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# Teacher

## Poverty hampers learning



Inner-city schools like Douglas Park Community School, Langley, have a large proportion of the student population coping with poverty.

## Canada's sad little secret: child poverty

by Michael Scales

There is a darker look in an assembly of students at my school than in an assembly in a richer neighbourhood. It comes from the clothes that are washed less frequently due to the cost and complications of taking them to the local laundromat. It comes from the clothes that are older since many of them are from the school's free clothing exchange. It also comes from the tan complexions of the students. The tans are partially from the larger percentage of Hispanic and Aboriginal students, but also from the reality that these students have to play outside much more often than richer students since the apartments they live in are so small and so crowded. Of course, the smiles are just as bright, especially when they hear who won the free hamper of food or when they are enjoying a free breakfast.

On a daily basis, at Douglas Park Community School, we come face to face with a sad little secret in Canada: childhood poverty. It's thought that

since we don't have the movie version of poverty, with crippled children begging in the streets, we don't have poverty, but that ignores the reality that Canada's childhood

*They know our society blames the victims of poverty for their own misery.*

poverty rate is officially a crippling 20.5%. One child in five lives below the low-income cut off (LICO) of Statistics Canada that is typically considered the poverty line for industrialized countries. Our rate of childhood poverty has steadily risen since 1981, when it was 15.1%. The United States is now the only other industrialized country with a higher rate of childhood poverty. Our children don't beg on the streets because, as an industrialized country, we force their parents to beg in the welfare offices.

The frustration with this secret is that the victims who are trapped in the cycle of

family poverty are unwilling to talk about it. They know that their family's poor nutrition affects school achievement and therefore their chances to get a good job. For some of the families at Douglas Park Community School, admitting that they are living below the poverty line only makes them feel more degraded and humiliated. They know our society blames the victims of poverty for their own misery. At my school in downtown Langley, which is in a suburb of Vancouver, we're sensitive to this desire for secrecy. So we don't tell many people that we discourage most of the typical classroom fundraising activities because the parents

*Teaching in an impoverished neighbourhood is like being an orchid farmer in an acid rainforest.*

don't have any extra money. We refer to the nearby low-rent apartments with the polite euphemism "inner-city

funded neighbourhood."

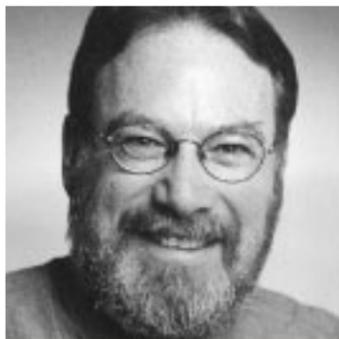
We do receive "inner-city funds" from the Ministry for Children and Families to operate a free lunch program and an all-day Kindergarten. Unfortunately, the Ministry of Education does not supply additional "inner-city funds" to our school. Nonetheless, to meet the added needs of our students, our school has obtained a variety of community donations. The donations are used to provide such services as the YMCA Daycare, the Explorations Program, the Boy's and Girl's Club, the Big Buddy Program, and the Read-To-Me Volunteers.

Needless to say, community donations have limitations. For example, we have one of the biggest supply expenditures in the district, partially because of our increased search for community donations and partially because many of those supplies are just taken by students to homes that can't afford their own paper or pencils. Unfortunately, those added expenses, compensating for the neighbourhood poverty, are taken

See POVERTY page 4



President's message



David Chudnovsky

Late last spring I was scheduled to meet for the first time Charles Ungerleider, the deputy minister of education. As I was leaving school the night before, a colleague gave me some advice: "Make sure you talk to him about accreditation. Something has to be done."

All the teachers at our school had put hundreds of hours into accreditation in the preceding two years. They had attended countless committee meetings, filled out innumerable forms and surveys. In short, they had played the accreditation game with the integrity and seriousness for which teachers are famous.

However, they knew the process was too long and too complex, taking teachers' time and energy away from their most important responsibility: teaching students. Like thousands of our members, my colleague had had enough, and wanted somebody to know about it.

When I met the deputy minister, I delivered a clear message about the frustration, stress, and anxiety teachers have experienced as a result of the present accreditation process. I repeated the message when I met Paul Ramsey, the minister of education a few days later. I pointed out that the BCTF has an alternative school self-evaluation process that we want to pilot this fall and that there are schools lining up to be part of this innovation.

What's important about this story for me is that my colleague's critique, expressed to me with such clarity and passion, made it easy to represent the BCTF to government. Which brings me to the Teacher Forums. You have probably already received an invitation to take part in a series of consultations we will be holding with members. Your BCTF Executive Committee will be attending the forums to *listen to you*. I hope you'll find time in your busy schedule to participate. I encourage you to make our BCTF stronger and more relevant to its members by speaking your mind.

David

McMurphy & MacFarlan leave the BCTF

by Wes Knapp

Major changes are under way at the BCTF senior management level given the recent departure of the Federation's two most senior officers, Elsie McMurphy and Jim MacFarlan. Elsie McMurphy, the executive director for the past 10 years, is on a leave of absence prior to her retirement, and Jim MacFarlan, the assistant executive director since 1990, has retired.



Elsie McMurphy

Elsie McMurphy was president of the BCTF from 1986 to 1989, during one of the most turbulent periods in the BCTF's history. In April 1987, the Social Credit government in B.C. passed Bills 19 and 20, legislation aimed at the BCTF. The legislation was designed to destroy the Federation. Under Bills 19 and 20, teachers could choose not to sign up as members of the BCTF and locals could choose not to become unions. Teachers overwhelmingly rejected those options. Instead, teachers in every local of the province voted to become unions under the labour code, followed by a 98% sign-up as BCTF members. Elsie McMurphy spearheaded the campaign that held the Federation together during that troublesome period. The labour movement in B.C. was aghast at the government's targeting the BCTF but correctly predicted that the BCTF would win the battle because "the BCTF had the best damn labour leader in the country in Elsie McMurphy."



Jim MacFarlan

Jim MacFarlan was also a BCTF president, from 1973-75. While his years as president were not marked with the same turbulence as McMurphy's, he brought to the job a passion for debate and oratory skills that will not be forgotten. Former students in MacFarlan's social studies classes in Burnaby remember him as an outstanding and engaging teacher who encouraged his students to look at global issues and to view them critically. Throughout his career in education, MacFarlan was at the forefront of improvements for teachers, bringing formidable advocacy skills to the table on behalf of teachers.

A search for a new executive director is under way. It is expected that a new executive director will be in place on January 1, 2000. In the meantime, I have been asked to act as the Federation's executive director until a replacement is appointed.

As the acting executive director for the BCTF, I feel very honoured to be filling in while replacements are being sought, but also enormously saddened that our organization must bid farewell to two of its most influential and well known advocates for teachers. The BCTF would not be the powerful organization it is today, representing 45,000 teachers, without the dedication and skills of Elsie McMurphy and Jim MacFarlan.

Wes Knapp is the BCTF's acting executive director.

LOOKING BACK

70 years ago

Aristotle said education is for leisure. We have so much education for work that I think it is time that we saw where this thing heads in. Education for work alone produces an efficient, high-class, trained animal, who takes his cues exactly in the same way that the trained animal in the circus performs his stunt when his cue is given.

The BC Teacher, October 1929

50 years ago

Many teachers still forget that the purpose of "discipline" is not to obtain "pinfall" quiet but to train pupils to live and work together. It is or should be a training in self-control and self-direction. Guiding pupils in learning the art of living and working together is one of the chief jobs of a teacher. "Discipline" thus becomes "behaviour-guidance." The good teacher affords his pupils every possible opportunity to assume responsibility for their own conduct in harmony with their readiness for such responsibility.

The BC Teacher, September/October 1949

30 years ago

We may now be witnessing the start of an educational trend in the public elementary schools of B.C. I hope that adventure playgrounds—like open area schools, individualized instruction and team teaching—will become part of our everyday approach to working with children.

The BC Teacher, September/October 1969

10 years ago

Change was the theme as BCTF President Ken Novakowski and First Vice-president Ray Worley met with the editorial board of *The Vancouver Sun* to outline the Federation's position on the state of B.C. education.

Novakowski identified structure, curriculum/pedagogy, and education funding as areas where the government is proposing radical changes—changes that shift toward centralized authority in the ministry, changes in what is taught, and how, and changes imposed on a system that remains in desperate need of resources for just the basic program...

The changes being introduced regarding what is taught and how it is taught are probably more important and more immediate for both parents and teachers. A flood of documents must be examined to see the pieces of this picture, including the report of the Royal Commission on Education, the ministry's policy directions, the mandate statement for public education, the school act and regulations, the minister's orders, and now a white paper, *Year 2000: A Curriculum and Assessment Framework for the Future...*

Novakowski said the BCTF has turned its organization upside down to cope with, and influence, all of these changes. "Primary teachers will be providing leadership on implementation of the new program, but we'll be demanding appropriate resources, time, and training for teachers."

Teacher, October 1989

What's new on the web?

In celebration of International Literacy Day, we launched a Literacy home page [www.bctf.bc.ca/education/Literacy](http://www.bctf.bc.ca/education/Literacy) which features BCTF resources and links to literacy sites.

The BCTF Lesson Aids Catalogue database [www.bctf.bc.ca/LessonAids](http://www.bctf.bc.ca/LessonAids) has been updated.

We have added to or updated a number of documents on the web site. Check the What's New home page [www.bctf.bc.ca/WhatsNew](http://www.bctf.bc.ca/WhatsNew) for the latest updates. Titles include:

- Age Profile of B.C. Educators, 1998-99. A BCTF Research report [www.bctf.bc.ca/ResearchReports/99td02](http://www.bctf.bc.ca/ResearchReports/99td02)
- Beginning Teachers' Handbook [www.bctf.bc.ca/beginning/handbook](http://www.bctf.bc.ca/beginning/handbook)
- Brief to the B.C. Ministry of Education on the Review of Special Education

[www.bctf.bc.ca/SpecialEdReview/brief](http://www.bctf.bc.ca/SpecialEdReview/brief)

• Teachers on Call Handbook [www.bctf.bc.ca/toc/handbook](http://www.bctf.bc.ca/toc/handbook)

• Teachers on Call in British Columbia: A BCTF Research Survey, Spring 1999 [www.bctf.bc.ca/ResearchReports/99wlc05](http://www.bctf.bc.ca/ResearchReports/99wlc05)

• Teaching Prospects Update, September 1999. A BCTF Research report [www.bctf.bc.ca/ResearchReports/99td03](http://www.bctf.bc.ca/ResearchReports/99td03)

- Diana Broome

Teacher

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## Breach of the BCTF Code of Ethics

Vancouver teacher Terry Lanning was recently fined a day's pay and reprimanded for breaching Clauses 6, 8, & 10 of the BCTF Code of Ethics.

A hearing panel of the Judicial Council concluded that Lanning was guilty of a breach of Clause 6. By writing an unauthorized letter to the Vancouver School Board, Lanning failed to acknowledge the authority and responsibilities of the local to conduct a grievance on behalf of all its members.

Lanning was guilty of a breach of Clause 8 of the Code of Ethics on two occasions. First, he admitted that he authored a letter to the Vancouver School Board. By doing so, he prejudiced the collective strategies of his local regarding grievance preparation, indicating that employees on call did not call for a review of their personnel files.

Second, he was prejudicial to the collective strategies of his union in that he misrepresented a grievance settlement between the Vancouver Teachers' Federation and the Vancouver School Board in his e-mail publication entitled *SUBTOK ONLINE No. 30*.

Lanning was also guilty of a breach of Clause 10 of the Code of Ethics. Lanning indicated in a letter to the Vancouver School Board that he purported to speak on behalf of employees on call in Vancouver. At no time did he have authorization from the union to represent employees on call.

The concern that guided the hearing panel in finding cause against Terry Lanning was the fact that he knowingly and with intent and also with prior knowledge of the BCTF Code of Ethics authored a document in which he did not acknowledge the responsibilities of the local.

The document also was prejudicial to the collective strategies of his union. Lanning, in sending the letter to the Vancouver School Board, knowingly stated that he was representing employees on call, for which he had no authorization to do so from the Vancouver Teachers' Federation.

The hearing panel further concluded that by publishing a document entitled *SUBTOK ONLINE No. 30* Terry Lanning gave false information about a grievance settlement, which, according to evidence provided, prejudiced the collective strategies of an on-going grievance.

Lanning's defense was based on the false presumption that employees on call in the Vancouver School District are not teachers and therefore not bound by the BCTF Code of Ethics.

Four penalties were imposed. First, a letter of reprimand was issued to Terry Lanning for breaching Clause 6, Clause 8, and Clause 10. Second, the right of Terry Lanning to hold office in the BCTF and in any subsidiary

bodies including local associations was suspended for a period of two years commencing 31 days after the issuance of this report, March 25, 1999, for breaching Clause 6, Clause 8, and Clause 10. Third, Terry Lanning was assessed a fine equal to one day's pay as an EOC in Vancouver. The fine will be waived in the event that Lanning writes an apology to the VTF that states his understanding that he has a professional responsibility to the union and understands the role and responsibilities of elected officials. He must also state that he understands that he is bound by the BCTF Code of Ethics and cannot go outside the union and purport to speak for members when he is not elected or authorized to do so. Fourth, these findings were to be published in the next appropriate issue of *Teacher* newsmagazine for his breaching Clause 6, Clause 8, and Clause 10.

This report is published pursuant to BCTF Procedure 31.C.08.

— BCTF Judicial Council

## Beginning teachers

### Tips for what works from the *Beginning Teachers' Handbook*

Tell students what you expect, provide a model for good behaviour, check for understanding, and allow for practice and follow-up. Don't assume that students know how to act appropriately. They need to be taught and coached to manage their behaviour.

Create a classroom environment that provides structure and support and reinforces positive behaviour. Set your standards high; be clear and realistic in your expectations. You will make the difference in how your classroom "feels." Classroom conflict is more likely to be reduced if you:

- arrive in the classroom before the students do.
- assist children to make appropriate choices.
- believe that all children are capable and lovable.
- have a low-key, consistent, and matter-of-fact manner.
- help children to increase their feelings of self-esteem.
- help students to live with mistakes and take them in stride.
- insist that everyone be treated with a wholesome respect.
- listen to students' opinions and consider their feelings.
- maintain your sense of humour and tolerant attitude.
- move around the classroom.
- organize and prepare before each lesson.
- show faith in each child and build on strengths.
- teach students decision-making skills.
- use a quiet, friendly tone of voice.

- use realistic, logical consequences, and enforce them.

