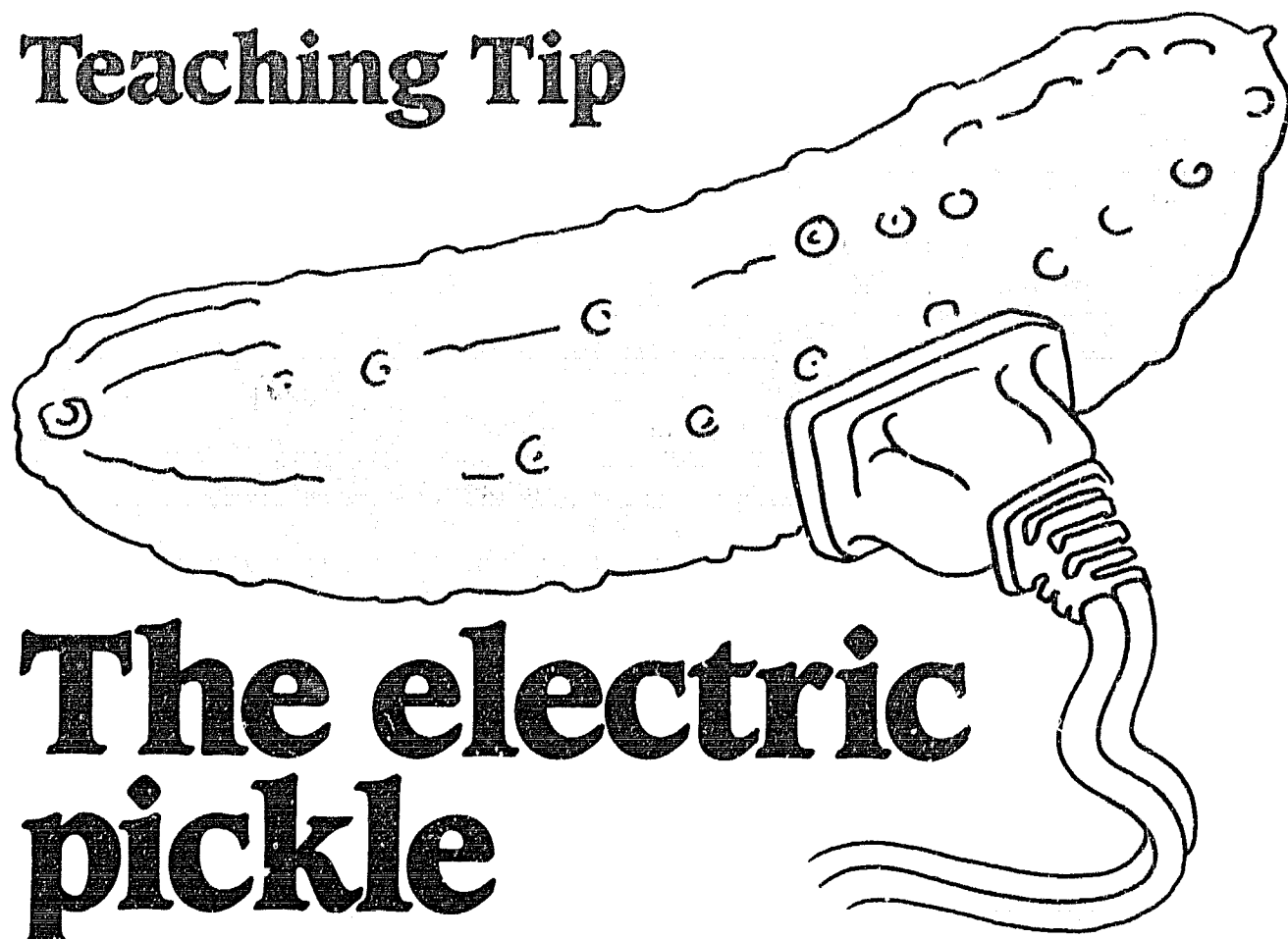
This was a breakthrough: their realizing that the camera is a voyeur and that film situations are sometimes set up as an excuse to watch women.

I was in an unusual situation. This ought to have been much harder and taken much longer. In another class, the divisions by gender might be deeper or more hostile. What was different about this class was that it had done serious work on the issue of sexual violence. I found out later one of the teachers at the school had done a session on date rape with the same class during sexual-violence-awareness week. The combination of that kind of sex education and my media strategies had made it easier for them to put things together. Those students were part of a success story.

Excerpted from "Unmasking the Media," Forum: The Magazine for Secondary School Educators (December 1987/January 1988), reprinted with the permission of the author, Susan Cole, an Ontario freelance writer.

See the Resources section for additional materials to aid in examining media images of men and women.

Teaching Tip



The electric pickle

By Kenneth H. Abramson

Curriculum Fit	Year	Program	Topics (Physical Science)
4	STEM		Electric Light Circuits
5	Exploring Science		Electricity on the Move
6	ESS STEM		Batteries and Bulbs Electric Charges and Currents
	Exploring Science		Matter and You; Changes in Energy
7	Focus on Science		Electricity

Objectives

- Students will:
- construct rudimentary voltaic cells;
 - observe that electricity can be obtained from matter;
 - use a number of scientific processes: measuring and recording data;
 - experiment with and control variables, formulating and testing hypotheses.

Materials

A variety of fruits and vegetables, headphones, sensitive voltmeter (if available), heat conductivity apparatus, and a variety of pointy metallic and non-metallic objects to be used as electrodes.

Method

As an introduction, select two electrodes, plug them into a dill pickle (or an orange), and touch the wires from a set of headphones to the electrodes as students listen. *Eureka!* An electric dill pickle. A number of hypothetical questions immediately issue from the class:

- Do other things besides dill pickles contain electricity?
- What materials may be used as electrodes?
- Does the shape of the electrodes matter?
- Does the size of the electrodes matter?
- Could you light a light bulb with an electric pickle?
- Are some headphones better than others?
- How could we accurately measure how much electricity is produced?

The above scheme can be used in a whole-class situation or a station approach. The use of a voltmeter in place of the headphones opens up new quantitative dimensions. No longer do we have "loud scratches" or "soft scratches," but 0.75 volts or 1.24 volts and the brass screw is "positive" while the galvanized nail is "negative," thus introducing polarity.

Follow-up

Experimental research: use of chemical electrolytes, parallel and series oranges, trying to light light bulbs (#45 bulbs are easiest), and run buzzers, transistor radios, or little motors.

