

Features

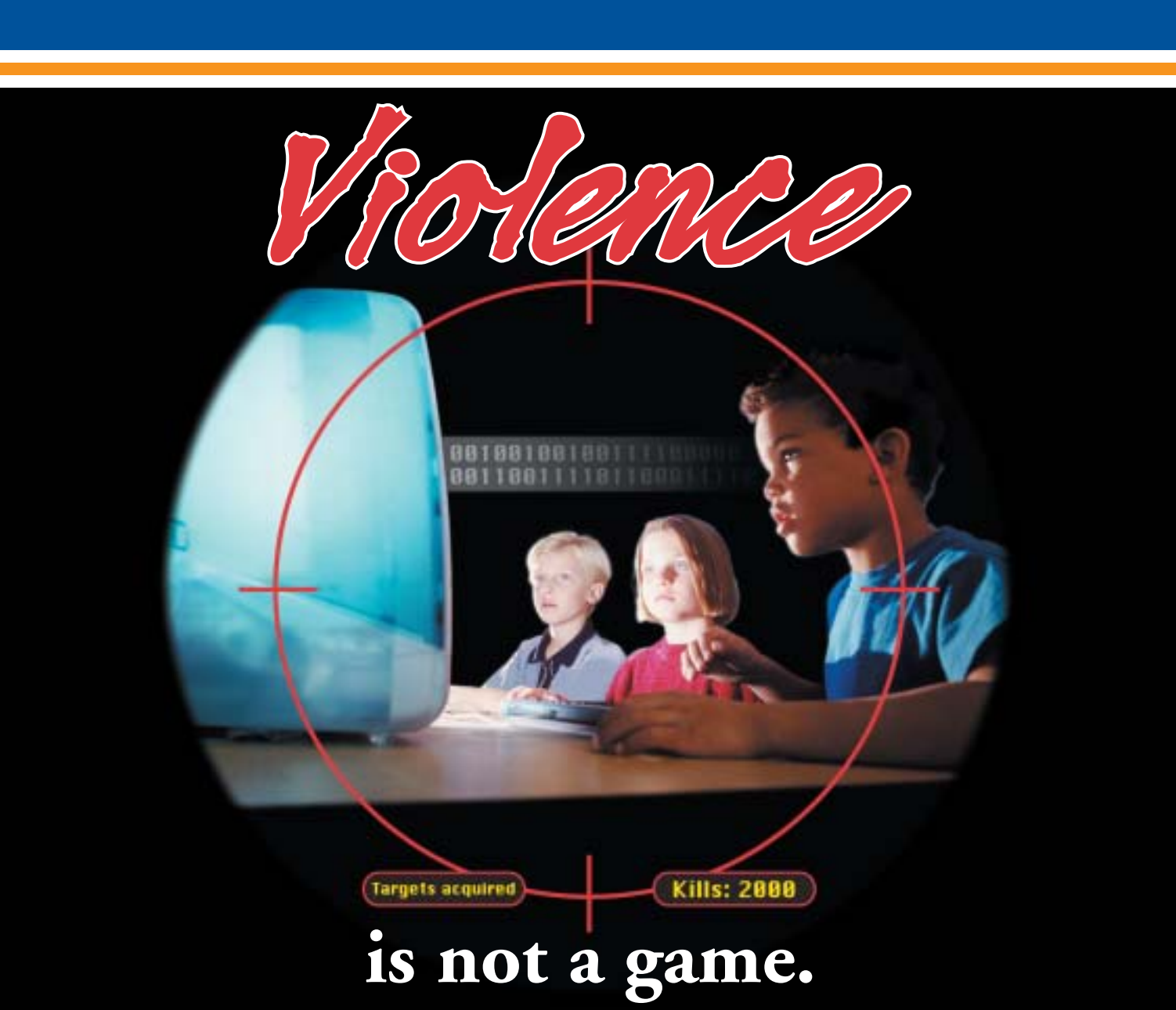
| | |
|----------------------------------------------------------------------|----|
| Bargaining rights | 4 |
| ESL: Time to remove the funding cap | 6 |
| What is considered “related work” in Clause 5 of the Code of Ethics? | 7 |
| Holocaust education | 7 |
| Undoing the market model of education in New Zealand | 8 |
| Grassroots globalization | 8 |
| Schools don’t need corporate hype | 9 |
| La pénurie du personnel enseignant: faut-il s’inquiéter? | 9 |
| Standing Together: A Focus on Bullying | 10 |
| Langley teacher-education program | 11 |
| To believe in the impossible | 16 |

Columns

| | |
|---------------------|----|
| President’s message | 2 |
| Readers write | 2 |
| Ten new lesson aids | 3 |
| Looking back | 3 |
| Classified | 14 |
| PD calendar | 15 |

Canada Post Sales Agreement No. 1651595

Teacher



The Coalition Opposed to Violent Entertainment (COVE) has persuaded the provincial government to implement a mandatory classification system for video games. This artwork is from a COVE poster distributed to the schools in the fall.