To obtain a copy of the *Beginning Teachers' Handbook*, contact the BCTF Professional Development Division, or check our web site: [www.bctf.bc.ca/beginning/handbook](http://www.bctf.bc.ca/beginning/handbook).

## Welcome back to bctf-research

Welcome back to "bctf-research," an electronic publication of the B.C. Teachers' Federation open to any interested subscribers.

Research Department staff regularly post items on this mailing list. Some of the areas we cover:

1. Information about research reports prepared by BCTF Research related to professional, labour, and social issues.
2. Information about useful online sources, including BCTF Online.
3. Reports about teacher research conducted by B.C. teachers.
4. Summaries of research from other sources relevant to teachers and education.
5. Bibliographies and information on sources related to topics of current interest.
6. Requests for information that will assist in research projects and invitations to take part in BCTF research projects.

This mailing list is "one-way"; subscribers don't post their own messages to the list. We welcome your input, however. You can send e-mail to the author of an item (create a new message to the address given, since "reply" messages are usually unsuccessful), or contact moderator Anne Field [afield@bctf.bc.ca](mailto:afield@bctf.bc.ca) or current editor Anny Schaefer [aschaefer@bctf.bc.ca](mailto:aschaefer@bctf.bc.ca). If you have ideas for topics you'd like to see covered or questions for BCTF Research or Information Services, send them on.

## TQS Web site

Ken Van Apeldoorn, director of evaluation announced the launch of the TQS web site at ([www.tqs.bc.ca](http://www.tqs.bc.ca)). Users can download applications, and view/download TQS policy and regulations. Teachers who now hold a TQS category will be able to determine their options for upgrading. Due to the confidential nature of our service to teachers and school boards, no e-mail service has been established. Please continue to use our fax (604) 736-6591 or mail for enquiries and returning applications. Our staff may also be contacted after 12:00 by telephone (604) 736-5484.

Your comments and suggestions for improving our web site and other aspects of our service are welcome. We are interested in establishing links with other web sites where it is mutually beneficial. Please feel free to distribute this information.

## Top 10 BCTF lesson aids

**1 Salmonids in the Classroom—Primary (K-3)** Dept. of Fisheries & Oceans Canada, 248 p. 8 colour posters and one 10-min. videocassette. Rev. 1988. The study of salmonids is taught through an illustrated story on the life of Chucky Chum (a knowledgeable salmon). 10 chapters follow Chucky through his life cycle, with teaching strategies, background info on the biology of salmon, Science projects, and Integrated activities including student activities and handouts. Reference section with glossary, audio visual catalogue and bibliography. Recommended by the B.C. Ministry of Education. Primary. LA S35—\$60

**2 Salmonids in the Classroom—Intermediate (Grades 4-7)** Dept. of Fisheries & Oceans Canada, 382 p. and one 52-min. videocassette. Feb. 1988. Three units based on life cycle (biology and habitat), harvesting, and enhancement. Unit I is an illustrated story of a young boy's perspective on life in a classroom incubator. Unit II is three short videos about harvesting. Unit III is an illustrated theme story about enhancement and stewardship. All contain teaching strategies, background information, student activities and handouts. Science projects and Integrated activities include activities and handouts. Reference section with glossary, audio visual catalogue and bibliography. Recommended by the B.C. Ministry of Education. Intermediate. LA S40—\$70

**3 Technology in the Secondary Art Classroom.** Compiled by the B.C. Administrators of Art Education, edited by Curt Jantzen. 95 p. ©1998. Booklet contains a view of five secondary art programs in B.C. schools that contain a large multi-media component using computers and other electronic devices. Includes course outlines for: Media Arts 11/12 (Grant Carrier), Technology Integration in Foundation Arts (Wendy Long), Developing a Media Arts Program (Margaret Scarr), Media Courses (Flavianne Sorensen), Film/Television/Video Production Program (Dawne Tomlinson) Grades 8-12. LA 9655—\$8.75

**4 Science K-7 & Multi-graded Classrooms—Supplement to Science K-7 Curriculum, Year B.** Susan Martin, 74 p. ©1997. A writing team of BCTF K-7 Science associates developed a two-year alternating program with topics unique to combined classrooms. It is intended that Year A is started during an even calendar year and Year B is started during an odd calendar year. Developed for K/1, 1/2, 2/3, 3/4, 4/5, 5/6 and 6/7 classrooms. Topics and sample overview are suggestions only. This draft document is the sample topic overviews for Year B. A suggested topic chart for Year B include the topics for life, physical, earth and space. K-7. LA 8552—\$6.50

**5 Windows on the World.** Sylvia Sikundar, Diane Williams. 128 p. ©1995. Resource book brings a multicultural dimension to the study of art and drama by adapting folk tales from five cultures into accessible play scripts—Scotland, Australia, India, Korea, and Indonesia. Reproducible patterns for masks and other costume elements are included for each character, with suggestions for sets and staging. The book contains a rich array of extension

activities exploring the art traditions and the physical and cultural environments of different cultures. Grades 4-7. LA 2555—\$17.95

**6 Making Books.** Gillian Chapman and Ram Robson. 32 p. ©1991. Step-by-step guide to your own publishing includes suggestions on design, page plans, book shapes, lettering, stencils, collage, making paper, sewing and binding books, scrolls, concertina and novelty books plus more. Clear colour photographs of examples make it easy to follow. Elementary. LA 8024—\$13.50

**7 Journey Toward Enlightenment—A Student-Centered Medieval Unit.** Terry Olson. 95 p. ©1996. Student Centered Publications. Unit includes over 100 individual and group activities and it involves criteria-based assessment; performance-based assignments; use of multiple intelligences; peer and self evaluation; goal setting and reflection; various processing strategies; integrated curriculum and learning station format. Teacher directions, unit organization and duplicating masters are included. Grade 8. LA 9233—\$19.95

**8 Cards Eh!** JK Productions. ©1998. A unique deck of high quality playing cards that celebrate and teach Canadian geography and heritage. The 10 provinces, two territories and country are each associated with one of the 123 traditional Ace to King denominations (Canada=Ace, British Columbia=2, etc.) while the four traditional suits are associated with coats-of-arms, flags, major cities, and major rivers and lakes. All traditional card games can be played. The game can be played in different ways by individual students, small groups or the whole class. Cards Eh! is suitable for use with children and adults of all ages and is suitable for ESL students. Grade 1-12. LA 9224—\$8.95

**9 Weather Theme Unit.** Darlene B. Davis. 128 p. ©1996. Unit is designed to study weather and the role weather plays in our daily life. Hands-on approach, encourages children to explore and ask why. Teacher is a guide. The theme is connected to the curriculum to encompass all areas and is presented over a 4- to 5-week period. Includes 37 lessons and activities. Grades 2-3. LA 8564—\$9.50

**10 The Interactive English Classroom.** Cathie Peters, Irene Rothenburger. 112 p. ©1998. Book outlines strategies to increase student participation and performance (grammar, punctuation, spelling, usage, writing, reading, media literacy, short stories, novels, Shakespeare, using criteria in the classroom, strategy index). Strategies are explained and followed by lesson plans. Resources that are readily available are listed. Grades 8-12. LA 1066—\$20

For a complete listing of over 900 BCTF Lesson Aids, consult the catalogue in your school library or the Lesson Aids online catalogue, [www.bctf.bc.ca/LessonAids](http://www.bctf.bc.ca/LessonAids)

To order any of the above lesson aids, enclose a cheque payable to the BCTF or authorized purchase order to BCTF Lesson Aids Service, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2. GST and postage/handling are included in the prices. Orders are sent by return mail.

### NEW LESSON AID: *Something to Remember Me By*

Bestselling intergenerational resource set (Grades 1-6, English, health, social subjects include grandparents, memories, aging/illness, legacies). A 32-page picture book written by author/educator Susan Bosak and illustrated by Laurie McGaw. A heart-warming story of a grandmother and granddaughter shows the

value, growth, and change in a lifelong intergenerational relationship. The book comes with a 24-page booklet containing a discussion of the story's themes, teachable moments; storytelling and intergenerational activities, and an annotated listing of related books. LA #9037—\$9.95 (see ordering information above).

## POVERTY from page 1

away from some other portion of our school's budget. We do not get community donations for operating expenditures. The principal, of course, gets to make the Procrustean decision about which part of our bare-bones educational budget we don't have to live with.

Teaching in an impoverished neighbourhood is like being an orchid farmer in an acid rain-forest. The beauty is getting harder to find. Our best efforts do not seem to be enough. At Douglas Park Community School, we have had to call on the assistance of many community partners and volunteers in downtown Langley to help us to provide for our students food, clothing, shelter, love, and a sense of belonging. Yet, even with the help of a great many friends, we still feel overwhelmed. So, like that farmer in the rain-forest, we'd like people to see that our problems are a lot larger than the forest or the trees.

*Michael Scales teaches at Douglas Park Community School, in Langley.*

A video about the Douglas Park Community School, called *The Spirit From Within*, highlights many of the programs offered at the school. The video may be purchased from the school for \$10.

## Help end child poverty!

One out of every five B.C. children is growing up in poverty, many more than in 1989 when the House of Commons passed an all-party motion to eliminate child poverty by the year 2000. To mark the 10th anniversary of the resolution, come to a vigil to remember our promises and a celebration of hope for our children's future. Please join us at the Plaza of Nations, November 23, 1999 from 17:30 to 20:00.

## Arbitration award in New Westminster

by Sharon Yandle

**A**rbitrator Joan Gordon has issued an award that is sure to have a positive impact on teachers seeking continuing appointments.

In considering a grievance filed by the BCTF/New Westminster Teachers' Union, the arbitrator found that the school district violated the collective agreement by making temporary appointments to positions that were not temporary.

"Temporary appointments can only be made in very restricted circumstances," she said. The position must "exist or be vacated by the incumbent for a short period of time—a temporary situation has specified start and end dates, and the period of time between those dates is of a short duration."

Where these criteria cannot be met, school boards cannot simply declare that vacancies are temporary. Citing, and rejecting, an all too familiar practice of school boards throughout the province, the award provides that "if it is apparent that a teacher will be off work for an extended period of time, her position cannot be transformed into a temporary vacancy by simply attaching start and end dates coinciding with successive school years to the replacing teacher's appointment."

Arbitrator Gordon also dealt with the issue of temporarily existing positions. There are some circumstances, she said, in which a new position may be filled by a temporary appointment: a pilot program, for example, or unexpected and temporary enrolment increases. But where it can reasonably be known that a

new position will be required on an ongoing basis, "then it cannot be posted and filled on a temporary appointment simply because it is a newly created position."

Applying these findings to the seven teachers represented in the grievance, all of whom had been given temporary appointments, Arbitrator Gordon found that the employer had wrongly placed six of the seven grievors in temporary positions when they should have been appointed to continuing contracts.

It may be that for a considerable time some school boards have wrongly assigned teachers temporary instead of continuing appointments. However, that should not deter us from raising these violations whenever and wherever they exist. Arbitrator Gordon also ruled that the mid-contract modification process of the provincial collective agreement allowed the boards to seek changes to contract language if they so desired. Those that did not may not continue with a practice that has now been found to be in contravention of the collective agreement.

While the same contractual provisions may not exist throughout the province, posting and filling clauses tend to be similar in many respects to the New Westminster language. To that extent, the Gordon award may favourably affect the Federation's longstanding efforts to ensure continuing appointment status to as many teachers as possible.

*Sharon Yandle is an assistant director in the BCTF's Legal Services Department.*

## The Federation needs more young active members

by Beth Applewhite

**M**ore young teachers need to be involved in their union and to learn not only their working rights but their union's history (both pleasant and unpleasant): the setbacks, the achievements, the politics, and some of the more personal stories, journeys, and humorous memories that make their particular local unique. We need to have a clear understanding of who we are and where we have been.

Some people believe that beginning teachers are willing to put up with more abuse than earlier generations, that beginning teachers do not hold the same dedication or fighting spirit and seem to disregard their union and their working rights. Unfortunately, this is often the case, with today's unemployment rates, a plenitude of career opportunities does not exist.

Several beginning teachers have worked in the private sector, and many of us continue to do so during our first years of teaching, usually in retail, food services, or accommodation. We are taught customer and clock-driven philosophies of service. We are told that we have no voice and often reminded that there are 20 people standing outside willing to take our jobs.

Then one splendid evening, we find ourselves at the induction ceremony for the BCTF. We are told that we have a voice, and we are encouraged to attend union meetings and to speak our minds. Some of us do, but many are afraid that by becoming involved, we will be reprimanded, we might lose our chance for that continuing contract, and the board won't like us anymore. In addition, the fear of the unknown prevents many young teachers from becoming involved with their union. Most of what we know about unions we have generally picked up from the mainstream media. Thus, many new teachers do not know their rights and do not recognize the benefits of being in a union.

It is also difficult to get young teachers excited about our union. Our priorities instead might be figuring out how to pay massive student loans, how to balance TOCing for two or more school boards, how to collect resources, and how to get enough sleep!

Veteran members need to know why they need to care about young members, and young members need to know why they need to care about their union. If nothing is done, the effects could prove devastating. Without dedicated, enthusiastic young members, our union may run out of steam. The struggles that have been fought for nearly a century may be forgotten, and the gains overturned.

The Federation and the locals need to make all teachers feel welcome, regardless of gender, race, or

sexual orientation, regardless of whether they are continuing or TOCs. But young members need that extra push to get motivated and involved. We do not need meetings with floods of information. Meetings and information packages need to be more appealing and current. Participation can be fun—interactive, straightforward, and timely. For example, it is difficult to get a group of 25- to 35-year-olds excited about the calculations and figures in their pension plans. Young people, in general, take a short-term view of things. We need to see a tangible gain from becoming more actively involved.

Perhaps the greatest challenge will be conquering the significant fear factor. Young teachers need to be included in frank, undiluted discussions about how our union works. Once our anxieties over politics, strike issues, and union dues are diffused, we will be more inclined to participate. We need to learn not only about our rights but also about the hierarchy of the Federation, bargaining, and everything from how to speak into a microphone to how to amend an amendment. We need to understand social-justice issues, but we need the context and the history of the struggles of the past.

Young teachers do know when something is unfair and many of us are more than willing to act upon this knowledge to change things. We need the support and the wisdom of the experienced membership. We need to build an intergenerational bridge, because our leaders are not going to be here forever. Gender and race are constant, but the novice members who are involved and are raising their issues of concern now are not always going to be young. We have a chance to train new leaders, effective leaders, who will be well informed and willing to take ownership.