Library research: electric cells, solar cells, photo-cells, thermocouples, thermopiles, rechargeable cells and batteries.

Pioneers in electricity: Volta, Ampere, Nernst, Ohm, Galvani, Coulomb, Faraday, Gauss, Oersted, Edison, Bell, Marconi, Tesla, Thales, Gilbert, Franklin and others.

Data Table

Electrolyte	Electrode #1	Electrode #2	Sound	Voltage
Orange	Copper wire	Galv. nail	loud	0.65V
Potato Lemon	Nail	Nail	silent	0V

Conclusions

As you can see, electric cells can be as simple as an orange with two different nails poked into it, or as complicated as rechargeable cells available off the store shelf. The above discussion of oxidation potentials is very elementary and very incomplete. It was meant to alert teachers having little science background to the fact that there is a large body of research knowledge in electrochemistry on which the principles of this activity are based. If you wish to delve further into the chemistry behind voltaic cells, use the references noted below.

Some words of caution are needed when discussing commercial cells and batteries:

- *Students should not dismantle any cells or batteries other than the zinc-carbon type. Alkalines and rechargeables contain strong electrolytes (like lye), which can cause dangerous chemical burns.*
- *Cells or batteries should not be short circuited, e.g.: a wire placed from + to — except for zinc-carbons, flashlight size or smaller). Alkalines and rechargeables may heat up and leak nasty electrolytes. Heavy-duty types may burn fingers and wires and cause fires. Rechargeables may even explode, showering acid all over the place!*

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Ken Abramson is a teacher in the Vancouver school district.

Reprinted from B.C. CATALYST, Journal of the B.C. Science Teachers' Association, Winter 1986.

Women well represented at bargaining table

By Clive Cocking

One group of winners has already emerged in this spring's bargaining: women teachers.

There are signs that more women are getting involved in bargaining — and enjoying the experience.

This BCTF goal received special impetus from the Bargaining Conference in February where, in addition to local representatives, ten women were selected from zones to attend the bargaining training school at federation expense. All ten have gone on to participate in bargaining for their locals this spring.

"The Bargaining Conference provided invaluable training," said Mary Mellis, a Status of Women rep on the Bargaining Committee and a member of S/W's Women in Negotiating (WIN) subcommittee. "The conference was very comprehensive and by the time it was over we had a pretty good grasp of the parameters and strategies involved in bargaining."

The conference training sessions covered everything from contract language to the salary case and from management rights to negotiating strategies — including a simulated bargaining session.

Follow-up interviews with the women bargainers drew praise ("excellent," "very practical") for the conference in preparing them for the roles they now play.

"The Bargaining Conference provided invaluable training"

Kathy Parker, a member of the Vancouver Island North negotiating team, found the program particularly useful for increasing her understanding of contract language and the governing labour legislation. She said the training gave her confidence to play a more active role in this, her second year in bargaining.

"I think women need their self-confidence built up as far as leadership is concerned," she said. "There's still lots of work to be done to encourage

women to step out and take leadership roles."

Sally Marr, who recently negotiated leave of absence clauses for the Prince Rupert team, similarly said knowledge gained at the conference has made her more self-confidently vocal in bargaining. "I feel I'm listened to more," she said, "because I've had that training and people know that."

More women teachers can and should be involved in bargaining.

Diane Turner, spokesperson for the Chilliwack negotiating team, said she is putting into practice one of the key messages of the training session: keeping your eye on the prize. "One of the most important things we learned is to know what you want and not to let the paid negotiators on the other side of the table distract you from that goal," she said.

A member of the Bulkey Valley negotiating team concentrating on working and learning conditions, Eileen Hatlevick said the training has made her feel more knowledgeable and prepared. "I'm really enjoying the experience," she said, "but I'm finding the time commitments to be horrendous."

Another who has learned to love life at the negotiating table is Jennifer Charlish, of South Okanagan's negotiating team. "It's always a challenge," she said, "to bargain with the people on the other side of the table and try to make them understand that what you want is what is needed."

The consensus of this group is that more women teachers can and should be involved in bargaining. The door is open to anyone who is interested and willing to make the commitment.

Mary Mellis points out that, while women comprise 62 per cent of BCTF membership, there is still some distance to go to achieve a more equitable representation of men and women in bargaining. A survey early this year found that 43 per cent of bargaining committee members are women, women make up 32 per cent of negotiating teams and 16 per cent of bargaining chairpersons are women.

The current gains in participation are significant, Mellis said, adding that she hoped it would continue with a repeat next year of the bargaining training program for women.

This learning assistance teacher suggests something different

By Marion deWit

as the time come for the cloistered learning assistance teacher to come out of the cloister and into the classroom? I hear cries of "Help! Never!" and "It won't work."

Learning assistants are traditionally seen as support specialists who consult with classroom teachers, research school files, test individuals, and develop suitable remedial programs for pupils suffering from some specific learning disability.

This individualized approach reinforces or supplements skill development in the classroom. Such separate programs work through a child's strengths. By assessing a child's learning style and designing a purposeful program for short-term remediation, the learning assistant helps the child gain new knowledge or skill that is transferred back into regular classroom work. That this system of learning support through individual or small-group instruction produces results is indisputable; scores on standardized tests do improve. But what about the development of the pupil's other attributes, his/her personality, physical growth, maturation, and socialization?

By isolating a child within the cloister of the learning assistance centre, are we promoting self-esteem? Do we test for or measure increasing self-confidence