BCTF supports campaign against video-game violence

by Nancy Knickbocker

The images are gruesome and the sounds are sickening, but the pace is exhilarating and the points mount up as the shooter hits his mark again and again. Welcome to the imaginary but frightening world of violent video games.

The entertainment software industry, worth an estimated 12 billion dollars a year, is growing twice as fast as the movie business and four times faster than the music recording or book publishing industries.

With bullying and school violence high on the agenda of public concerns, teachers and parents increasingly question the impact of violent interactive media on children’s growing minds and bodies. Last fall, the BCTF joined with other concerned organizations to form the new Coalition Opposed to Violent Entertainment. The other founding members of COVE represent End the Arms Race, the Public Education for Peace Society, the RCMP, Media Watch, and SFU’s Communications Department.

At a news conference to launch the coalition, BCTF President David Chudnovsky said that children are receiving

fundamentally mixed messages. “While we teach non-violent problem solving in schools, society glorifies violence and markets it to children as entertainment. These contradictions can have very unhealthy consequences for our children and students,” he said.

“Most parents have very limited exposure to violent video games—even those played by their own children,” said COVE co-ordinator Jillian Skeet, mother of a six-year-old boy. “When I had a chance to see some of the most popular games first-hand, I was shocked and heartsick to think that companies are targeting our children with these truly antisocial products. The content was far beyond anything I could have imagined, including sadistic violence, dismemberment, and torture.”

Stephen Kline, a professor of communications at SFU, said video games are contributing to

a culture of violence that seeks aggressive solutions to social problems. His surveys of more than 1,000 young people reveal that 65% of the favourite video games of most teens and pre-teens are violent.

The Entertainment Software Rating Board (ESRB) is an industry-funded body that classifies its products for different age categories. Kline said the rating board’s web site lists 5,098 games, of which 2,333 have violence warnings. Of the 1,005 games rated for teens, 848 have violent warnings; 317 have blood-and-gore warnings.

RCMP superintendent Jamie Graham said police are particularly concerned about “first-person shooter” games in which the player’s point of view is down the barrel of a gun. These games replicate the simulators used to train soldiers to kill. “They desensitize human beings, and shooting becomes a game,” he said.

Graham recounted a chilling anecdote about a Kentucky child who brought a gun to school, fired eight shots and hit eight classmates—five in the head and three in the chest. Investigators, appalled and amazed by the young killer’s deadly accuracy,

later learned that he had never used a real gun but he had logged more than 10,000 hours on a first-person shooter video game. That particular game gives bonus points for head shots.

In April, the B.C. government passed North America’s first legislation to implement a mandatory classification and regulatory system for video games.

Similarly, in the wake of the mass murder at Columbine High School, it was revealed that both young killers were obsessive players of first-person shooter games, including *Doom* and *Quake*. The families of slain teacher Dave Sanders and other Columbine victims have launched a five-billion dollar lawsuit against 25 entertainment companies including Nintendo, Sega, Sony, and AOL Time Warner. The suit alleges that without “the combination of extremely violent video games

President's message



David Chudnovsky

At our BCTF AGM in March, the delegates again overwhelmingly instructed us to oppose the globalization of public services, especially public education.

So in April, I found myself in Quebec City, attending the People's Summit of the Americas. It was an inspiring, sometimes horrific, experience.

The Education Forum brought together representatives of teacher organizations from every country in North, Central, and South America and the Caribbean. The problems and issues faced by our colleagues in those 35 countries are virtually identical to ours. Privatization, commercialization, and increased use of standardized testing pose important challenges to all of us—and they negatively affect our students. The trade deals that governments and corporations are busy negotiating accelerate those negative and dangerous practices.

Together with 2,000 delegates from the hemisphere, I took part in the People's Summit itself. It was moving to hear from peasants and farmers, trade unionists, religious leaders, environmentalists, teachers, Aboriginal peoples, human-rights advocates, and women's rights activists—all agreeing that corporate rule is leading us in the wrong direction. Every speaker called for an international economy that recognizes and celebrates diversity, that allows for community and national sovereignty, and that meets human and environmental needs.