Provide the young members with a sturdy house in which to learn and find our footing, and eventually we will be able to walk, even run, on our own. Remember, a house with no children may one day grow empty. If the locals motivate more young members to become involved, there will be a new vibrancy in the Federation. It is a very exciting time to be in the union and to be young.

## Grants for social justice and social responsibility projects

**T**he BCTF has several grant funds available for BCTF members and local associations to assist them in developing school and community projects on social justice or social responsibility themes.

Last year, the Federation introduced a new social justice grant fund specifically for local associations. The purpose of the Social Justice Grant Fund is to encourage local associations to participate in or help develop local social justice initiatives that address racism, poverty, violence, homophobia, and gender inequity. In its first year of operation, the grant program provided funds for local teacher association involvement in projects as diverse as literacy, youth programs, and salmon enhancement.

The social justice grant fund is for local associations rather than for individual members. Our goal with this fund is to help locals build healthy, safe and inclusive communities. This is a matching fund requiring some contribution

from the local association. We also encourage locals to use the BCTF social justice planning workshop to develop an approach to local social justice issues and identify areas of concern where the local could apply a social justice grant.

Individual members can apply for grants from the Ed May Social Responsibility Fund. That fund provides grants of up to \$2,000 for classroom or school-based projects that address social issues. Projects that received funds in recent years are student-action oriented, develop curriculum and teaching materials, and have a clear social responsibility objective. Applications for Ed May funds must be received by October 29, 1999. Application forms are available from the Professional Development Division of the BCTF.

Also available to individual members is the BCTF Global Education Fund. Administered by the International Solidarity Committee, it provides grants for teacher-initiated projects that focus on such concerns as human rights, globalization,



the environment issues, and North-South development issues. The Global Education Fund also funds projects sponsored by organizations such as Oxfam and Co-development Canada involving teachers or schools. Inquiries about the Global Education Fund should be directed to Leona Dolan at the BCTF.

— Pat Clarke



*Beth Applewhite teaches at Burnaby South Secondary School, Burnaby.*

## Maintain the momentum in class-size reduction

by Garry Litke

This fall, new class-size limits were implemented in primary classrooms across B.C., creating for children in the public school system what may be some of the best learning conditions in North America. It is time to start focussing our energy on reducing class size in the intermediate and secondary grades. This goal is supported by the parents of this province and by research.

Just as home improvement in one room points out the need for improvement in the rest of the house, the primary improvement contrasts with intermediate and secondary lacking improvements for more than a decade. In some locals, where class-size limits are 30 and there is a "fudge" factor of two or three, an intermediate class may have as many as 33 students, while down the hall in primary, a class will have 10 fewer students.

We know that parents support smaller class sizes. Any parent who has ever entertained more than six children at a birthday party will testify to the difficulty of dealing with larger groups of children. We also know that a classroom is much more complex than an annual party.

A reduction in class size is also supported by a survey of research, which continues to prove that smaller class sizes benefit students. The well-known STAR (Student/Teacher Achievement Ratio) Project in Tennessee in the 1980s offered convincing evidence of the positive effects of reduced class size. It concluded that students in a small-size class receive more individual attention, which influences academic achievement.

In 1996, Wisconsin researchers began asking some questions about individualization. How does individualization come about? What alterations are made for individual students?

With funding from the Wisconsin Department of Public Instruction, the SAGE Project (Student Achievement Guarantee in Education) began a five-year program, that created a student/ teacher

ratio of 15:1 in 80 schools. Initial observations were reported in the September 1999 issue of *Educational Leadership* (Zahorik).

Researchers found three main effects of individualization:

1. Fewer discipline problems and more instruction. Misbehaviour, more noticeable in a smaller group, can be treated before it becomes a major problem. Reducing or even eliminating the discipline problem leads to more for instruction.

2. More knowledge of students. With fewer students to know, teachers have a greater understanding of each student's learning.

3. More teacher enthusiasm for teaching. When classes are small, teachers experience less stress from disciplining, marking student work, and being frustrated by not being able to meet students' individual needs. As stress is reduced, educators become more enthusiastic about implementing beneficial pedagogy.

Researchers also looked at the nature of individualization. They found that teachers in small classes did not alter the curriculum to address students' individual difficulties, but rather altered the methods of instruction. In a small group, problems with learning were more easily identified and addressed. As a result, each student gained a greater understanding of the content, and achievement improved.

Such individualization is the underpinning of the Instructional Resource Packages (IRPs) that have been endorsed by the Ministry of Education in B.C. Curriculum content remains constant while teachers are encouraged to employ a wide range of instructional strategies and resources to meet individual needs. But teachers need lower class sizes in order to fulfill this objective and utilize IRPs as intended.

The necessary change, funded by government, has taken place in the primary system. The momentum established there must be maintained and extended into the intermediate and secondary system. Involving parents and initiating discussion around relevant research are steps to take toward attaining that important goal.

Garry Litke is an assistant director in the BCTF's Bargaining Division.

## Teachers' salaries losing ground

Salary increase lags inflation by 6.2% between 1992 and 2001.

Year	Negotiated increase	Change in CPI**
1992-93 over 1991-92	1.7%	3.4%
1993-94 over 1992-93	2.0%	2.1%
1994-95 over 1993-94	0.4%	2.5%
1995-96 over 1994-95	1.0%	1.0%
1996-97* over 1995-96	0.0%	0.9%
1997-98 over 1996-97	1.0%	0.4%
1998-99 over 1997-98	0.0%	1.0%
1999-2000 over 1998-99	2.0%	1.2%
2002-2001 over 1999-2000	0.0%	1.3%
<b>Simple Total</b>	<b>8.1%</b>	<b>13.8%</b>
<b>Compound Total</b>	<b>8.4%</b>	<b>14.6%</b>

\*On April 1, 1997 there was a Category 3 adjustment that affected only 1,333 teachers (less than 4% of teachers).

\*\*June CPI for B.C. CPI for 2000 and 2001 based on B.C. Ministry of Finance projections (March 1999)



Retired teachers rally in front of the legislature to support the 1971 one-day strike that led to improvements to the Teacher Pension Plan.

## Teacher pensions improved with age

by Ken Novakowski

A few years ago, my older brother retired after 35 years of working as a teacher and an administrator in the public school system. He is quick to point out in glowing terms that the pension he now receives is "great and amounts to appropriate recognition of the service people give to the students of our province." He's right. Like most conditions of employment that collectively shape our worklife today as teachers, the pension plan went through numerous changes before it took the form we see it in today. And like most benefits that are an accepted part of teaching, many of the changes to the pension plan came about through the hard work of teachers working together with retired colleagues through the B.C. Teachers' Federation.

The fight for better teacher pensions included the first province-wide strike action by teachers; they closed B.C. public schools on March 19, 1971.

Two years after its 1917 founding, the BCTF, at a Special General Meeting held on January 3, 1919, called upon the legislature to establish a "Superannuation Fund for Teachers." The BCTF was requesting a pension of 1/60 of salary (based on the average salary of the last ten years) for each year of service. We began enunciating some clear principles about the way we thought our pension plan should be shaped.

The government, in 1921, amended the Civil Servants' Pension Act to allow teachers to receive a pension, but there was a catch. A school board had to choose to offer the pension to teachers, and the local municipal council had to agree. The net result: not one B.C. teacher received a pension under the provision.

After eight years of lobbying by the BCTF and continued pressure from teachers, the legislature finally enacted the first Teachers' Pension Act, on April 1, 1929. The pension, funded by both teacher and government contributions, amounted to \$25 per annum per year of service to a total of \$750 per year. The plan went through a series of changes

through the 1940s and '50s, until a completely new act, passed in 1961, established the basic premises of the existing plan: a pension would be provided based on pensionable service and average earnings. Improvements in teacher pensions continued to be a major objective of the BCTF throughout the 1960s, and numerous improvements were made. Legislation in 1971, introduced by the Social Credit government, established the formula for pensions at 2% per year of service, to a maximum of 35 years.

But 1971 was the year the BCTF had made major presentations to government regarding changes it was seeking in the Teachers' Pension Plan. The Executive Committee, supported by the Pensions Committee and staff, had undertaken a major campaign to win better pensions for teachers. On October 30, 1970, in a province-wide referendum, 88% of teachers voted in favour of a province-wide strike to back the demand for pension improvements. The BCTF developed an action plan to support teachers' objectives:

- a province-wide newspaper and radio advertising campaign explaining why teachers had voted in support of a strike if necessary.
- four meetings of BCTF representatives with government representatives
- a brochure to every teacher explaining the issue to assist them in discussing the pensions matter with friends, neighbours, and relatives
- support for locally developed action plans
- meetings with all MLAs

BCTF President Jim Killeen reported regularly to all members on the progress of discussions with government on pension-plan changes. Teachers received the news of the government's agenda for pension changes through the news media in the middle of their Winter Representative Assembly, January 23-24, 1971. Even though the proposed legislation contained many of the improvements teachers had sought, there were several shortcomings, the most significant of which was the lack of improvements for teachers already retired. The BCTF continued to lobby government for improvements for retired teachers and for other changes affecting specific groups of members.

But the government wasn't interested in negotiating with

the BCTF. In what was referred to as "massive retaliation" against the BCTF for its stance on pensions and education-policy issues such as school construction freezes, education finance, referendums, class sizes, curricular matters and report cards, the government removed the automatic BCTF membership provisions in the Public Schools Act. This prompted a Special Edition of the *BCTF Newsletter* to members with the headline "Gov't moves to destroy BCTF."

So, on March 19, 1971, 23,000 BCTF members around the province shut down public schools to protest the government's failure to respond to their requests to improve pensions for retired teachers. This was the first province-wide teacher strike in B.C. history and BCTF President Killeen declared it a "tremendous success." He further declared, "The purpose of the one-day protest was to focus public attention on the plight of the retired teachers, and there is no doubt at all that that purpose was achieved."

With 99% of public school teachers supporting the protest, the unity of the profession sent a strong message to government that the BCTF represented those teachers. Teachers further demonstrated their unity when, with the elimination of the compulsory-membership provision, the BCTF voluntarily signed up all but 69 of the 23,000 teachers. A year later, prompted by the government's failure to deal with pension improvements for retired teachers, by the retaliatory removal of compulsory membership, and by a long list of teacher grievances with government policies, B.C. teachers participated actively in the provincial election. The NDP government that succeeded the Socreds restored statutory membership in the BCTF and introduced further changes to improve teacher pensions.

The pension strike of 1971 was a significant statement by B.C. teachers to the government of the day and to future governments. It demonstrated that teachers can unite to influence not only their own economic and professional lives but also the shape and form of the public education system in which we all work, teach, and learn.

Ken Novakowski is director of the BCTF's Organization Support Division.

# One teacher's story of transformation

## Restorative justice

by Laura Watt

Something magical has happened in my classroom: students treat one another with respect, have the courage to say what they think, and regard their teacher as friend and guide. I get up each school day excited and ready to learn what they have to teach me.

Soon after I started teaching, I was introduced to the concept of conflict resolution: have kids come together, talk about their differences, and make a plan that works for their particular situation. I experienced both success and failure with the technique; I wasn't sure why it didn't work when it didn't. I realize now that I wasn't truly willing to give control to the students.

In March, I attended the Attorney General's Community Accountability Programs training workshop in Cranbrook. I learned that restorative justice works from the perspective that "there are no disposable people." Through the stories told by our facilitator, Dave Gustafson, who works in prisons with people who have committed serious offences, I was introduced to the "magic" that happens between people and within people when they voluntarily come together to listen and to learn how their actions have affected one another and their relationships. If "criminals" could feel empathy, if they could come to understand their victims' point of view, if victims could forgive and have empathy for their tormentors, how much easier would it be with young people. If they could learn to do this as children, how long before

there were no more criminals? The stories were deeply moving; something was beginning to shift in me.

Gustafson also told us that the underlying principles of tolerance and honesty of the conference process allow the healing to occur. I needed to understand that I cannot manipulate my students into yet another way to control them, to make them "be good." I needed the courage to let go of the process and let everyone, including me, express himself/herself in a safe setting.

I joined the Kaslo Restorative Justice Committee, volunteers from different walks of life dedicated to learning and applying the principles of restorative justice. During one educational subcommittee meeting, I experienced a "blinding flash of the obvious" while watching two videos. The first, about VOR (Victim Offender Reconciliation), called "Making Things Right," taught me the difference between acknowledging responsibility and taking your punishment. Unless my students acknowledge responsibility, the consequences imposed on them are meaningless, contribute to the continuation of their poor behaviour, and set them up for failure in the future. Taking punishment is harmful; accepting responsibility is about "making it right." If students are not given the opportunity to make it right, no inner transformation can occur; no lasting changes will result.

The second video was an interview with Desmond Tutu. He was doing restorative

justice on a huge scale, with the Truth and Reconciliation Commission in South Africa. Tutu and his commission wanted the people of South Africa to come together, talk about their past hurts, forgive and be forgiven, and work together for a brighter future. He explained that when one confesses, one is opening a window to the fresh air of forgiveness that is always there. He also explained that when a person forgives, he/she is not saying that a harmful act was okay but that he/she gives up the right to retribution. It became clear to me

*Harmony, reconciliation, and a more tolerant, compassionate society are attainable.*

that forgiving, being forgiven, and acknowledging responsibility are incredibly powerful and life-changing actions.

Our committee held a special meeting at which we shared our feelings about restorative justice as well as our interests, hopes, and fears. I shared with the group that as a teacher I was expected to be in charge and manage a group of students as well as teach them something. I had never been comfortable with the reward-and-punishment paradigm that I felt I had to buy into. I felt that there was a real need for change, particularly in the way the rules are made, understood, and enforced. I expressed my belief that until there was a comfortable, respectful and warm climate

in the classroom, we couldn't be as effective as we might be in teaching students. It seemed to me that it was easy to pick out the students at a very early age who were heading down a destructive path, and I wanted to do something for them before they turned into criminals. I wanted to learn about restorative justice, and I hoped that I could help heal some of the conflict in my class. I was sharing my new insights about the power of restorative justice just as my own class was becoming more disruptive, defiant, and rude.

The next morning, after that sharing session, I was called to walk the walk. When I got to school, the two girls who had the most recent conflict were there early. I called them together to talk about what had gone on the day before. As we talked, it became clear that the parameters of the problem extended well beyond the two girls and was much more involved than simply "end-of-the-school-year tension." We came up with a list of 13 people who needed to be present. The kids were very excited at the prospect of talking about their difficulties with one another. I started by asking them if they were interested in the following goals: To heal some of the broken relationships in our class, to restore some harmony to our classroom, and to regroup before our big end-of-the-year field trip, which I was not looking forward to at that point. They willingly embraced those goals. I told them my job was to listen and to say whose turn it was to talk next. They agreed that only the person with the talking stick would

talk, and everyone would get a turn to talk. We would speak respectfully to one another, and what was shared in the room would stay in the room.