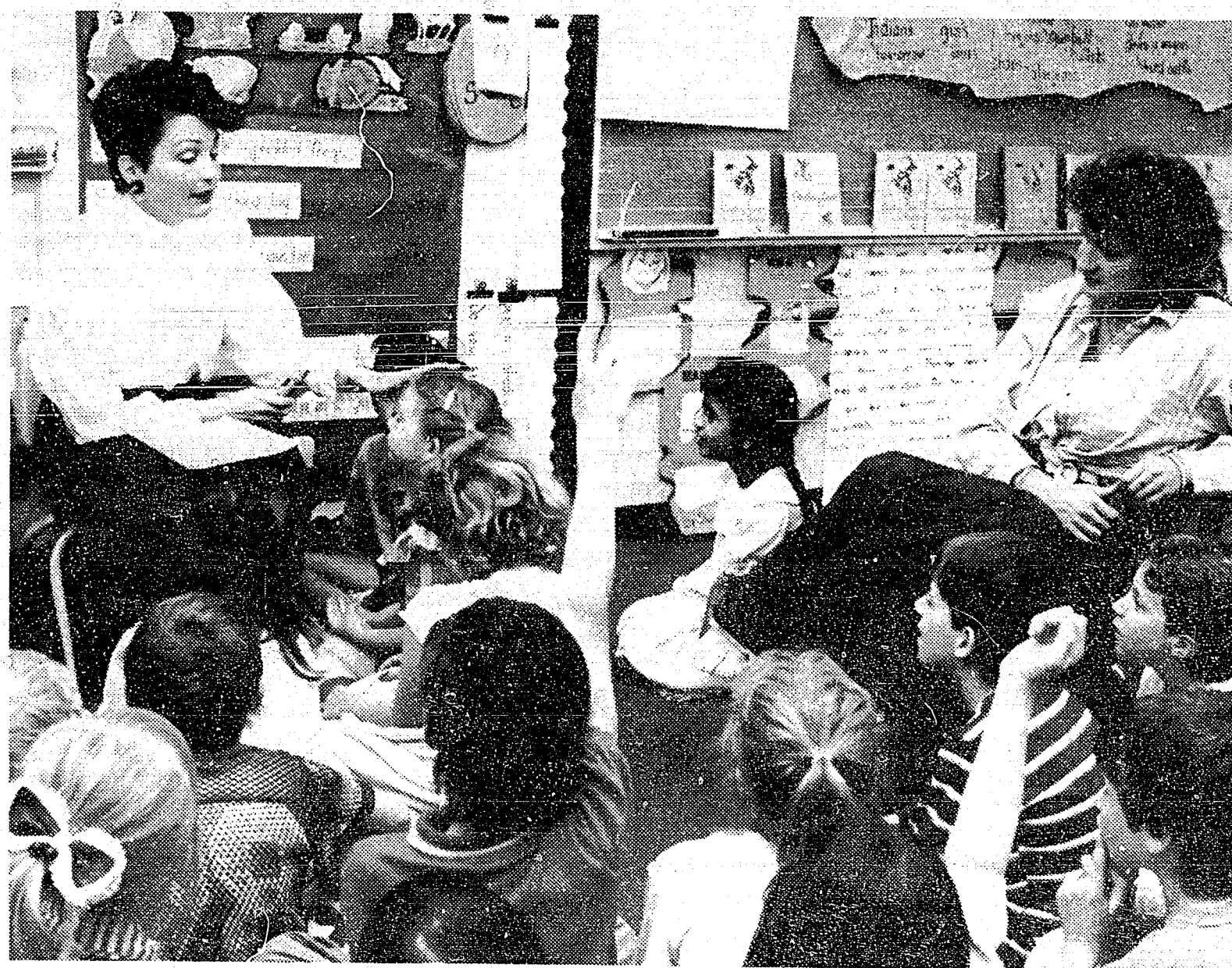
brought out by increased skill in language arts or arithmetic? How does the child feel when he/she must leave peers and go to the learning assistance centre? Has the child become a "lifer," or is the program offering optimism after short-term remediation?

Does such learning assistance serve children best?

Perhaps it's time for the learning assistant to come back to the real world and serve pupils in classrooms with their peers. Such a program must be thoroughly researched and provide avenues for enrichment of both academic skills and positive self-esteem. The individual's need of remediation, as well as the role of the peer group, are blended. Benefits to both groups, the classroom teacher, and the learning assistant are essential.

A personal success

Having run a pure pull-out program and a co-operative-consultative program, I believe there is significant merit in a combination of both. Now, after three years, I spend about 60 per cent of my time in classrooms. Of course I test, consult, plan, and monitor programs as well as teach small groups and individuals, but I am no longer working solo. The demand for my help in classrooms has grown in the past three years from one classroom to all classrooms in the school. From this, I have gained increasing knowledge of the total elementary school program. I have a greater understanding of the curriculum and how skills are developed as well as a better insight into the attitudes children develop toward learning.



Lynnell Stafford (right), grades 1-2 teacher at Prince Charles Elementary in Abbotsford, observes learning assistance teacher Marion deWit (left) guide her class through discussion of the writing process. Tim Pelling photo.

In my school, this concept developed gradually, with information initially just leaking out to my colleagues. The teacher I worked with talked with others about its success. I had attended a course on "Project Read" and being excited about its possibilities, I asked a teacher to share his class with me so that I might experiment with my new-found knowledge. As the teacher saw the program unfold, he was pleased with the results and leaked information to other staff members who began to ask me more about it. Soon I was booked for demonstration lessons. My role began to change. I was back in the classroom, team teaching, diagnosing on a different level, remediating within, and finally pulling out those who needed extra help through short-term visits in the learning assistance centre.

The children's perception of my role changed, earlier expressions of indifference ("that lady who takes those kids") giving way to eagerness to participate ("please may I come with you"). As well, my professional development was enriched, as my views broadened on the potential for remediation within the classroom.

This change is contingent on the learning assistant's having something to sell. For me, it started with a "Project Read," then "The Writing Process," "Creative Problem Solving" and "Learning and Reading Styles"; soon to be developed is "Tactics for Thinking." Interest in professional development, along with ability as a specialist to diagnose and remediate, is paramount in the success of such a program. Becoming knowledgeable in a current field of interest is the first step.

Everyone wins

Both experienced and new teachers are keen about the possibilities associated with these changes in the learning assistant's role. A positive tone has been enhanced throughout the school. The system encourages a high level of co-operation among all teaching staff within our school. Wescott-Dodd and Rosenbaum support the approach in their January 1986 Kappan article:

"The power of teaching by example cannot be overestimated, and it must play a role in curriculum and staff development. If, for example, teachers discover that they learn effectively in small groups, they are more likely to try such methods in their own classes."

Children, too, welcome me into their classrooms and also regard a visit to the learning assistance centre as a privilege. Coming for help is now prestigious, probably partly due to the fact that most students have met and worked with me in their classrooms in a positive, non-threatening situation, and partly also to the mystery of my new role. One child said, "What are you, anyway, a student teacher or a substitute?" Just the other day, one blurted out, "When are you going to become a real teacher?"

I suppose the best way to describe my new-found notoriety is that it is an "unreal experience," well worth the effort. I would find it difficult to work in isolation again. I encourage all learning assistants to use their expertise in special education, offer to share this knowledge, and wait to be invited into a classroom; before long, they may be well on their way to a new type of learning assistance program. The assets far outweigh the liabilities.