We delegates were joined in Quebec by tens of thousands of young people, demonstrating their hope and passion for a better world. Unfortunately, I witnessed their outrageous treatment by the police and the military. They, and we, were subjected to hours of unceasing tear-gas attack, even when we were blocks away from the so-called "wall of shame." BCTF members who were peacefully participating in the demonstrations were repeatedly gassed. At one point, a young woman collapsed directly in front of us, having been shot by police with a rubber bullet.

We took the time to talk with as many of the young demonstrators as we could. In every case, we were impressed by their commitment, their idealism, and their understanding of the issues. One young man carried a sign that said it all: "I'm not a terrorist, I'm not an anarchist, I'm not here for fun. I'm a Canadian."

David

The 25th Naramata Conference

The Naramata Conference for Inclusive Education's 25th anniversary is in September 2001. The original conference, in 1976, was designed to support educators teaching students with mental handicaps in separate schools. Today these students and educators are included in the school system, and the Naramata Conference has been an important part of the process of helping educators make the transition through 25 years of changes in philosophy and service delivery to students with disabilities.

The conference is held in Naramata, near Penticton, on beautiful Lake Okanagan. In addition to a variety of exceptional speakers and networking opportunities, the conference offers participants the opportunity to relax and even have some fun. Events include a picturesque dinner boat cruise Friday evening, recreational activities (including tours of local wineries) after the sessions on Saturday, and skit and a dance on Saturday evening.

For more information, contact Linda Weinberg, 604-469-1667, lindaweinberg@hotmail.com or Maureen Docharty, 604-266-7897, mdocharty@hotmail.com.
Linda Weinberg
Anmore

The rest of the world isn't that different

I recently returned from a visit abroad. I accompanied my husband, who was working in Europe and England.

Being a teacher, I was curious whenever education issues arose in the paper or on the telly. I viewed with interest the political debates by the party candidates—particularly in England. With regard to education, they promised to address the three main issues brought forth by educators. The first issue was "too much paperwork." Teachers felt that they were losing valuable educational time that could be best spent with the students. Another key issue was the desire for the permanent removal of perennial "discipline problems." Those students were detracting from the learning environment of other students. And a third issue was a reduction of administrative

VIOLENCE from page 1

and these boys' incredibly deep involvement, use of, and addiction to these games—these murders and this massacre would not have occurred."

Those shocking events have dramatically increased public demand for strategies to resist the casual brutality of the video game subculture. Interest in the work of COVE has grown exponentially, with requests pouring in from media, parents, and teachers for information as well as presentations to schools

costs, that could then be channelled into the classroom.

Though an ocean separates us, the educational issues are universal.

Another note of interest was the newspapers' reference to "teacher bashing." They felt that society needed to delve beyond placing the blame on the teacher. Using teachers as scapegoats for society's woes had become almost in vogue. They felt teachers needed a more positive image to be portrayed by the media. Perhaps recent articles surrounding teacher abuse and bullied students were the reason for the high-profile stories.

But if problems are universal, then so are solutions. The world is becoming a much smaller place thanks to technological advances in communication, transportation, etc. Let us hope we can bridge oceans, share knowledge, and bring positive growth to our learning environment.

Diane Dalio
Prince George

A retiring teacher reaches out

Thirty-two years ago, I taught a Grade 1 student, Trevor Tamboline, who had his own very distinctive, style for drawing.

I asked him to draw a picture of every animal he could. I made a booklet of his 15 drawings and kept them for 32 years.

Thirty years later, I made contact with him. He is now a cartoonist for Disney and the father of four girls. He came to visit my class, where he did a drawing for each student and one for me. The inscription on the picture was very touching, and I've framed it. I plan on taking it to the old folks home with me.

He was impressed that I had kept those pictures from Grade 1, and, of course, I was thrilled to give them to him.

Jo-Anne Beale
Delta

BCCPAC aligned with employer

I am concerned with the materials presented on the B.C. Parent Advisory Council (BCPAC) web site www.bccpac.bc.ca/bulletin/bulletindex7classsizes.html#December concerning class-size limits. It is my view that BCPAC has no right to present those views as

and community groups.

The increased public pressure has also sparked legislators to act. In April, the B.C. government passed North America's first legislation to implement a mandatory classification and regulatory system for video games. It will parallel the structure currently in place to regulate adult videos and films under the *Motion Picture Act*, and it will prohibit retailers from renting or selling mature or adult video games to children.