As the talking stick was passed around the group, the first few comments were superficial and strained, but before the stick was halfway around, the comments became very honest, full of powerful emotion. We sat in that room together, with many tears, laughs, and hugs, for nearly two hours. Many strong feelings were shared and dealt with. I was impressed with the students' respect for one another and their ability to see another's point of view. They decided that their plan for the future was to eat lunch together, including everyone, even students not at the meeting, and to all be friends. I told them all how proud of them I was for their courage and their ability to be open and honest. We turned a corner that day. We connected. We understood one another. After all was said and done, there was no one to blame, no one to punish. The students had taken responsibility for their actions, apologized and forgiven.

In today's climate of zero tolerance and fear of violence in our schools, I think we may be on to something here in our little rural school. Harmony, reconciliation, and a more tolerant, compassionate society are attainable. If we listen to the children, they will show us the way.

*Laura Watt teaches at Jewett Elementary School, in Kaslo.*

For more information, access the KRJC web page [www.kin.bc.ca/Restore\\_Just/RJHome.html](http://www.kin.bc.ca/Restore_Just/RJHome.html)

## GRADE 8 CAPP UNIT

by Dan Miles

Learning a second language has, for many years, been a regular part of a student's experience in secondary school, often starting in the intermediate grades. All schools provide classes in French, and many schools have expanded their curriculum to include Spanish, German, and, more recently Russian, Mandarin, Japanese, and Punjabi. A good education in some schools used to include the study of Latin and Greek as well. Our society has moved away from teaching classical languages but continues to assume that a good education must include the study of a foreign language.

That assumption is being challenged by students themselves. When given the option, fewer and fewer students in British Columbia are studying a second language. Language teachers themselves are constantly having to justify to their

## Why learn a second language?

students the relevance of language classes. How often have we heard, "Why do I have to take this class? I'll never use \_\_\_\_\_!" (Fill in the blank with French, Spanish, German, Mandarin, etc.). Many reasons are put forth including that a second language lacks relevance to the modern world, is not necessary to get a good job, makes no sense when everybody in the world wants to learn English.

In response to these challenges and a decreased enrolment in language classes right across the province, the B.C. Teachers' Federation, in partnership with the B.C. Association of Teachers of

*This is a CAPP unit by a teacher for teachers.*

Modern Languages, asked me to develop a Grade 8 CAPP unit to address these concerns. Students, through a process of discovery about themselves and their immedi-

ate community, will discover the role a second language has played in their own family background, understand the value of learning a second language, and see some of the doors this added skill can open for them in their lives.

The unit is a four- to six-week unit for the Grade 8 CAPP class designed to meet the IRP requirements under the theme of "Why learn a second language?"

The unit requires very little teacher-preparation time but a lot of student involvement. The gradual discovery process takes the students through looking at themselves, progressing to their immediate family, and going from there to their community and then to the world around them. The unit finishes the cycle of learning with a return to the individual students, to what they have learned and how the information will affect their decisions in their lives.

Students begin with a discovery of how they use their own language. Then they

explore different languages in their family background and among their classmates. From within the school to outside the school, students explore their own community, identify

*It is created to help students explore language, the uses of a second language, and the history of languages in their own family and their community, as well as the use of a second language in their own lives.*

different languages spoken in the community, and ask others what they think about learning a second language. In the next module, students consider the effect of learning another language by surveying language requirements at post-secondary institutions and in the job market. Finally students

reflect on their learning by presenting to a class of younger students, who will be making decisions themselves about learning a second language, an overview of the unit they have just completed.

This is a CAPP unit by a teacher for teachers. It is created to help students explore language, the uses of a second language, and the history of languages in their own family and their community, as well as the use of a second language in their own lives. It is designed to be flexible, motivational, and fun to teach.

*Dan Miles teaches at J.V. Humphries School, in Kaslo.*

The unit is available on the BCATML web site in its entirety. ([www.bctf.bc.ca/bcatml/](http://www.bctf.bc.ca/bcatml/)) The BCTF will be distributing copies to schools around the province. A workshop on the unit will be presented at the fall BCATML conference, at the Delta Pacific, in Richmond. Please feel free to contact me at (250) 353-2227, F: (250) 353-7434 or [dmiles@pop.sd8.bc.ca](mailto:dmiles@pop.sd8.bc.ca)

## Summer holiday originated in cities

by Chris Bocking

It has become generally accepted that the reason teachers and students have such a long summer holiday is that farming communities back in the 1800s needed child labour at harvest time.

However, Dr. Robert Brown, a Canadian historian, has discovered that for more than 50 years, rural schools in Ontario actually had shorter summer holidays than urban schools. After studying Ontario's archives, he concluded that the impetus for a two-month break came from the cities and towns, not the rural areas.

In the 1840s, all of Ontario's elementary schools had a two-week summer holiday, plus eight days at both Christmas and Easter. By the 1860s, more urban areas were introducing longer summer holidays.

One of the reasons for the longer break was environmental: students do not learn well in the hot and stuffy schools of July and August. This continues to be an

important factor in the current debate about whether or not school districts should embrace year-round schooling.

Rural families voiced a different interpretation of the difficulties posed by weather. "Many of the pupils, by reason of their age, the long distance from school, and the storms of the long winter, are unable to attend except in summer," one petitioner complained in 1886.

*By 1900, rural Ontario schools were still taking shorter summer holidays than Toronto schools...*

By 1900, rural Ontario schools were still taking shorter summer holidays than Toronto schools, but they eventually synchronized their schedules with their urban counterparts and accepted the two-month summer break in 1913.

Dr. Brown, a research officer for Toronto District School Board, also found evidence that U.S. cities such

as Detroit, Buffalo, and Philadelphia introduced longer holidays before the surrounding agricultural areas did. "The development of the (U.S.) summer holiday is virtually parallel to that of Toronto, changing from year-round schooling in the middle part of the century to two-month holidays by the late 19th century."

So why did urban school systems push so hard for a long summer break? Dr. Brown offers a number of possible reasons. Cities may have seen them as a means of reducing absenteeism. Elementary schools may have been mimicking the city grammar schools that had traditionally enjoyed longer holidays, and school board officials may have been responding to medical research indicating that children need time to re-energize.

*Chris Bocking, a teacher at Deep Cove Elementary School, Sannich, is a member of Teacher Newsmagazine Advisory Board.*



## B.C. teacher—humanist heroine

Lorrie Williams' decision to teach in East Africa was "strictly for fun and adventure." She never imagined the experience would change her life and later win her international acclaim.

Back in 1982, she responded to a letter in *Teacher* news-magazine about a school in Kenya that needed a teacher. Williams was so apprehensive that she arrived "firmly clutching my return ticket." Instead of fleeing though, she loved the work and extended her one-year leave to 18 months. "It changed my life," she said simply.

As headmistress of the school, she had the unfortunate duty to expel students who could not pay the tuition fees. In an effort to help those children continue their education, Williams started writing to friends back home pleading for donations. "We've just got to keep this or that kid in school," she'd write. And soon Canadian friends were sponsoring more than a dozen students.

Back home, Williams founded a charitable society, the Canadian Harambee Education Society. *Harambee* is "pull together" in Swahili. Over the years, the society has grown beyond Kenya to include a school in Tanzania. Since 1985, the society has subsidized the education of more than 400 students, many of whom have gone on to post-secondary.

Early on, Williams decided to sponsor only girls "because they are so disadvantaged"

and have far fewer chances than boys to complete their high-school education.

Now retired from teaching, Williams is grateful that the Retired Teachers' Association of B.C. has been such a major supporter of the project, providing sufficient annual funding to rent the CHES house in Kenya. Many retired teachers from B.C. have volunteered six months or a year to administer the program.

"This work has given me an opportunity to meet some of the finest people," says Williams. "Retired teachers have more time and less stress, and the knowledge and wisdom they bring is incredible."

Williams has kept in touch with many former students, and one even named her daughter Lorrie after the friendly Canadian teacher who made such a difference in her life. "That little Lorrie is my first African godchild. She's seven now, and recently I got my first letter from her."

With so much gratitude and good will flowing back to her

as a result of the Harambee Society's success, Williams feels the work is its own reward. But in the spring of 1999 she was delighted to receive another award to honour her commitment to girls' education. The Feminist Caucus of the American Humanist Association honoured her as the Humanist Heroine of 1999 "for uplifting women through education."

—Nancy Knickerbocker

For more information about the society or to sponsor a student, write to Lorrie Williams at 446 Kelly Street, New Westminster, BC V3L 3T9. Or fax (604) 525-6959.



Lorrie Williams

## MILLENNIUM PROJECT

### Vancouver Island time capsule

by Judi Warrington

If you have access to people born after 1975, love your job, want to do something meaningful that may allow you to teach, albeit indirectly, in 2101, and would like instant lesson plans, read on.

#### Problem

History professors at the University of Victoria explain that there are precious few primary records of children and youths' feelings and thoughts. Few records are available of everyday life. Historians write about what young people would have been like and what they did in eras past. There are also few diaries and accounts of classroom life from teachers.

#### Solution

Prepare records both about and by the young—prenatal through age 25. Collect records such as x-rays, police records, teacher reports, credits, vignettes from grandparents, social workers, psychiatrists, counsellors, mothers-to-be, parents. Invite teachers to record thoughts and diaries of classroom life.

#### Product

The final product would be a room-sized community time capsule containing those records and artifacts. This would leave a legacy for the millennium. Content would be produced by the young and by those entrusted with their care. Other contributors could be those directly affected by the young. Classroom artifacts and clothing, with accounts of who wore them and what happened in those articles, could be included.

The project would take place in five parts and would adapt itself in scope, size, and nature by available resources. All schools at any age level or ethnic group would be included. The project was conceived in 1998, has begun in 1999, and will continue until the placing of the capsule in 2001.

This community project is intended to include busi-

nesses, educational institutions and any ethnic groups or socio-economic groups. Beneficiaries of any financial aid would be local community members and, when possible, the under-25 set.

*Judi Warrington teaches at Richmond Elementary School, Victoria.*

For more information, phone (250) 656-8741 or visit [www3.bc.sympatico.ca/warrington/time.html](http://www3.bc.sympatico.ca/warrington/time.html)

## The Youth Millennium Project

The Youth Millennium Project (YMP) is a joint initiative of UBC and the United Nations Children's Fund (UNICEF). It invites any group of youth aged 11 to 14 around the world to discuss what they feel are important global problems and create a local project (plan of action) in response to these issues. The plan of action will then be carried out by the youth as a group. Each group will have companion groups with whom to exchange their plans of action. A plan of action can be large or small, lasting from one hour to many months.

The project is open to anyone born between January 1986 and December 1989. The project culminates in the Youth Millennium Conference to be held at UBC July 16–20, 2001. At least one youth from each country will be randomly selected to participate, all expenses paid.

The goals of the project are to develop awareness of global issues, encourage communication, develop a sense of personal empowerment, and create a sense of community within participating groups and across national borders.

The process for participation is simple, and not a lot of classroom time need be devoted to the program if a teacher feels involvement interferes with pursuing the curriculum. Interested teachers may request an information package giving them step-by-step instructions.

Contact Youth Millennium Project Canada Support Office, (604) 822-5028, F: 822-8108, [ymp@interchange.ubc.ca](mailto:ymp@interchange.ubc.ca)

## Cuba '99

In the spring, the Cuban Educators' Union requested that a BCTF delegation travel to Cuba to explore new areas of co-operation. The experience proved very enriching. As a result of the exploration, a tentative agreement was reached to send teachers to Cuba in December and July for the next three years, to work with the Cuban teachers of English on current methodology and strategies for second language teaching and on an oral-language component. Our teachers will also co-operate in the development of the new Cuban-English curriculum for junior secondary and in the gathering of teaching resources for the Cuban schools. The procedure for selecting the teachers will be announced at a later date.

One of the most significant moments of the trip took place on the last night of the delegation. We had invited the secretary for international co-operation of the Cuban union to have supper with us. In her remarks, she said, "We Cubans are very proud of our education system. We do not allow foreign teachers to get involved. The fact that we have requested your co-operation and that you will be working with our teachers, expresses the trust and the special consideration that we feel for the BCTF."

If all goes well, we may also have some Cuban teachers come to Vancouver to be billeted with colleagues to work either in curriculum development or on an English language immersion. The teachers may also be able to work with our teachers of Spanish.

The BCTF teachers that were selected last spring and

had to postpone their hopes to work with their Cuban colleagues will be the first asked to go this December. Once all of them have had a chance, a new call for volunteers will be issued.

—Guillermo Bustos

## Spring break 2000—Cuba

Are you interested in travelling to Cuba with your students next spring? Given the overwhelming success of the 1999 Student Tour to Cuba, CoDevelopment Canada is planning a return visit in Spring Break of 2000. We are currently recruiting interested teachers and students for this exciting and unforgettable learning adventure!

For more information, contact Carmen Christiansen at CoDevelopment Canada (604) 708-1495.

## Reaction to migrants exposes globalization's double standard

by Seth Klein

Nothing reveals more clearly the contradictions of free-market globalization than the hysterical and often ugly reaction to the arrival of the Chinese migrant ships on B.C.'s coast.

Perhaps the recent Chinese arrivals are genuine conventional refugees (a definite possibility given China's human rights record), or perhaps they are mainly economic refugees. Only due process and a proper refugee board hearing will tell. The nasty "Send them back" reaction is unwarranted and based on a troubling lack of understanding about global migration and the world economy.

Many of the people who push for the free movement of goods, services, investment, and business professionals, react with outrage and xenophobia at the movement of workers.

People follow money. They always have. This is the history of immigration. It's what brought most of us here.

Canada has sent numerous Team Canada missions to Asia. One of the goals of the missions is to help Canadian corporations set up shop in the free trade export processing zones of Asia—industrial parks and cities where workers come cheap, taxes

*... 100 million people on the move around the world... Canada accepted fewer than 200 thousand immigrants and about 25 thousand refugees last year...*

are virtually non-existent, and labour and environmental regulations go unenforced. It's wild-west capitalism, where national borders are already passé for all but the workers.

This arrangement serves First World companies well, but it is premised on the exploitation of cheap Asian labour. Human rights groups estimate that a living wage in China would be 87¢ per hour.