Inevitably, the children make significant gains academically, socially, and emotionally. We all know that children learn best in a positive climate, where they feel confident in themselves and are accepted by their peers. Carbo's research reinforces this theme, as she



After helping present a unit on writing, learning assistance teacher Marion deWit will meet with classroom teacher to discuss follow-up and assistance for students on an individual basis. Tim Pelling photo.

states: "Environmental preferences have significantly increased reading achievement and improved attitudes."

By working together with the classroom teachers in the child's environment, self-esteem is fostered and acquisition of knowledge enhanced. All stand to gain from the experience.

An evolving process

My professional development enabled me to act as a resource person. Initially, the program started as a team effort with one teacher. Then staff invited me to share the knowledge in their classrooms. The principal also requested that I discuss the programs at our staff meetings so that all teachers would understand my purpose and decide for themselves whether or not the programs would enrich their own. Individual, small group, and district workshops were the main methods I used to demonstrate that the learning assistant was not only a specialist dealing with learning disabilities on a one-to-one basis, or with programs for small group instruction, but also a valuable resource person open to new ideas and willing to share with colleagues the excitement of learning. Most important was the feeling of trust and comfort that developed among staff members. At no time should teachers or learning assistants feel intimidated by the process. To have such feelings is to have failed. A critical aspect of the total program is to develop a positive attitude toward learning and a strong sense of self-worth.

Fortunately for me and my staff, we have this sense of collegiality. The experience is exciting, and the learning process continues to be a challenge to all of us. The spark has become a flame. We have security in knowing that the whole team — teachers, children, administrators, and parents — appreciate and respect different learning and teaching styles. Our strategy is by no means finished or fully developed. It is an ever-evolving process that changes from week to week depending on the individuals involved, their personalities, needs, and commitment.

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Marion deWit is a learning assistance teacher in the Abbotsford school district and a member of the language arts curriculum revision working committee.

Teachers' Pension Plan is in good shape

By Bruce Watson

The federation office has received an information circular being distributed in one school district that indicates teachers should be aware of "a potential problem with pension plans in general, and the teachers' plan in particular." In addition, teachers have told us that other people in the financial world are making similar remarks.

I do not wish to put all financial planners in the same category — some do understand our pension plan, but many do not.

First, the Teachers' Pension Plan is governed by a statute of the B.C. legislature. *The statute promises that a pension benefit will be paid.* The pension fund currently totals \$2.28 billion, and is invested in bonds guaranteed by a provincial government or by the federal government. Each month, the B.C. government contributes about 9.3 per cent of all teacher salaries to the fund. Your contribution is about 6.6 per cent.

The pension plan is in good shape. Second, some of the people in the financial business are suggesting that life insurance is a preferable method of providing future income for a surviving spouse rather than one of the options available from the Teachers' Pension Plan. Financial planners who know and understand our plan say that such a method may be useful to selected persons, but for many the insurance route is probably not the way to go.

Choosing your pension option at retirement is a big decision you should make only after you have taken into consideration all your assets, income flow, liabilities, lifestyle, future income of you and your spouse, your health and so on.

The Superannuation Commission will furnish you with any combination of options you wish within the general categories of 5-, 10-, 15-year guarantees, joint life and last survivor, and temporary annuities. For instance you can choose to take all your pension on joint life with a named beneficiary, or you can take a portion on joint life and a portion with a 5-, 10-, or 15-year guarantee. This means that you can choose your pension to suit your own needs.

Make sure you understand all the options available to you, and make sure you understand exactly what you are buying if you choose the insurance route.

The Retired Teachers' Association and the federation will continue to hold retirement planning seminars throughout the province in 1988-89, and we urge all members over age 45 to attend and learn not only about the pension plan but also about a wealth of information which will help you in your planning.

Bruce Watson is the co-ordinator of pension and benefit plan matters.

Current fund status

The following is the position of the Teachers' Pension Fund as of March 31, 1988:

Annual rate of return as of March 31, 1988	9.5%
Annual Canadian CPI	4.1
REAL RATE OF RETURN	5.4%

The current rate of return on assets in the pension fund on March 31, 1988:

Fund A — securities purchased before January 1981	(\$520M)	9.5%
Fund B — securities purchased since January 1981	(\$1.550B)	9.7%
Fund C — Inflation-Adjustment Account Interest	(\$178M) (\$ 39M)	9.3%
TOTAL FUND	(\$2.287B)	