Yet according to a 1998 study by the U.S.-based National Labour Committee, Walmart, Ralph Lauren, Ann Taylor, Esprit, Liz Claiborne, K-Mart, Nike, Adidas and others, through their subcontractors, pay a mere fraction of this, some as low as 13¢ an hour. The profits flow back to First World shareholders. And now people are following the money.

The country with more export processing zones than any other is China. By conservative estimates, there are 18 million people working in 124 export zones. One of the first was established in 1980 in Xiamen, in Fujian Province, the source of the recent migrant boats. More recently, China has "opened" many of its coastal cities, including Fuzhou, the Fujian provincial capital, to foreign investment with various export incentives.

We cannot, in good conscience, continue to reap the rewards of this unjust system in the form of cheap goods from China, and then react with horror when the inevitable flow of people follows.

Desperate economic, social, and political circumstances lead people to take desperate actions—and a month at sea on a rickety boat is certainly that.

Some are spinning a line that Canada's alleged lax immigration laws make us a global sucker—a target for many of the world's migrants. This is an absurd proposition. Our global economic order, in which both corporate profits and debt interest payments flow to rich industrialized countries (far outstripping the meager level of foreign aid going to Third World countries), keeps billions impoverished and has resulted in millions upon millions of economic refugees. Yet the vast majority of these global migrants are being absorbed, not by wealthy countries, but by the poorest countries least able to afford the costs and with the bleakest economic prospects.

There are, according to UN sources, at least 100 million people on the move around the world. Of these, Canada accepted fewer than 200

thousand immigrants and about 25 thousand refugees last year, and our acceptance rate has been declining in recent years.

Thus far, the Chinese migrant boats have carried to B.C. a mere 600 or so people—a fraction of Canada's meager immigration and refugee quota, and a drop in the global bucket. We can afford to treat these people with respect and to grant them due process.

Ultimately, the migrant boats are the inevitable social fall-out of free market globalization. And until we have a global economic order based on justice and a great deal more social and economic equality, more boats (and planes) will come. We can respond with higher gates, a beefed-up military, and other hypocritical measures, or we can push for a new international system that stops sucking the Third World of its resources and capital.

*Seth Klein is B.C. director of the Canadian Centre for Policy Alternatives, [www.policyalternatives.ca](http://www.policyalternatives.ca)*

## Challenging the new global order

by Lili Johnston-Okuyama

With the World Trade Organization (WTO) ministerial meetings taking place just south of the border in Seattle this fall, and the new millennium just around the corner, it is time that we think critically about the myth of globalization. If we examine this myth and expose its plot, we will see the truth behind it: No one benefits from globalization except the members of the wealthy, corporate elite. These benefits only temporarily quench the insatiable thirst of the small, powerful, wealthy minority.

With the emergence of agreements and organizations such as the GATT, FTA, NAFTA, OECD, APEC, the MAI, and the WTO, corporate interests are becoming of far greater importance than the interests of citizens. Perhaps even more frightening is that the word *citizen* itself is being metamorphosed into the word *consumer* as people are seen more and more as commod-

ities—commodities that exist simply to buy products made by multinational corporations and do not have to be informed about world issues or events that directly affect them.

According to Murray Dobbin, a local writer and activist, "Free trade agreements are essentially about destroying democracy...the biggest cost to corporations anywhere is democracy." Democracy lets people have a say. It allows individuals to address concerns about human rights, labour, the environment, culture, and health—realistically, all things that are seen as "barriers" to maximizing corporate profit. If a system of corporate rule were to replace our "democratic" system, democracy would have to be dissolved. This is what globalization is slowly trying to do. And this is why corporate-driven trade is not a healthy thing—because it sees citizens not as individuals with democratic rights, but as obstacles to progress and profit.

However, on the brighter side, there are people who reject the mighty myth and will

not stand by passively as other people's eyes become clouded by it. A growing intergenerational movement is challenging the neo-liberal paradigm. Concerned citizens, economists, union members, educators, and people young and old share a common vision: to educate, engage, and empower people to challenge globalization and its unsustainable and undemocratic agenda.

In November 1998, a coalition of educated and active young citizens organized a conference on globalization for 150 young people from across the northwest. The success of the conference highlighted a need for a permanent organization to educate youth on global issues. This is how "Check Your Head: the Youth Global Education Network" evolved. Check Your Head, an organization created by youth for youth, educates young people about issues of social justice and globalization and helps them understand their role in the global community. For the 1999–2000 school year, Check Your Head has workshops to be toured to

high schools, colleges, universities, and youth events throughout the province. The workshops focus on youth and globalization, the WTO, and genetic engineering of foods, and they address global economics, free trade, corporate rule, and sustainability. Each workshop also focuses on empowerment, whereby participants and facilitators discuss alternatives and action youth can take in their everyday lives to become ethical and engaged citizens. The workshops are a component of a larger campaign called Y-MAP, the Youth Millennium Action Project, which involves the province-wide workshop tour as well as education campaigns on various global issues, a citizen training camp, a national youth conference, and much more.

The purpose of this article is not to say that trade is wrong; indeed, trade has coexisted peacefully with democracy, freedom, and sovereignty for centuries. It is not trade itself but the way in which trade is carried out that is dangerous. When trade lowers or

eliminates environmental and human rights standards, creates a class-based private education system, turns citizens into consumers, or exchanges democratically elected governments with trade organizations and CEOs, people must stand up and challenge the myth of globalization and act to expose it as a fraud. The things mentioned above are being discussed and decided upon as you read these words. The time to act is now if we want to oppose this new global order. We can still save our democratic society and its cornerstones—freedom, peace, equality, and education—from a profit-driven, corporate society and its cornerstones—deregulation, homogenization, inequality, and ignorance.

*Lili Johnston-Okuyama is a writer, educator, and social activist working with Check Your Head: the Youth Global Education Network.*

To obtain information or to book a workshop, contact Kevin Millsip (604) 685-6631.

## Labour calls for boycott of Indonesian goods

As Canadian children prepared to go back to school this September, East Timorese children and their families prepared to flee their homes after an historic vote for independence from Indonesia.

More than 80% of the East Timorese voted to end 23 years of brutal military occupation, but since then, local militia groups, armed and supplied by the Indonesian military, have burned towns, murdered citizens, and forced more than 200,000 into exile.

Many Canadians believe that the international community must stand with the people of

East Timor and that a United Nations peacekeeping force must be allowed in to restore calm to the shattered island.

To bring pressure upon the regime in Jakarta, the Canadian Labour Congress has called for a boycott of Indonesian products.

BCTF President David Chudnovsky supports the boycott. "The injustices suffered by the East Timorese people, young and old, ought not to be tolerated," he said. "Canada is a major trading partner with Indonesia. We can and should use our purchasing power to help stop the killing and bring peace to East Timor."

In the past year alone, Canada has announced more than \$300 million in aid to Indonesia. After Japan, Indonesia is Canada's most important economic partner in the Asia-Pacific, with two-way trade in excess of \$1.5 billion in 1997. More than 100 Canadian companies are active in Indonesia, with investment value exceeding \$8 billion. Firms such as Bata Ltd., Inco Ltd., and Husky Oil Ltd. play particularly prominent roles.

The CLC plans to maintain the boycott until four conditions are met:

- the Indonesian military brings the militias under

control in East Timor and withdraws troops responsible for the atrocities.

- Indonesia guarantees the safety and health of refugees who have fled or been deported to the camps in West Timor.

- Indonesia actively assists international peace keepers and helps humanitarian agencies provide food and other supplies to East and West Timor.

- Indonesia allows the UN to supervise the return of East Timorese forcibly deported.

In general, the CLC's campaign asks consumers with a conscience to avoid all

products with a "Made in Indonesia" label.

In particular, the boycott is expected to affect sales of shoes made in Indonesia by Nike and Bata; crayons made by Crayola; pencils by Faber Castell and Kiko; copy paper by Crown Super, Pacesetter, and Victory; batteries by Eveready and Price Torch; and tinned fish, coffee, cocoa and some soy products. Canadians are also being asked not to vacation in Indonesian tourist destinations such as Bali.

The Labour Congress will publicize a list of boycotted products and companies on its web site [www.clc-ctc.ca](http://www.clc-ctc.ca)

# World Kids voyage

by Terri Nash

**F**ive years ago, a small red sailboat quietly left Vancouver. On her deck stood a man with a dream. Inside her hull, were packed stacks of shoe boxes full of the hopes, dreams, ideas, and expressions of our school children.

Eric Blackburn, of Cranbrook, B.C., regards each one of those friendship boxes tucked inside the *Chickadee's* hull as a unique treasure, and he plans to deliver each one into the hands of school children in developing nations as he sails his home-built 30 ft. sloop, around the world.

To date, Blackburn has delivered over 100 friendship boxes to young school children in Mexico, Guatemala, El Salvador, and Nicaragua. Each friendship box is an imaginative expression of children's minds.

In making a friendship box, a class will fill a shoe box with new and used school supplies, letters, artwork, photos, and whatever other items they care to share with their global classmates. Once their friendship box is tucked inside the *Chickadee's* hull, the children's educational journey truly begins.

Under the guiding spirit of their teachers, all participating schools in both Canada and the United States have come together in a virtual classroom where they follow Blackburn's global journey, and track their individual friendship boxes via Blackburn's information-packed World Kids Voyage web site at [www.worldkidsvoyage.org](http://www.worldkidsvoyage.org).

The *Chickadee's* captain welcomes e-mail from his young friends and responds personally as well as providing daily updates on the World Kids Voyage web site. Through the web site, the children follow captain Blackburn's nautical journey, join other school children as they track his progress on the ship's log, view his photos, respond to his

online quizzes about marine biology and oceanography, and continue to show their support via quizzical e-mails and a satellite telephone donated by INFOSAT and Kootenay Communications, from Blackburn's hometown of Cranbrook.

The World Kids Voyage-Friendship Box Project is gaining momentum as more and more schools supply a steady stream of replacement boxes and even computers for their global classmates. Blackburn and his many volunteer friends have set a new goal called "2,000 Friends by 2000," with the hope of welcoming 2,000 schools aboard the Friendship Box Project by the year 2000.

With an outpouring of volunteer help, World Kids Voyage has broadened substantially, taking on the umbrella name of World Kids Foundation. Along with the Friendship Box Project, WKF is currently involved in a Computers for World Kids project in San Juan Del Sur, Nicaragua, and also the fundraising and building of a school in the remote village of Cangrejo, Nicaragua, under the name of "World Kids Foundation-Project Cangrejo."

Blackburn is currently in Nicaragua overseeing the building of this special school that will provide education for the 30 children of Cangrejo, for the very first time. This project is expected to be completed this fall, and those "friendship boxes" from our school children will give this new school a good beginning.

World Kids Foundation is an official non-profit organization, completely volunteer based and administration free. It is hoped that many more of our world's children can be shown the light and the strength of learning.

Consider taking your class on an inspirational journey. There's an empty shoe box just waiting to be filled.

*Terri Nash is a photographer/journalist, Whistler, B.C.*



## Refuge and rescue

**T**wo complementary exhibits on the related themes of refuge and rescue are featured at the Holocaust Education Centre, in Vancouver.

### Shanghai: A refuge during the Holocaust

Some 18,000 European Jews found sanctuary in the open port of Shanghai during the Holocaust. With the rise of Nazism in Germany and Austria and the Nazi policy of making Europe Judenrein—free of Jews—European Jews sought to find countries that would admit them. Shanghai became that sanctuary as well as a meeting place, a point of intersection for Jews and Chinese at a critical moment in history.

*Shanghai saved more Jews from the Nazi Holocaust than did all the commonwealth countries combined.*

Jews and Chinese have encountered each other for a thousand years or more, beginning with the Jewish traders who went to China along the Silk Road in the 9th century. In the 20th century, China received Jewish refugees fleeing the Bolshevik Revolution, the Russian Civil War, and later the Nazi persecution.

This story of escape and refuge in Shanghai will resonate for our students today, who are becoming increasingly familiar with the plight of refugees around the world, from Kosovo, from East Timor, and from China.

### The Story of Dr. Feng Shan Ho and the rescue of Austrian Jews

This exhibit tells the story of Dr. Ho, the Chinese Consul General who was stationed in Vienna from 1937 to 1940. Acting on his own authority and without the permission of the Chinese government, Dr. Ho issued thousands of life-saving visas to Jews desperate to flee Nazi-occupied Europe. He has recently been recognized as being among those who saved the largest number of Jews during the Holocaust.

The act of rescue was rare during the Holocaust. Why some people chose to help while others remained bystanders challenges our most basic assumptions about human nature. Dr. Ho's story can offer students insight into the nature of moral decision making.

### School programs at the Holocaust Education Centre

Guided tours featuring both exhibits are available for school groups. Tours are offered weekdays at a cost of \$50 per group of 30 students. Teachers will receive a

teacher's guide for *Shanghai: A Refuge During the Holocaust* and a bilingual (English/Chinese) monograph on the diplomat rescuer Dr. Feng Shan Ho.

*"I thought it only natural to feel compassion and to want to help. From the standpoint of humanity, that is the way it should be."*  
—Dr. Feng Shan Ho

### ESL program

A teacher's guide for the ESL classroom has been especially prepared for this exhibit. ESL teachers will receive the guide in addition to the guide and monograph listed above. Please let interested ESL teachers know about this program.

### Location

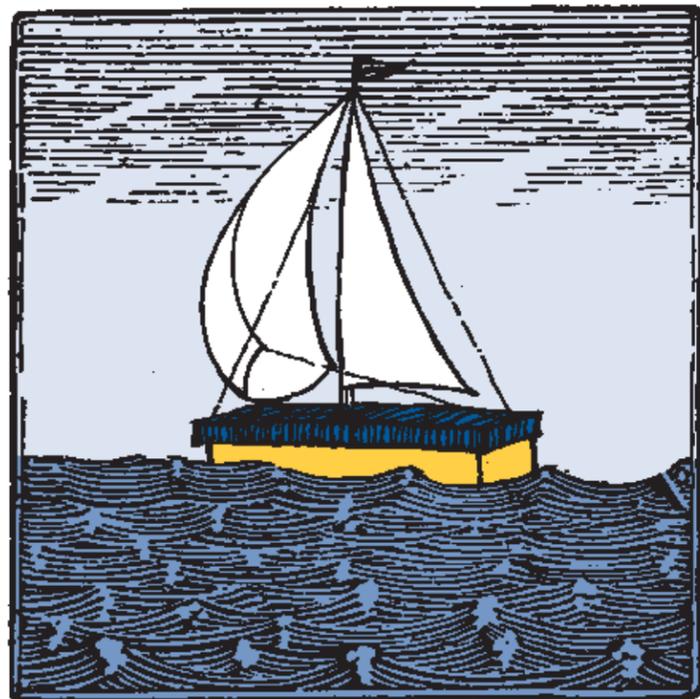
The Vancouver Holocaust Education Centre is located on the lower level of the Jewish Community Centre, 950 West 41st Avenue at Oak Street. The centre is wheelchair accessible and conveniently located near the #17 and the #41 bus route.