Teachers retired

Elizabeth M. Ackerman, Chilliwack
Giffard A. Allan, New Westminster
Pearl R. Anderson, Alberni
Henry A. Baergen, Peace River North
Shirley Bailey, New Westminster
Madelyn N. Barber, Central Okanagan
Brian N. Bassett, Victoria
James A. Bowman, Delta
Pauline M. Bradley, Powell River
Kurny Bradsen, Burnaby
Ardell I. Briscoe, Vancouver
Daniel L. Bristow, West Vancouver
Beverley J. Brown, Surrey
Angus C. Campbell, Victoria
Leroy O. Campbell, Burnaby
Elsie A. Carr, Vancouver
Peter J. Caulfield, Fernie
Jean M. Chorzempa, Creston-Kaslo
Gertrude Christophersen, Cowichan
Shirley L. Clingman, Vancouver
Kenneth R. Coverdale, Kitimat
Edward J. Curtis, Victoria
Doretta M. Davis, Lake Cowichan
Lyvonne M. Debruin, Quesnel
Donald L. Delparte, Abbotsford
John R. Denley, Sunshine Coast
Gerald E. Didlick, Maple Ridge
Arthur W. Dixon, Cowichan
Diana E. Doe, Bulkley Valley
Bruno J. Dombroski, Sunshine Coast
Florence E. Dougall, Vancouver
Yvonne N. Du Beau, Peace River North
Maria M. Durling
Gerald B. Elliott, Langley
Enid E. Errington, Burnaby
Arthur O. Erwin, New Westminster
Doreen M. Fanson, Vancouver
Joan F. Fanthorpe, Victoria
Ronald V. Fenwick, West Vancouver
Vera E. Findlay, West Vancouver
Arthur R. Fletcher, Lillooet
Mary C. Florio, Burnaby
Leonard J. Fowles, Kamloops
Hermione Frey, Victoria
Douglas K. Fraser, New Westminster
Dorothy L. Gibbons, Campbell River
Douglas R. Gibson, Chilliwack
Ronald G. Gibson, Nanaimo
Donna J. Gilbert, Quesnel
Allan R. Goldie, Vernon
Thomas Good, Castlegar
Geoffrey L. Goodship, Campbell River
Eleanor C. Goulding, Surrey
Nora G. Grogan, Powell River
Sydney S. Hale, Coquitlam
Robert F. Harrington, Arrow Lake
Norma J. Hawkes, New Westminster
Joanne P. Hawley, Shuswap
Donald R. Hill, Alberni
Greta D. Hill, Alberni
Earl W. Hilsden, Campbell River
Patrick L. Hogan, Courtenay
Edgar B. Horne, Victoria
David A. Hume, Campbell River
Todd A. Hutton, Victoria
S. Ruth Jacknowicz, Nanaimo
Drusilla Janyk, Comox
Derek N. John, Powell River
George W. Johnson, Kamloops
William B. Johnston, Fernie
Rene Jolicoeur, Richmond
Ethel L. Jones, North Thompson
Nicholas Keis, Princeton
Loella M. Kernersted, Prince George
Mary A. Kindratsky, Port Alberni
Lillian P. Klingman, Nanaimo
Irving J. Knight, Courtenay
Harold H. Kunka, Peace River North
Shirley A. Kuwaluk, Peace River North
Lydia Labrecque, Port Alberni
Jacqueline V. Langdon, Campbell River
Mary D. Larkin, Coquitlam
Thomas C. Larkin, Surrey
Roderick L. Larocque, Vancouver
Jean D. Lawrence, Bulkley Valley
Mary E. Lessard, Alberni
Kwong-Hua Liew, Surrey
Lilian W. Lind, New Westminster
Leona M. Lindsay, Comox
Brian A. Loadman, Kamloops
Phyllis M. Lott, Vancouver
Arne-Kjell Lund, Vancouver
Charles F. MacLean, Vancouver
William D. MacLeod, Kelowna
Geraldine F. McDonald, Kamloops
Samuel J. McDowell, Surrey
Evelyn M. McIntyre, Fernie

Kenneth L. McLean, Vancouver
Bernard McNally-Dawes, Kelowna
Peggy Magnone, Vancouver Island West
Harold C. Martin, Castlegar
Thomas A. Meikle, Vancouver
Elsa C. Miller, Langley
W. Gordon Muffai, Kamloops
James Mulholland, Vancouver
Hilda M. Murray, Howe Sound
Fern M. Mustard, Prince George
John N. Nelson, Sooke
Emma G. Nering, Vancouver
Barbara K. Nickerson, Burnaby
Charles G. Norman-Martin, Burnaby
Ernie O. Nyhaug, New Westminster
Margaret V. Ohanjanian, Langley
Beatrice P. Oswald, Campbell River
Peter F. Owen, Cowichan
Ailsa R. Pearse, Gulf Islands
Eugenie M. Pelletier, Fort Nelson
Virginia E. Peters, Peace River South
Paul C. Pezel, Qualicum
Olivia Planidin, Courtenay
Paul Planidin, Coquitlam
James W. Poetker, Delta
Norman K. Preston, Victoria
Colin J. Pryce, Castlegar
Margaret M. Purdon, Qualicum
M. Joanne Push, Golden
Alice M. Reist, Qualicum
Nancy S. Richardson, Prince George

Teachers remembered

In-Service	Died	Last Taught In
Edith L. Barber (Brown)	October 4, 1987	Kitimat
Drina F. Baxteer (Davidson)	July 5, 1987	Victoria
Caroline G. Burke	December 10, 1987	Victoria
Kenneth a. Cabianca	February 15, 1988	North Van.
William C. Cross	February 2, 1988	Sunshine Coast
Robert E. Dearin	July 26, 1987	Windermere
Barbara E. Gilmore	December 19, 1987	Penitcton
Robert M. Katzer (Todd)	August 5, 1987	Surrey
Ann C. Olson	December 23, 1987	Bulkley Valley
John M. Robest	May 19, 1987	
Helen Romanuk (Prosak)	October 2, 1987	Coquitlam
Lona Senior (Symonds)	January 31, 1988	North Van.
Gail L. Vansacker		
(McGarrigle)	December 21, 1987	Alberni
Sheila M. Watson (Ford)	September 22, 1987	Maple Ridge
Retired	Died	Last Taught In
Boyd Acteson	December 20, 1987	Vancouver
Dora Albhouse	September 26, 1987	Victoria
Frances Banks	January 8, 1988	Summerland
Vina J. Bartindale	February 4, 1988	Chilliwack
Myrtle Batcheler	November 19, 1987	Vancouver
Eve N. Beet	February 19, 1988	Okanagan
Nancy Bennett (Drinnen)	January 10, 1988	Coquitlam
John Blain	October 20, 1987	Vancouver
Dora Blake (Young)	January 7, 1988	Sooke
Kathleen Boone (Esch)	October 24, 1987	Victoria
James Brown	February 9, 1988	Vancouver
Arthur Burns	March 31, 1988	Vancouver
Mary Campbell (Bardsley)	December 8, 1987	Vancouver
Wilma F. Campbell	February 16, 1988	Vancouver
Stewart Carpenter	January 23, 1988	Langley
Alfred Clotworthy	December 30, 1987	Smithers
William Colclough	September 21, 1987	Chilliwack
John Cowan	September 18, 1987	Delta
Orvy Davidson	October 16, 1987	Surrey
William Davies	January 12, 1988	Vancouver
Olive Deasty		
(Wright/Taylor)	October 25, 1987	Agassiz
Patricia Dillon (Cloeman)	February 13, 1988	Coquitlam
Ethel Dixon (Dunlop)	October 18, 1987	Langley
Harry Dow	January 1, 1988	Penitcton
Ellen Fennell (Moore)	October 15, 1987	Kamloops
Norman Finnigan	April 15, 1988	Maple Ridge
Gladys Forbes (Tanner)	November 24, 1987	Victoria
Norman Forbes	November 2, 1987	Victoria
Richard Found	March 23, 1988	Vancouver
Georgette Fournier (Perron)	December 21, 1987	Kelowna
Jean Fraser	April 12, 1988	Vancouver
John Fulton	September 29, 1987	Vancouver
Charles Gibbard	February 5, 1988	Victoria
Dorothy M. Gourlay	January 7, 1988	Coquitlam
Kathleen Gray (Arkell)	December 6, 1987	Cowichan
George Griffin	July 2, 1987	Vancouver
Mary Hamilton	December 28, 1987	Victoria
William Hawkins	February 24, 1988	Nanaimo
John Hemmingway	April 15, 1988	Surrey
Alice Henriksen (Cawdill)	November 3, 1987	Kitimat
Annie Hine (Olson)	January 10, 1988	Van. Island N.
Ronald Hodgson	October 30, 1987	Vancouver
Phyllis Hodson	March 2, 1988	Vancouver
Katharine Hill	October 17, 1987	Nanaimo
William Hooper	October 1, 1987	Victoria
Evelyn G. Imrie (Shields)	August 21, 1987	New West.