### Exhibit dates

October 17 to December 20, 1999

### Bookings and information

To have a teacher's kit sent to you, call (604) 264-0499.



## Business summit road show

by Donna Vogel and Seth Klein

On September 17, 1999, the B.C. Business Summit, a coalition of corporations and business lobby groups, began touring the province. Dissatisfied with the audience response to its Vancouver production last year, the summit organizers are taking their show on the road. The story that the



summit organizers are bringing to town is not new. Indeed, we have been hearing the same message from the business lobby for decades: reduce taxes, cut government spending, and privatize public services.

Unfortunately, the business summit agenda is not just a harmless piece of bad fiction. The very serious implications of the summit's objectives warrant a thorough and open public debate.

The business summit report calls for \$1.5 billion in tax cuts, almost all of which would benefit corporations and the wealthy. An elite group of individuals earning more than \$80,000—a mere 4% of taxpayers—have the most to gain, while the average British Columbian can look forward to a tax saving of only \$200 to \$300, not enough to buy a cup of coffee every day.

What we stand to lose as a result of tax cuts is much more substantial. Our tax dollars pay for public programs and services. About 80% of the provincial budget is for social spending. Cutting taxes reduces our ability to fund health, education, and social assistance. The few who can afford to pay for services in the private sector are unaffected by such cuts in government spending. But with a public sector that is already the second leanest in the country—measured by public sector employees per capita—most British Columbians should be very worried about the potential impact of the summit recommendations. Spending cuts cannot be implemented without either reducing the number of services to which we all have access or imposing user fees that provide access only to those who can afford to pay the extra cost.

The call for an aggressive privatization program also reflects a narrow and self-serving corporate agenda. While privatization may deliver hefty profits to corporations, it usually means cost increases and deteriorating service for consumers and taxpayers. Crown corporations have historically been set up to provide essential services at a low cost. Some crown

corporations are profitable, providing an additional source of revenue for public programs, but making a profit is not the number one objective, as it is for private firms. Public enterprise and assets serve the public interest, not private gain. Privatization takes the money we once paid in taxes and deposits it directly into the coffers of private corporations. In addition to giving up guaranteed access, we also forfeit our ability to exercise democratic control over fundamental areas of our lives.

The same is true for contracting out, a less overt but equally damaging form of privatization. Outsourcing is not the harbinger of efficiency and cost reductions that the business lobby likes to portray. Rather than save the government money, contracting out merely gives public money—our tax dollars—to private service providers. From garbage collection to hospital food services, the results of contracting out have been cost increases, decline in the quality of service, and loss of public accountability.

Summit organizers think their script deserves rave reviews and widespread attention. They will not have an easy time. We need only look as far as Alberta, where most people have experienced reduced services and rising out-of-pocket expenses as a direct result of tax cuts and reduced public spending, to understand why British Columbians have given the business summit recommendations such a lukewarm response. Indeed, people from across the country are wise to corporations' self-interest. In a recent Ekos poll, for example, Canadians indicated that they are much more concerned with health care, education, and child poverty than with tax cuts. In short, like the majority of Canadians, most people in B.C. know that public-relations events like the business summit are not the only show in town, and they are continuing to exercise a high degree of caution in choosing what they will and will not support.

*Donna Vogel is a researcher with Canadian Centre for Policy Alternatives, and Seth Klein is the director of the B.C. office of CCPA.*



### Good visual habits are developed early

Reading, writing, spelling, computer work, seeing the chalk board, and viewing audio/visual material all require the ability to quickly see and understand visual information.

Children, particularly young ones, who have vision

problems may not complain, thinking everyone sees the way they do. They're also quick at compensating, potentially developing poor visual habits. Watch for these signs of visual distress in your students:

- difficulty remembering what is read.
- skipping, repeating, or miscalling of words.
- squinting, rubbing of eyes, itchiness or redness.
- turning or tilting the head to use only one eye.
- restlessness, short attention span, avoidance of near-focus tasks.
- lowering the head close to book or desk when reading or writing.
- complaints of headaches, dizziness, nausea, blurry vision, double vision, eye irritation.

An optometric eye examination will determine the visual needs of the child and prescribe the necessary corrective action.

—B.C. Association of Optometrists



### Does Canada Matter?

### Liberalism and the Illusion of Sovereignty

Clarence Bolt  
Ronsdale Press, \$14.95

by Janet Amsden

Clarence Bolt asks, "Can something as quaint as national sovereignty or pride in one's unique country, region, or community be anything more than outdated nostalgia or idle dreaming?"

*Does Canada Matter?* is a must for any Canadian who wants to remain Canadian. Bolt, an instructor at Camosun College, looks at the unique initiatives that have contributed to our Canadian identity: such as Medicare, the CBC, the national railway system, the social security network, the Federal Investment Review Agency, and restrictions on foreign content in the media. All are being eroded or dismantled by neo-liberal market economics.

Bolt traces economic imperialism from the time of Sir John A. MacDonald to the present. Small elite groups, not the electorate, have always made the key decisions about Canada's development, he contends; and since Confederation, those decisions have been governed by economic liberalism. Our political environment favours candidates who support development and investment to expand the tax base. The drive for "progress," "growth," and "technology" seems unstoppable. The majority of Canadians have come to

believe that development will bring fulfillment and well-being. Yet we face growing discontent and unhappiness.

Bolt exposes the development myth. The move to suburbia, for example, rather than bringing less stress and more community to the lives of Greater Victoria residents, has resulted in loss of family time and increased social isolation.

Bolt challenges the competence of the neo-liberal elite who advocate less government regulation and unfettered capitalism—the economic ideology that led to the Great Depression. "One has to wonder," says Bolt, "how many well-researched and scholarly history and economics books the leading advocates of neo-liberalism have read."

The solution Bolt advocates for Canadians is to "leave the welcoming party for the new global order, although it will not be easy since seldom in history have subjects embraced imperialism as eagerly as in our time." Bolt concludes the book with practical and philosophical strategies for reclaiming our identity. He makes a convincing case that the objective is greater than nationalism; it is in the best interests of all humanity.

*Janet Amsden teachers at Fairview Elementary School Maple Ridge.*

### Tribute to teachers

by Wendy Collisson

A presentation at a Staff-Appreciation Luncheon at Gordon Head Elementary School, Victoria.

I've just finished reading a biography of Jacqueline Du Pre, a world-renowned cellist. She was a child prodigy who lived through her music. Every performance was unique; the music she played filled with passion, exuberance, extraordinary talent, and excellence. Other musicians may play the same music but not create the same splendor and inspiration in the ears and the hearts of the listeners.

I have come to realize how similar teaching and learning is to composing music and then performing. In your classrooms, in each of your own specialty areas, in the office or library or computer lab, as an assistant, custodian, or administrator—anywhere within our school—you are the composers and conductors of your own unique song. Played together, these songs combine to create a yearly school symphony.

Each of your songs is unique; each year a new song is created by you. Each and every note is important, can stand alone when played individually or can also be played together. Each instrument and each student musician within your orches-

tra, no matter how many or how few, no matter what age or what talent, has a special part to play. There are solos, harmonies, and duets. You encourage your musicians to practise, as they strive for excellence. Mistakes are ok, you tell them; your musicians learn from them; try harder, and practise longer. You use different approaches with your musicians to strike the chord of the music within each of them—some are structured, some are fun, some are

*Thank you for this symphony of learning. Long after the lyrics are forgotten, your music will play on...*

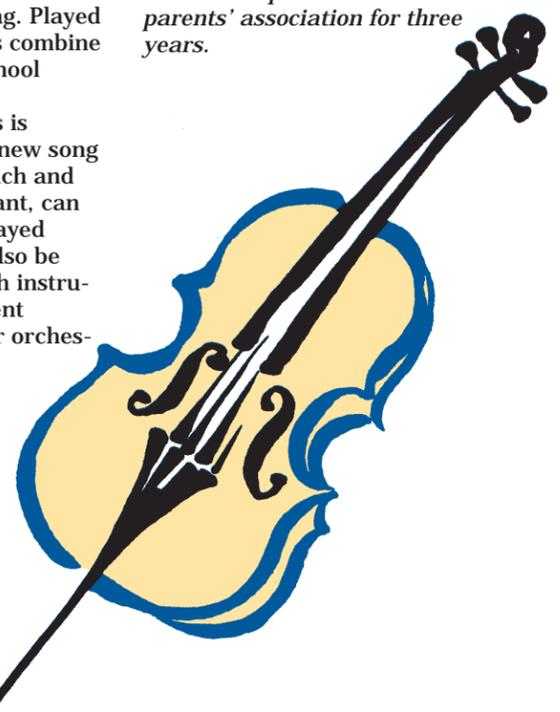
focussed; others are relaxed. Some of your musicians may be high strung, while others are laid back. Sometimes you may feel it is never going to be possible to finally play that song, but you persevere, encourage, correct, direct, and work on mastering one note at a time.

It has been said that life, and indeed learning, are like music lessons. Each week your student musicians are assigned a piece of music that is harder than the one before. They are always stretching and sometimes feeling like they are in over their heads and a little awkward. At that time, you encourage your musicians to go back and look at all the music they have learned. You help them to appreciate that they have learned many new pieces and are moving ahead. Only then can your musicians appreciate the challenge of their new music, replay the old tunes, find comfort in their successes, and hold on to the belief that they eventually will learn the new song.

Each year you conductors create a new song, practise it until it is perfect, give a performance of a lifetime, and then are asked to play it all again. You, our staff, are the Jacqueline Du Pres of our school system. The music you play educates not only our children's minds, but also their bodies, their hearts, and their souls.

Thank you for this symphony of learning. Long after the lyrics are forgotten, your music will play on forever, in my heart.

*Wendy Collisson was a parent at Gordon Head Elementary School and president of the parents' association for three years.*



*More than 1,300 B.C. teachers retired in 1999. We are printing half the list in this issue, in school district order, and the remainder will appear in our November/December '99 issue.*

**SOUTHEAST KOOTENAY #5**

Steve Andrychuk  
Donna Bahsler  
Glen Bahsler  
Leonard Bousquet  
Norma Boyle  
JoAnne Kusnir  
Diane Stothers  
Irene Talarico  
Carol Walmsley  
John Walmsley  
David Wheeler

**ROCKY MOUNTAIN #6**

Caroline Aikins  
Margaret Barclay  
Roger Davies  
Susan Engelbracht  
Heather Foster  
Ian Johnson  
Kathleen Leicester  
Joseph Meagher  
Louise Nagle  
Eugene Nowick  
Anne Picton  
Marvin Smith  
Jack Swanson  
Ann Louise Tilley  
Norman Wagner  
Reet Wagner

**KOOTENAY LAKE #8**

Ute Bachinski  
Miles Brock  
Helen Carston  
Hans Cunningham  
Edward Devries  
Norman Dyck  
Dick Hamakawa  
Sohan Khangura  
Douglas King  
Margaret Lavender  
Donna Leukov  
Neil McDonald  
Robert Murray  
Hamish Mutch  
Raymond Neumar  
John Olson  
William Potkins  
Carol Reynolds  
Doris Thompson  
Daniel Wack  
Kenneth Wilson

**REVELSTOKE #19**

Elizabeth Campbell  
Phyllis Floyd  
Jefferson Nicholson  
Charlene Robertson  
Bill Rudyk  
Elspeet Staniforth  
Peter Sutherland  
Josephine Woodman

**KOOTENAY COLUMBIA #20**

Janice Androsoff  
June Campbell  
Eileen Colautti  
James Dell  
Henry DeRosa  
Ronald Heuer  
John MacMaster  
Kenneth McClean  
Donald Mair  
Gwenneth Mesley  
Lois Pazurik  
Eileen Pedersen  
Elaine Robinson  
Michael Rodgers  
Blaise Szekely

**VERNON #22**

Sharon Alexander  
Harold Ansell  
John Barling  
Norma Barnes  
Phyllis Bowman  
Gertrude Brown  
Patrick Connell  
Lillian Da-Pont  
Robert Davidson  
Connie DeLeenheer  
Peter Dibski  
Calvin Ford  
Florence Gallon  
Peter Harwood  
Joanna Hay  
Darlene Heaney  
Donald Holmes-Peters  
Allan Hooper  
Robert Ingersoll  
David Jackson  
Richard Joba  
Frances Johnson  
Jo-Ann Johnston  
Raymond Kimoto  
James Knopp  
Rudi Kucy  
Melvin Maglio  
Gary Marsh  
Erna McCulla  
Gertrude McGrath  
Lorna McNamara  
Barbara Melanson  
Myrtle Miller  
Margaret Montgomery  
Kenneth Nickel  
Vivienne Norris  
Keith Perry  
Kathleen Pratt  
Richard Pratt  
Malcolm Roberts  
Margit Schratte  
Reginald Scott  
Elizabeth Shippam  
David Todd

Mhairi Todd  
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Larry Vague  
Barbara Walters  
Mervin Watson  
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Sheilagh Best  
Christine Bischoff  
Dwight Botnen  
Ann Boysen  
Lois Clarke  
David Cookson  
David Cousins  
Donald Crowe  
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Diana Delcourt  
Kathryn Dolman  
Judy Eason  
Dermot Fagan  
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James Macdonnell  
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David Matheson  
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John Fitterer  
Susan Glenn  
Dolores Goerz  
Bill Graham  
Irene Griffith  
Chris Hicks  
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David Lanigan  
John McRae  
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Joseph Smith  
Linda Smith  
Mary Stevens  
Lorraine Taylor  
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Thora Burge  
Karen Burke  
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Wilfred Cain  
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Robert Cannon  
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Mark Bowman  
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Mary Curran  
Tecla Dawson  
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Leonard Foss  
Sandra Hall  
Mary Hansen  
David Harbut  
Margaret Hermans  
Frederick Hutton  
Karl Janzen  
Carol Jeffery  
Sarah Johnstone  
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Viren Joshi  
George Lamont  
Liliana Lustig

Valerie March  
Maureen McAllister  
Penelope McGregor  
Lester McKinnon  
Phyllis McKinnon  
Yvonne Nimmo  
Lois Paterson  
Marilyn Prosser  
Janet Riddell  
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Lyce Rozario  
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Adeline Sawatzky  
Sharon Scott  
Linda Sherlock  
Esther Silva  
Noralyn Smiley  
Jill Smith  
Joan Smythe  
Donna Stansfield  
Charles Steele  
Mary Stewart  
Gary Temlett  
Penny Tonge  
Ann Vicente  
Margaret Waterman  
Ernest Wilhelm  
May Winram  
Brenda Wong  
Brigitte Wood  
Anne Yasui

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Karen Simpson  
Sheila Smeaton  
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Ronald Homen  
Daniel McCarthy  
Charles Hyslop  
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Merrilyn Laursen  
Gordon Rafter  
Gail Romero  
William Wilkinson

**BURNABY #41**

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Michael Christie  
Ursula Clodius  
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Sandra Dunn  
Forrest Day  
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Roger Meyer  
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Arthur Olyslager  
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Darlene Warren  
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Carl Wener  
Morgan Wilks  
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Dorothy Wollitzer  
Anthony Wood

**MAPLE RIDGE #42**

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Paul Bondar  
Vincent Dangerfield  
Lida Gelwicks  
Frankie Gowing  
Joan Hannon  
Pat Hudson  
Susan Kellas  
Beverley Kujawa  
Leatrice McIntosh  
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Carol Tebbutt  
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**COQUITLAM #43**

Jutta Abel  
Nicole Allard  
Luc Bauer  
Alan Beebe  
Mary Begin  
Barry Bentley  
Gail Berry  
Margaret Betcher  
Gracen Beutler  
Gary Bradley  
Ralph Broadhead  
Bruce Brook  
Michael Brooke  
Joseph Brooks  
Thomas Broughton  
Barbara Burton  
Lance Camp  
John Carlson  
Alfred Clarke  
Arlene Clay  
Valma Douglas  
Merilynn Drummond  
Gunnar Dybhavn  
Ilona Eberle  
Judith Ellis  
Judyth Flaten  
Joyce Fleetwood  
Terri Fleming  
Marie Gauer  
Verna Gough  
Louise Grant  
Eleanor Gregory  
Patricia Hallborg  
Lorne Harry  
Alex Herdman  
Margaret Hill  
Barry Jones  
Keith Klaver  
Frank Knapp  
Earl Lesk  
Patricia Lomax  
Leona Lowman  
Dennis Lowry  
James Lunn  
Donald MacDonald  
Ian MacSween  
Claude Marsden  
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Charles McBeth  
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Flora Pon  
Alida Postman  
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Gillian Richardson  
Gary Robinson  
Michael Ross  
James Scott  
Maureen Scott  
Noreen Sherling  
Charles Sigsworth  
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Janet Simmons  
Gioconda Skjodal  
Helen Slavik  
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All teachers age 40+ should plan to attend one of the retirement-planning seminars listed. There is no pre-registration, nor fee. Seminars are on Saturdays from 09:00 to 16:00. The agenda includes what retirement is, the Teachers' Pension Plan, legal issues, retirement experiences, pension calculations, and personal advice. Make sure to bring a calculator and your most recent pension statement. **Younger teachers are welcome.**

Date	Location
October 30, 1999	Fort St. John, Alex. MacKenzie Inn
November 6, 1999	Vernon, Prestige Inn/Avonlea Centre
November 13, 1999	Coquitlam, Westwood Plateau G&C Club
November 20, 1999	Richmond, Richmond Inn
November 27, 1999	Cranbrook, Inn of the South
January 22, 2000	Vancouver, Plaza 500 Hotel
January 29, 2000	N. Vancouver, Capilano College, Birch Bldg.
February 12, 2000	Surrey, Sheraton Guildford Hotel
February 19, 2000	Burnaby, Radisson Hotel
February 26, 2000	Nanaimo, Coast Bastion Inn
March 4, 2000	Langley, Sunrise Conference Centre
April 8, 2000	Abbotsford, Inn at King's Crossing
April 15, 2000	Prince George, Inn of the North
April 22, 2000	Williams Lake, Overlander Motor Inn
April 29, 2000	Penticton, Lakeside Resort & Conf. Ctr.
May 6, 2000	Victoria, Victoria Conference Centre

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## Factor 88? Age 64?

### Reminder: SIP-Long Term

Teachers who have reached the age of 64 or the factor 88, age plus contributory service with the teachers or municipal pension plan, may voluntarily withdraw from the BCTF Salary Indemnity Plan: Long

Term. If you have reached age 65 or factor 90, you are no longer eligible for long-term benefits and should withdraw. It is necessary for you to apply to withdraw as the SIP does not have information about your age or contributory service.

If you fit one of the above criteria and wish to withdraw from the long-term part of the plan, write or fax (604) 871-2287 the BCTF Income Security Department for withdrawal application forms.

### NELSON from page 16

to take the flint knife in its sheath, but Ward confessed to a sense of unease.

"I've taught *The Curse of King Tut's Tomb* at least 20 times, and since all the people involved with that find died of unnatural causes, it does give you a feeling of discomfort to remove anything," Ward said.

Eight hours later, having traversed rough terrain, the men arrived exhausted at their camp, which was located near the bottom of a large rock slide. It began raining hard, and the sound of rocks tumbling and moving in the night kept jolting the hunters alert through a restless night. The next day, they broke camp, hiked the miles back to the highway, and headed in to Whitehorse to consult with the archaeologists at the Beringia Museum.

"The people there were absolutely amazed," Roche said. "They were beside themselves, they were so excited. They got ready to go out on the glacier right away. Within a few hours, the archaeologists were heading out in a chopper with some of the local First Nations people."

The body was found on the traditional territory of the Champagne and Aishihik First

Nation. Their chief, Bob Charlie, said, "This person will have much to tell us, to help us understand our past, and the history of our homeland."

Within days, the news flashed around the world about the stunning find. International experts engaged in intense speculation about the precise age of Kwaday Dan Sinchi, with some venturing to say he could be as old as 10,000 years and others estimating mere decades.

Either way, his existence gives scientists an extraordinary glimpse back in time. DNA testing will allow them to determine an enormous amount of information. While intact ancient bodies have been found in the Andes, the Austrian Alps, and Siberia, there have been no similar finds in B.C. or the Yukon to date. Ancient bodies with well-preserved soft tissue can also yield a wealth of information about such things as nutrition, the immune system, and cause of death.

Now the body is under investigation at the Royal British Columbia Museum, which has 18 months in which to conduct its studies before returning the remains to the First Nations people. DNA testing will determine whether this person was an ancestor of

today's Champagne Aishihik people.

"The word *fate* has come up again and again," said Roche. "Had the weather turned one day earlier, we probably would not have been there. Had we come a week earlier, he would probably have still been under the glacier... It just seemed destined that we find him. And we are absolutely enthralled and captivated. Our students just can't get enough information about it either."

Ward agrees. "We're doing a social studies unit on early man, *homo erectus*, right now, and it couldn't fit in better with our find this summer." In Roche's classes, students are exploring the science of carbon dating.

He explained that every plant and animal contains radioactive isotopes of Carbon 14, which decomposes into Nitrogen 14 when the organism dies. By measuring the levels of radioactivity in human remains, scientists can date them very accurately.

Carbon-dating tests are not yet complete; results are expected to be available within weeks. Watch for a follow-up story on the age of Kwaday Dan Sinchi in the next issue of *Teacher* newsmagazine.

Nancy Knickerbocker is the BCTF's media relations officer.

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# Benefiting from Cable in the Classroom

If you are looking for a classroom resource to complement your existing lessons and add adventure, insight, and expertise to your curriculum, you may look to the educationally appropriate and creative programming provided by Cable in the Classroom (CITC).

## What is CITC?

CITC is a national partnership, between Canadian cable companies and programming services. The partnership gives teachers free access to a wide variety of commercial-free, copyright-cleared programming for use in classrooms. As well, cable companies provide to publicly funded Canadian schools complimentary cable connection and free ongoing service. Teachers may freely tape the curriculum-relevant programs for viewing with students. Taping can be done at school or in the home at the convenience of teachers.

## How CITC can enhance learning

Making the curriculum relevant for students and keeping resources current are challenges for teachers. CITC is an easy-to-access resource for curriculum-linked, cutting-edge, and up-to-date programming.

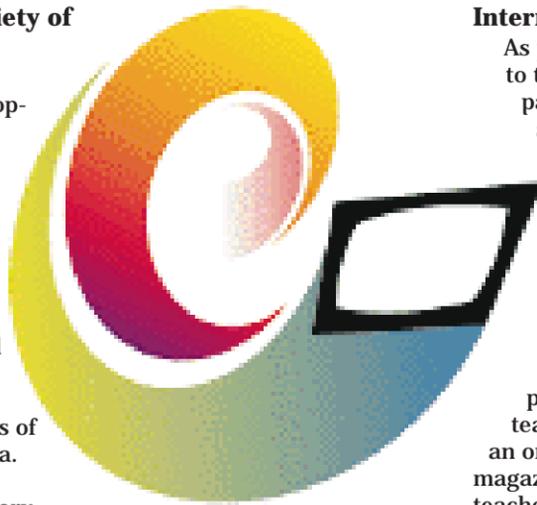
## Access to a wide variety of curriculum-relevant programming

From language development to science and mathematical skill building to historical overviews, CITC touches all facets of the curriculum. Since CITC's inception, member programming services have developed programming based on many of the objectives established by ministries of education across Canada. Networks such as CBC, Discovery Channel, History Television, A&E, CPAC, Bravo! and many more continue to develop CITC programming that complements the curriculum used in Canadian classrooms. French-language CITC programming from RDI, TV5, and others also offer programming linked specifically to immersion curriculum.

The Canadian Teachers' Federation endorses CITC as a resource that supports curriculum.

## Bringing CITC into the classroom

Teachers may tape, preview, and then use CITC programming as part of their classroom lessons. Often two or more short segments from different shows or episodes will dramatically highlight or



provide valuable emphasis for specific learning outcomes. The Nature Walk series from the Life Network, for example, can give students an opportunity to join an archaeologist on an expedition through Dinosaur Provincial Park in Alberta or a geologist examining rock formations in the mountains of British Columbia—free of charge. Seeing segments from programs such as this one gives students an excellent visual understanding of new concepts and leads into extension activities where new skills can be applied and strengthened.

## Internet support

As part of the commitment to the service, many cable partners provide Internet support to teachers. Lesson plans and links to related support material are freely available. CITC maintains a web site at [www.cableeducation.ca](http://www.cableeducation.ca) with links to cable partners, teacher-created lesson plans, articles from teachers using CITC, and an on-line edition of the CITC magazine. CITC encourages teachers to download the support material provided by many of the programming services to enrich their classroom curriculum.

## Developing networks to help implement CITC

How does one find time to maintain and use a new resource in an already jam-packed day? The key to implementing CITC is to make use of already existing networks in your school and in the community. Accessing those networks will benefit your classroom and provide an opportunity for positive community interaction and involvement.

## Colleague network

Teacher support networks exist in and among schools and school boards. Use those networks to help select, tape, and preview appropriate programming for sharing among teachers. Partners and teams could manage the wide variety of exciting CITC programming available. Copyright clearance allows teachers to retain favourite episodes for a minimum of one year, providing the perfect opportunity to share videos among staff or between schools.

## Volunteer network

CITC is an excellent opportunity to involve parents, guardians, and community volunteers. Family members and even students can record relevant programming for classroom viewing, thereby reducing the time required of teachers to record programming and increasing the variety of programming that can be viewed.

Choose a new classroom resource by turning on your television. Teachers and community members interested in the service or in receiving more information on curriculum and potential networks for Cable in the Classroom may contact the CITC National Office at 1-800-244-9049 or Evan Robinson, a CITC workshop facilitator, at 1-604-739-3642.

## So you want to be in pictures?

by Gavin Hainsworth

The tantalizing glass of cold water sits upon a white silk napkin beading drops of condensation in the hot summer heat. Its cool remoteness is enhanced by the security guard who stands beside it. A small folded place card reads *Sharon Stone's Water*. Meanwhile, I sip a tepid Styrofoam cup of coffee, contemplating this perfect moment of six degrees of separation—wondering does the glass bear a star's red lipstick mark?

I was but one of 150 extras providing background action for a Louis XIV theme casino in Vancouver's Orpheum Theatre one evening this summer. I was participating in one of B.C.'s fastest growing and most profitable service industries. The movie, *Beautiful Joe*, is just one of 47 productions in Vancouver this summer. Of the 47, 10 are feature films; 19 TV movies; 17 TV series; one a mini-series. Hollywood North is a "Billion Dollar Baby," said Ian Waddell, B.C.'s Minister.

Entertainment from production to exhibition, really pays in Canada. Stats Canada reports that 100 million Canadian customers viewed first-release pictures in 1998, garnering over \$870 million in profit for theatre owners—a rate of film consumption that has risen 30% each year for the past three years. The Lower Mainland now boasts over 37 talent agencies

recognized by the Union of B.C. Performers.

Living on Vancouver's North Shore, I often saw the production trucks of Global TV's *X-Files* and *Millennium*. However, it took the rave reviews of the film making experience from a teaching colleague for me to consider trying on the role of summer extra. "It's fantastic fun!" Carl said, describing two weeks in a tuxedo dancing calypso on a cruise ship for the production of *Speed II*.

Auditioning to be an extra was anticlimactic: no extensive interview or lines to read.

Instead, I was asked my weight, height and availability. "Do you have any special skills?" I was asked (huh?). My hesitation was correctly interpreted as she continued "like juggling or karate? How about outfits—any period costumes, or a tuxedo?" (I should have seen that one coming). After that, it was a quick Instamatic photo in the hallway (and a \$30 membership fee) and I was officially an agent extra.

My first call, for *Beautiful Joe*, followed the pattern that I have grown to expect as the industry norm. First, a phone call, can you work the day of..., a commitment to be available the whole day from 04:00 to well past midnight if necessary. No details provided and only a yes or no expected. The day before the committed day, the agent contacts you again, with particulars such as call time, the name of the

production, and what three wardrobe changes you should bring, in which colours, for which season. You are expected to pick one of the three to wear, and to carry the others to the contact location.