Marion E. Robertson, Alberni
Glenn W. Robinson, Vancouver
Leon R.J. Rodis, Nechako
Frederick F. Roots, Vancouver
Donald A. Ross, Vancouv
Martha Roxborough, Peace River North
Bruce T. Rutherford, Surrey
Margaret Scott, Peace River South
Dorothy A. Sheppard, Creston-Kaslo
Milton C. Sheppard, Central Coast
Frederick J. Stevens, Vancouver
Melvin G. Stevens, Central Okanagan
Joseph B. Swinton, South Cariboo
Celine M. Taylor, Victoria
John Teerling, Surrey
Madeleine J. Therrien, Richmond
Geraldine B. Thomson, Nechako
Bachan S. Toor, Delta
Joan E. Uvanile, Nanaimo
Hilda K. Voth, Saanich
David M. Waddington, Kamloops
Brian F. Walton, Delta
Pearl M. White, Campbell River
Frances Wilbers, Vancouver
Donald E. Wilson, Victoria
Eileen A. Witewaal, Kamloops
Rachel E. Witherspoon, Peace River South
George Zaklan, Surrey
Katherine L. Zentner, Coquitlam
Evelyne M. Zoerb, Peace River North

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doing leatherwork, when they should be doing academics."

The program has also been hurt by financial cutbacks, he added, pointing to the lack of materials, equipment and money for field trips.

"It's under-funded and under-staffed," Gogag said. "The parents are not satisfied that their children are getting the quality of education that they should. Some of our kids have personal problems — we need a child care counsellor."

But despite the problems, he said, "the students feel that this is their own place, their own space and they feel good about coming here." Many are doing well academically and feeling confident about going on to the regular high school — which is a major aim of Spirit Rising.

"A lot of my students from last year wanted to go into regular high school, and often you didn't hear that in the past," said Gogag. "That's a good sign, that they" : saying, 'Hey, we can do it.' They feel good about themselves and they want to get into a regular high school."

Doris James	January 25, 1988	Vancouver
Cyril Janeway	January 8, 1988	North Van.
Fred Jarrett	October 2, 1987	Surrey
Ethel Jerrard	November 19, 1987	Qualicum
Lorne Johnson	April 1, 1988	Burnaby
Jean Keir	April 10, 1988	Vancouver
Rose Keirnan (Killoran)	July 30, 1987	Nelson
Grace Killip	November 28, 1987	Delta
Dorothy Knowler (Vyse)	November 19, 1987	Trail
Pamela Koczapska (Hult)	August 29, 1987	Chilliwack
Barbara Lang	December 5, 1987	Victoria
Ella J. Law	January 3, 1988	Vancouver
Allan Lawson	October 9, 1987	Vancouver
Eric Learoyd	May 9, 1988	Victoria
Stephen Leskard	January 26, 1988	Vancouver
Evelyn Lewis (Duckett)	December 21, 1987	Vancouver
Ruby Lidstone (Drasching)	September 28, 1987	Shuswap
Betsy Linn (Crowder)	November 27, 1987	Creston
Marion Lusk	March 1, 1988	Vancouver
Michael Lutack	April 19, 1988	Surrey
Cecil McCartney	November 30, 1987	Vancouver
Anne McClymont	September 19, 1987	Kelowna
Ida McDonald	December 7, 1987	Abbotsford
Margary McIntyre	November 3, 1987	Vancouver
Robert Malcolmson	August 30, 1987	Surrey
Doris Mann	February 25, 1988	Vancouver
Glady Martel (Hunt)	October 4, 1987	Kelowna
James Maxwell	April 4, 1988	Burnaby
Mary Meek (Fawcett)	September 12, 1987	Shuswap
Margaret Michie	November 28, 1987	Penitcton
Kathleen Miles	March 28, 1988	West Van.
Helen O. Mills	January 29, 1988	Quesnel
Reginald Mills	October 29, 1987	Victoria
Hannah P. Mitchell	November 4, 1987	Victoria
Joseph Moore	November 14, 1987	Vancouver
Hugh Neave	March 6, 1988	Kamloops
Dorothy Nelson	December 1, 1987	Vancouver
W. Douglas Noel	February 2, 1988	Penitcton
Edgar Perkins	November 2, 1987	Trail
Victoria Plueckhahn (Watchicoski)		
Katherine Raftery (Brewer)	October 22, 1987	Nanaimo
Sybil Reay	April 20, 1987	Vancouver
Helen Reith	January 15, 1988	Victoria
Mary Reynolds (McGratten)	July 26, 1987	Kamloops
Jessie Richmond (Shea)	September 6, 1987	Vancouver
Grace Robb	February 13, 1987	Nanaimo
Albert Russell	April 13, 1988	Vancouver
William Russell	April 4, 1988	Vancouver
Pearl G. Schlitt	September 9, 1987	Vancouver
Clarence Schmok	January 23, 1988	Richmond
Beatrice Sellect	August 18, 1987	Vancouver
Marg Shaw (Ritchie)	January 27, 1988	Merritt
Albert A. Shipton	August 11, 1987	Maple Ridge
John Skerry	November 14, 1987	Penitcton
Hubert Smith	January 24, 1988	Burnaby
Evelyn Southwell	January 6, 1988	Nanaimo
Audrey Stewart (Snook)	December 14, 1987	Vancouver
Caroline Surtees	December 29, 1987	Alberni
Bernard Taylor	December 7, 1987	Sechelt
Edwin Tuley	October 11, 1987	Vancouver
Henry Vogel	June 2, 1987	Vancouver
Grace Walton	February 2, 1988	Windermere
Margaret Wheatley (Riesterer)	August 30, 1987	North Van.
Dora Wilcox		
Carson Williams	November 2, 1987	Trail
Jean B. Wilton	March 5, 1988	Victoria
Helen Witt	February 27, 1988	Hope
Barbara Wood	January 18, 1988	Chilliwack
Ernest Worth	April 4, 1988	Victoria
	November 11, 1987	Kelowna
	December 15, 1987	North Van.