Once there, you sign in, listing the agent's address as your own, and wait for make up and wardrobe to come around to clear you for Extra's Holding. Alternately, you might be sent to line up for clearance. This process might take two to four hours. At this point, Extra's Holding looks like the wait lounge of any international airport with

*...where else could I have seen 10 Marie Antoinettes asleep on sofas trying to keep cool...*

people of all shapes and sizes bracketed with suit bags and carry-on luggage, reading, eating, talking, playing cards, or just dozing. Hurry up and wait has begun. Eventually, the production and set managers appear and tell everyone the basics of the scenes being filmed, and extras are chosen and poured into the set. The assistant director or the director places you in your No. 1 position with instructions as to what you should do. He yells background action, and you do it, several times, each time returning to your No. 1. Finally, the talent is led in and replaces the stand in you

thought was the star. The clapboard appears (now digital), the director says, "Rolling."

The director says, "Background action" and "Action," which are both repeated down the line. You do your maneuver until you hear "Cut." You return to No. 1 and do the whole process a few more times.

The talent then leaves, and you're either moved to a new No. 1, with new instructions, or returned to Extra's Holding. After each successful scene, the crew begin applauding, quickly picked up by the extras as well. Finally you hear the words "That's it, the extras are wrapped," followed by more applause and thank you's as you head home to bed.

While in holding and on the set, you people-watch and hold fascinating conversations. The strange intimacy of the whole thing brings out the raconteur, as extras share stories of other shoots and their other lives, and even seek advice from former strangers. Through this job, I have met a WW II paratrooper whose friend rolled a three foot cigar in a successful attempt to meet Winston Churchill—just one interesting story of many. Professionals such as lawyers, police, and nurses participate in the film experience, and retired people do it to socialize and supplement their pensions. I have even seen a recently retired BCTF staff person wear a feather mask as part of a Y2K celebration

scene set in Times Square (where I wore a tie around my head as a bandana—so I, perhaps, should say no more). Within the mix are Performers' Union members and apprentices (who have gathered enough credits to join the union through speaking or special parts), and they are just as friendly and eager to share stories.

As to the process, where else could I have seen 10 Marie Antoinettes asleep on sofas trying to keep cool, while another chatted on a cell phone? Where else could I have gone to Louisville, Las Vegas, and New York, while playing dress-up and share in the conversations of directors, stars, and many others while being paid to do so?

"If you can't be in this moment, be in the two minutes you are up there made large on the screen—it's that fear and thrill that gets me through," said Sharon Stone to the extras in *Beautiful Joe*. If you're lucky, you can see some real craft or artistry in the process, that allows you to feel the magic as Director Stephen Metcalfe put it.

I may never get my glass of water on a silk napkin, but I will never watch films the same way again. Just what does that silly guy in the background think he's doing? Maybe, I should check it out frame by frame...

Gavin Hainsworth teaches at North Surrey Secondary School, Surrey.

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## OCTOBER

**29-31** Victoria. Achieving Wellness for Visible Minorities: A Human Rights Perspective, a symposium sponsored by the Canadian Mental Health Assn. at the University of Victoria. Contact Gail Simpson, (250)389-1211, f: (250)389-1263, [simpson@pacificcoast.net](mailto:simpson@pacificcoast.net).

**30-31** Vancouver. Becoming Whole—The Transpersonal Dimensions of the Gestalt Approach. Contact Gestalt Training Institute, 2360 Waterloo Street, Vancouver, BC V6R 4M6, p/f: (604)733-9123.

## NOVEMBER

**4-7** Vancouver. Transforming Women's Future: Equality Rights in the New Century, a law-related forum sponsored by the West Coast Women's Legal Education and Action Fund. Contact West Coast LEAF, (604) 684-8772, [wcleaf@dowcolcom](mailto:wcleaf@dowcolcom), [www.westcoastleaf.org](http://www.westcoastleaf.org).

**4-5** Richmond. Making Connections 99, the second annual B.C. conference on Effective Behaviour Support (EBS), an innovative and positive approach to making schools safe and effective learning environments, Best Western Inn. Contact Kathy Champion, (604)668-6063, [Kathy.Champion@richmond.sd38.bc.ca](mailto:Kathy.Champion@richmond.sd38.bc.ca). For information about upcoming EBS workshops, contact Don Chapman, (604) 513-2352, [don@direct.ca](mailto:don@direct.ca)

**4-5** Richmond. Wellness Forum 7 for B.C. education workplaces. Take Your Soul to Work—Transform Your Life and Work, with Tanis Helliwell, The Radisson President Hotel. \$135. Contact Organizational Health Partnership Assembly, 12650 Crescent Road, Surrey, BC V4A 2V5, (604) 538-7637, F: (604) 583-1050.

**6** New Westminster. Crime Scene to Courtroom: Role of the Forensic Laboratory, a full-day seminar presented by the B.C. Society of Laboratory Science and the Police Academy of the Justice Institute of B.C., Justice Institute. \$90. Contact Jim Slater, (604) 714-1760, [bcsls@bc.sympatico.ca](mailto:bcsls@bc.sympatico.ca), [www3.bc.sympatico.ca/bcsls/crimescene.html](http://www3.bc.sympatico.ca/bcsls/crimescene.html).

**10** Vancouver. LOMCIRA, the Lower Mainland Chapter of the International Reading Assn., event with Marie Clay speaking on the challenge of literacy improvement, Hyatt Regency East Ballroom, 19:00-21:00. \$30 (members); \$40 (others). Send cheque, payable to LOMCIRA, to Phyllis Stitch, 11238 Stewart Place, Delta, BC V4E 2J1. Contact Meredyth Kezar, (604)876-9816.

**11-13** Gabriola Island. Embracing Diversity, a provincial conference on how to bridge the barriers of race, class, gender, ageism, adultism, and heterosexism. Accommodation, tuition, meals and taxes: \$475. Contact Charles Boehm-Hill (250)386-7424, F: (250)386-4325, [paediea@aol.com](mailto:paediea@aol.com). Registration limited to 30 participants. B.C. Ferries travel information: (1-888-223-3779).

**12** Vancouver. The Multicultural School: How To Strengthen the School-Community Relationship, curricular, pedagogic, and instructional practices and techniques to enhance the cultural climate of your school and classroom. Contact Alex Shirran, conference director, International Educational Research Institute, (604) 322-1093, [ashirran@deltasd.bc.ca](mailto:ashirran@deltasd.bc.ca).

**12-13** Burnaby. Horizons 99, Computer-Using Educators of B.C. conference, SFU. \$135; \$155 on site. Visit [www.bctf.bc.ca/CUEBC](http://www.bctf.bc.ca/CUEBC), or contact David Zandvliet, (604)291-5680, (604) 291-4203, [dbz@sfu.ca](mailto:dbz@sfu.ca).

**12-13** Nanaimo. Rural Teachers' Association Conference, Learning from the Community, Malaspina University College. Rural stories, rural issues panel discussion, multiage curriculum workshops by Malaspina faculty, review of agreement for community access to the internet within schools, Ministry of Education speaker, and more. Contact Linda Myres (250)728-1220, f: (250)728-3350,

[lmmyres@sd70.bc.ca](mailto:lmmyres@sd70.bc.ca), [www.bctf.bc.ca/psas/bcrta/about/html](http://www.bctf.bc.ca/psas/bcrta/about/html).

**15-16** Victoria. Level I: Solution-Focussed Therapy, with Nancy McConkey, MSW. Contact Solution Talk, (403)216-8255, f: (403)949-3321, [soltalk@telusplanet.net](mailto:soltalk@telusplanet.net).

**17-18** Victoria. Level 2: Solution-Focussed Therapy with Difficult Clients, with Nancy McConkey, MSW. Contact Solution Talk, (403)216-8255, f: (403)949-3321, [soltalk@telusplanet.net](mailto:soltalk@telusplanet.net).

**18-19** Vancouver. B.C. School Counsellors' Assn. Conference, Partners in a Process: One Person Can Make a Difference, Coast Plaza Stanley Park. Keynote: Joe Schafer. Contact conference chair Chris Chandler, f: (604)980-4236, [cristan@bc.sympatico.ca](mailto:cristan@bc.sympatico.ca), or registrar Judy Specht, f: (250)542-2028, [jspecht@sd22.bc.ca](mailto:jspecht@sd22.bc.ca).

**18-19** Vancouver. Career Education Society of B.C. Conference 1999, Connecting for Student Success, with keynoters Tod Maffin and Roy Henry Vickers, Four Seasons Hotel. Contact Kathy Moscrip, (604)929-8303, [kathym@ola.bc.ca](mailto:kathym@ola.bc.ca).

**19** Victoria. Solve School Problems Quickly and Effectively, with Nancy McConkey, MSW. Contact Solution Talk, (403)216-8255, f: (403)949-3321, [soltalk@telusplanet.net](mailto:soltalk@telusplanet.net).

**20** Vancouver. Tic-Tac-Ts: Winning Strategies, presented by the Greater Vancouver Chapter of the Tourette Syndrome Foundation, 08:00-15:30, Coast Plaza Suite Hotel at Stanley Park. \$75. Contact TSFC Vancouver Chapter, 302-1176 West 11th Avenue, Vancouver, BC V6H 1K3, (604)732-3594, f: (604)738-3383.

## JANUARY

**20-21** Vancouver. B.C. Alternate Education Assn. conference, Challenge and Change 2000, Sheraton Wall Centre. Contact Joyce Pauls, (604) 859-3015, [joyce\\_pauls@sd34.abbotsford.bc.ca](mailto:joyce_pauls@sd34.abbotsford.bc.ca).

## FEBRUARY

**10-12** Vancouver. Transitions: Moving from Here to There, B.C. Art Teachers' Assn. Annual Conference, co-sponsored by BCATA and Delta district art teachers in collaboration with the UBC. Contact Julie Johnston, Delview Secondary, (604) 594-5491, f: (604) 597-4374, [jjohnston@infomatch.com](mailto:jjohnston@infomatch.com).

**17-20** Vancouver. BCBEA/WBITE (B.C. Business Education Assn. and Western Business and Information Technology Educators) international conference, Building Global Connections: Technology, Business, and Economics, Sheraton Wall Centre Hotel. Contact Harriet Tuey, (604)524-2021, f: (604)540-8583, [tuey\\_h@hotmail.com](mailto:tuey_h@hotmail.com), [www.bctf.bc.ca/PSAs/BCBEA/indes.shtml](http://www.bctf.bc.ca/PSAs/BCBEA/indes.shtml).

**17-19** Richmond. B.C. Music Educators' Association conference, Regenesis 2000, McMath Secondary School. Conference hotel is Executive Inn. Contact (604)882-9561, [www.bctf.bc.ca/bcmea](http://www.bctf.bc.ca/bcmea).

Future October PD Days	
2000-2001	October 20
2001-2002	October 19
2002-2003	October 25

For a complete copy of the BCTF PD Calendar, access our Web site [www.bctf.bc.ca/events/PD-Calendar.html](http://www.bctf.bc.ca/events/PD-Calendar.html)

Web site includes direct links:  
 • [www.nscd.org/conference/](http://www.nscd.org/conference/)  
 • [www.ascd.org/](http://www.ascd.org/)  
 • [www.pkintl.org/profdev/cphome.htm](http://www.pkintl.org/profdev/cphome.htm)

Any additions or changes? E-mail Debby Stagg, PSA services co-ordinator, Professional Development Division, BCTF, [dstagg@bctf.bc.ca](mailto:dstagg@bctf.bc.ca)

A colourful community art project, entitled "Living and Playing Hand in Hand," was unveiled at Macdonald Elementary School, in Vancouver's East End, on the last day of classes. The project was the result of more than 1,000 hours of volunteer work over the last year and a half.

It comprises 450 wooden hands traced from each child in the school and preschool, as well as some parents, staff, and community members. The hands were cut from plywood and then painted by the children. Mounted on the chain-link fence surrounding the playground, the hands encircle the school, as if to protect and embrace the children within.



NANCY KNICKERBOCKER PHOTOS

Representatives of the Chinese and Vietnamese parents addressed the assembly, and Velma Wallace spoke on behalf of the First Nations parents. She thanked community school coordinator Donna Clark for bringing the project to fruition. In thanking activist Mel Lehan, she said, "Mel taught us a lot about how to stand up for our kids' education."

Wallace noted that the colour scheme—red, yellow, black, and white—symbolizes all racial and cultural groups within the community. "It takes a whole community to raise a child, and we'd like to keep working together."

—Nancy Knickerbocker

# Living and playing hand in hand



## Nelson teachers find archaeological marvel

by Nancy Knickerbocker

The three hunters had taken two big rams and were searching for their final kill. They had already trekked more than eight hours through the wilderness of the Tatshenshini-Alsek National Park.

Suddenly they stumbled upon something so utterly out of place it seemed otherworldly. It was nothing more than a broken stick, but in that landscape any amount of wood was an unlikely and intriguing find.

"We were hiking along the edge of a glacier, far above the tree line, when we found this piece of wood," said Mike Roche, a math and science

teacher at Trafalgar Junior Secondary School, in Nelson.

"A bit further along, we found another piece, and the two fit together perfectly to make what looked like a walking stick, four to five feet long. Then we found another piece of wood, but this time with carvings and a hook in it. That's when we began to realize we'd come across something really special."

Roche's friend Warren Ward, an English and social studies teacher, also at Trafalgar, grabbed his binoculars to survey the area. Further away, he spied something that looked like a mitten, and a larger pile of debris.

"Hey, I think we found the guy whose walking stick broke back there!" he shouted to Roche and their third companion, Bill Hanlon, a shop teacher at Elkford Secondary School, in Nelson.

There, in a crevice at the edge of the glacial ice, they discovered the frozen remains of an aboriginal hunter. The three men began scouring the site and soon found a number of artifacts, including a knife in a sheath with an antler handle, a leather jacket or cloak, and a backpack of sorts. The discovery inspired a range of feelings, from excitement and awe to fear and horror.

"We thought it was the guy's back we could see, and perhaps his pelvis, which still had

flesh on it," Roche recalled. "It was spooky..."

"At the same time, we felt a connection because we really were in the middle of nowhere and here was this guy, a hunter like us, and he died right here. We thought: Could that happen to us?"

Ward said: "There was a heaviness in finding human remains. Also a feeling of our vulnerability."

Above all, Ward felt respect and admiration for this early hunter, who lived off the land and endured the bitter climate wearing leather clothing, not the high-tech waterproof fibres that keep modern humans comfortable. "This fellow—everything that

sustained him he had to catch with his own hands."

The three teachers spent only half an hour with the man local Aboriginal people have named Kwaday Dan Sinchi, meaning "long ago person found."

Only just beginning to comprehend the magnitude of their find, they carefully marked the location of the body on a map and set off on the long trek back to camp.

"We knew it was a forensic site, so we didn't want to disturb anything," said Roche. At the same time, they wanted to have something to show the archaeologists in Whitehorse as evidence of the quality of their discovery. They decided

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