Class of '88, in the Cowichan district, plans graduation festivities, with a mixture of optimism and concern about college and university places and satisfying careers at the end of it all. Don Service photo.

The Class of '88

What's Next?

By Geoff Hargreaves

Sugary sentiment and ingenuous expectations are a mandatory part of every valedictory ceremony but the high-school students who applaud them are not all as naive as the applause might indicate. Though they may be ignorant of details, some students have already made a very shrewd assessment of the general difficulties that lie ahead.

More often than their GPA, students' finances turn out to be a limiting factor in their choice of college or university. Arvon would like to go directly into UVic's education program but simply can't afford to do so. By postponing her entry into university and taking courses at the community college near home, she hopes to be as little as \$10,000 in debt when she gets her B.Ed. She has heard that by 1993 there may be a demand for teachers.

Ben expects that to qualify as a medical doctor will cost his family close to \$100,000. He's going to Queens, lured there by the prestige. His brother and sister are both at UBC and he describes his decision not to join them there as "the hardest of his life." He is convinced that "there will always be a job out there," if he tries hard enough.

Jason is also hoping to go into medicine and by studying within the province he hopes to qualify at a cost of \$56,000. He too is confident of finding employment, having been assured that "there can never be a shortage of doctors as long as people keep getting ill."

Sheila wants to study Spanish but is faced with a dilemma. She can't afford to leave Vancouver Island to attend university but feels that UVIC doesn't provide a Spanish program of any distinction. In August she is leaving for Mexico City, hoping to find work in a language school there, "as a start. . . ." she writes, adding, "I hope those three dots don't turn out to be just zeros."

Brian is going to SFU to escape the insularity of Vancouver Island. He'd

like to go as far as Berkeley but can't afford it. His eyes are set on the graduate school of history but his greatest fear is to become an "academic stocking-stuffer, just a body in grad school, smart enough to be there but not smart enough to become the protege of a distinguished professor." He hopes that scholarships will minimize his debts upon graduation.

"The high cost of a degree is slowly closing the doors of the professions to children of working class families."

Hilary is going to Skidmore, the small liberal arts college in Saratoga Springs, New York. Faced with out-of-state fees in US dollars, she expects to be paying \$15,000 per year. However, she feels the expense will be offset by the very low student-teacher ratio and the fact that 95 per cent of the liberal arts faculty hold a Ph.D. degree. She won't run any risk "of being taught by undergraduates." She doesn't expect to be in debt after graduation. She concedes she is lucky. She plans to work in the expanding field of geriatrics.

David, who plans to study psychology at UBC, is very unusual in displaying a sense of indignation. "The high cost of a degree is slowly closing the doors of the professions to children of working class families. But nobody seems to mind, not even the working class students who just accept this state of affairs as if it's totally natural." Promised annual summer employment in the Alberta oil patch by an uncle, David hopes to break even on his education.

Geoff Hargreaves is a teacher in the Cowichan school district and a member of the editorial board.

Post-secondary education

A CONSUMERS' REPORT

By Stephen Scott

The Canadian Federation of Students recently released "The Quality of Post-Secondary Education — A Consumers' Report," the results of a four-month study. The report concludes that after six years of restraint, students at colleges, institutes, and universities in British Columbia are paying far more and getting far less.

Government funding has not kept pace with inflation nor with demand for post-secondary education. While the cost of living rose 44.7 per cent from 1981 to 1988, college/institute and university operating grants rose only 16.5 per cent. Enrolment increased 17 per cent over the same period. Institutions are now trying to teach 17 per cent more students with 30 per cent less funding support.

What are the results? Faculties have been reduced, thereby increasing student/teacher ratios and teaching loads. In response to larger classes, teachers have turned to more lectures, simplified course content, fewer course assignments, increased use of multiple choice examinations. Student/teacher contact time has been reduced. Labs, libraries, and sports facilities have been overworked. Teacher morale has suffered; the quality of education has deteriorated.

At the same time, tuition fees have increased dramatically. From 1981 to 1988, fees have risen 150 per cent at the colleges and institutes, 125 per cent at the universities. In addition to tuition fees, institutions now charge "incidental fees" for everything from the right to apply for admission, to program calendars.

While we all pay federal and provincial taxes to support post-secondary institutions, high tuition means that only the wealthier members of society can use the service. Ironically, high fees exclude those disadvantaged groups that could benefit most from higher education. As a society, we do not accept user fees for medical care, and we should not accept user fees for post-secondary education.

Student loans and grants, originally introduced to increase access to education for disadvantaged students, also took a beating during the restraint years. As a result of lobbying by CFS, the provincial government has reintroduced grants for students in their first and second years, increased funding for parents, and established a debt ceiling of \$12,000 for a first degree.

There are some strings attached. "Personal Responsibility Requirements" means that students must work for pay or do volunteer work for free or be in school, in the months preceding their attendance at a post-secondary institution. Eligibility for grants or loan

remission can be affected if the conditions are not met.

Still, students who took on serious financial burdens to pay high tuition fees to attend overcrowded classes taught by overworked faculty, may have been the lucky ones. Since 1987, many students have been turned away from institutions that have simply exceeded their capacities. Langara turned away 800 qualified students, Douglas College turned away 600. At the University of Victoria, 800 students were unable to register in one or more classes.

Institutions are now trying to teach 17 per cent more students with 30 per cent less funding support.

The B.C. Association of Colleges commissioned a study of projected enrolment for the fall of 1988. It predicted that with current funding levels, an *undercapacity* of 3,000 FTEs could be expected in September. Paul Ramsey of the College-Institute Educators Association has suggested that as many as 7,000 individuals may be denied entry.

The BCAC report concluded that "some applicants apparently believe that they have or should have, the right to attend the institution of their choice and take the courses of their choice at the time of their choice. This perception falls outside the realm of 'reasonable expectation' for any institution or college system."

Apparently the provincial government agrees that access to post-secondary education is not a "reasonable expectation" of all interested or capable secondary students. After receiving the BCAC report, which called for additional funding to meet increased demand, the government increased funding for the college and institute sector by less than 1 per cent.

At press time, the provincial government had announced an extra \$2.6 million for BCIT and \$8.3 million for community colleges. Colleges say they are still \$6 million short.

Stephen Scott is a researcher with CFS. For more information about conditions in post-secondary institutions, contact the Canadian Federation of Students — Pacific Region, at 47 East Broadway, Vancouver, BC V1Y 1V4; 877-18391832.

Spirit Rising

Spirits are up at Spirit Rising, an alternative education program for native children in Vancouver's East End.

Susan Phillips' mixed grades 1-3 class is full of happy, smiling faces and several of the children are eager to show their practice work in native art forms and leatherwork.

In Laura Rudland's mixed grades 4-6 class, the children want to talk about

the stories they're reading, their work in native studies and the Friday afternoon cultural session, when they receive instruction by practising native artists and performers in traditional arts, crafts and dance.

After setting his grades 7-8 class to work on math exercises, head teacher

Vince Gogag frankly admits that behind the friendly, homey atmosphere he and his colleagues are waging a serious, difficult struggle to give city-dwelling native children a good start in school, while increasing their awareness and pride in their cultural heritage.

"Spirit Rising was intended to be a

regular school, meaning the objective was that we should have C+ average kids coming here, but that has not been met," said Gogag, a native Indian originally from Kitwancool. "We still have a lot of problems, we have a wide range of abilities. It's quite a challenge."

Spirit Rising, located in a cluster of portables adjacent to Grandview Elementary School, is one of four alternative programs operated by the Vancouver School Board for 1,500 native students. The city-wide scheme, which began six years ago, is supported by native Indian education specialists, home-school workers and cultural enrichment workers.

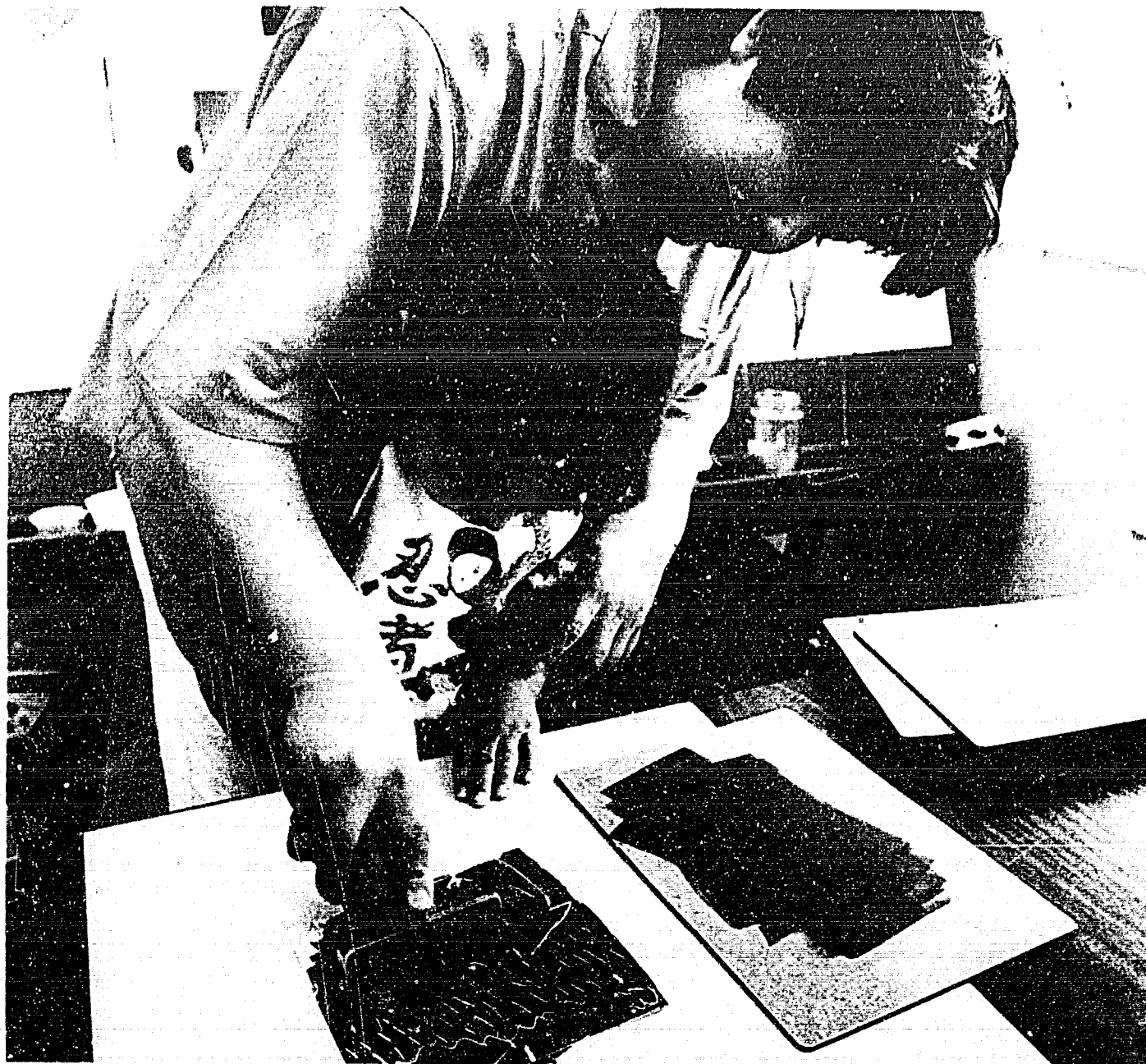
Specifically, Gogag said, Spirit Rising has the goal of addressing the twin problems of high native dropouts and loss of cultural heritage. The program, which serves 40 students, down from 60 a few years ago, is run by three native Indian teachers and one Indian alternate program worker.

What makes it a difficult challenge, he said, is that the program serves a very diverse population — native children from all over B.C. and some from the prairies — which is very transient, has a high unemployment rate and many social problems. The children need extra attention in their academic work, particularly in language skills, but often, he said, the family support is not there.

"I would say our main obstacle is the lack of family support," said Gogag.

In fact, some parents, he went on, are opposed to the cultural program. "They said the children are just sitting around in a circle, drumming and singing, or

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In Spirit Rising art class, teacher Susan Phillips (above) shows a student how to apply paint by roller to artwork project while others (left) create paper collage. Tim Pelling photos.

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