While members of COVE expressed some concern that

they do not emerge out of any democratic or valid survey process. BCPAC states that the opinions expressed on the web site are based on telephone surveys with member DPACs, resolutions approved at past AGMs, and discussions and focus groups at spring and fall conferences. The above constitutes neither a credible poll of present members nor valid sampling. Therefore, the positions expressed by BCPAC do not accurately represent the views of parents, individual PACs, or BCPAC. BCPAC therefore has no right to put this position forward. I am also concerned about the accuracy of the economic figures presented with respect to class size and costs. Who calculated those? What are his/her qualifications? I would also suggest that holding teachers responsible for decisions taken by school districts (i.e., the bussing comments, costs, etc.) betrays a bias on the part of BCPAC. BCPAC's comments with respect to contract items between BCTF and local boards suggests an anti-

labour/antiteacher perspective, that has no place in a representative body claiming to legitimately represent the views of a diverse group of parents and PACs. The same comment could apply to past and present lobbying efforts against support-staff contract language. BCPAC appears very much aligned with employer groups in a fashion that is, again, not representative. I've asked that BCPAC immediately cease to express those views as any opinion but those of individuals and remove the materials from the web site immediately.

David Roy
Parent, Victoria

Write to us

Letters to "Readers Write" may be edited for reasons of legality, taste, brevity, and clarity. To be considered for publication, they must be not more than 150 to 200 words, signed, and include a home phone number for verification.

New on the web

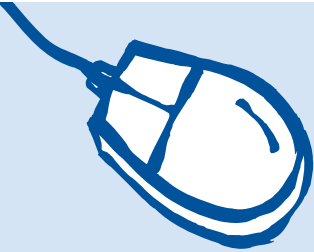
Bargaining

Keep up-to-date on bargaining issues reported in our *Bargaining Bulletin*, published after every session at the bargaining table or when there is significant bargaining information to report to members: www.bctf.bc.ca/BargainingBulletin/

The BCTF Bargaining Campaign 2001 is under way. Our Negotiations 2001 page features "It's About Time," a rock anthem that expresses teachers' ideas for public education. www.bctf.bc.ca/bargain/negotiations/

Globalization

The BCTF works with other organizations—in Canada and internationally—to defend public education in the face of



globalization. The articles and links on our new globalization home page present background about the effects of globalization and trade agreements in education. www.bctf.bc.ca/social/globalization/

If you sign up on the new BCTF e-alert list, you will receive regular notification of new content on the BCTF web site.

It is very easy to join the list by accessing our sign-up web page at www.bctf.bc.ca/SignUp/.

– Diana Broome
dbroome@bctf.bc.ca

Should I stop my long-term SIP?

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.

Send a completed form (available from Income Security, local presidents, or online at www.bctf.bc.ca/pensions/salary/LT-WithdrawalForm.shtml) to the BCTF Income Security Dept.

the regulations are based upon the industry's ESRB system, they welcomed the government's initiative.

"B.C.'s *Video Game Act* is definitely a significant step in the right direction. At least with this system in place parents and caregivers will have the information to make more informed choices about what their children play," said Skeet. She warned that concerned citizens should prepare to defend the legislation against the inevitable backlash from industry.

She urged parents and

teachers to focus on the many non-violent video games that use digital technology in a creative, rather than destructive, way. Such games feature racing, sports, exploring, and building.

What are the games your children or students enjoy? Why not write to *Teacher* and share your suggestions for non-violent video game fun?

Nancy Knickerbocker is the BCTF's media relations officer.



Teacher

News magazine of the B.C. Teachers' Federation
100 – 550 West 6th Avenue, Vancouver, BC V5Z 4P2
871-2283, toll free 1-800-663-9163, F: 871-2289
newsmag@bctf.bc.ca www.bctf.bc.ca/ezine/

Editor
Peter Owens
Editorial assistant
Kathleen Smith
Design consultant
Betty Sommerville
Copyeditor
Debby Stagg
Proofreader
Bev Humphries



2000–01 Teacher Advisory Board:
Jacqui Birchall
Chris Bocking
Kathleen Cherry
Lois Johnstone
Janet Nicol





Staff writers
Dan Blake
Diana Broome
Nancy Knickerbocker
Garry Litke
Mike Lombardi
Anny Schaefer

2000–01 BCTF Executive Committee:
David Chudnovsky
Patricia Clough
Mike Hayes
Margaret Little
Suzie Mah
Barbara Parrott
Alice Rees
Linda Shuto
Jinny Sims
Kathleen Thomson
Neil Worboys

ISSN 0841-9574

Volume 14
September 2001
October 2001
Nov./Dec. 2001
Jan./Feb. 2002
March 2002
April 2002
May/June 2002

Deadlines:
August 17
September 14
October 19
December 14
January 18
March 29
April 19



Articles contained herein reflect the view of the authors and do not necessarily express official policy of the B.C. Teachers' Federation.

The B.C. Teachers' Federation does not endorse or promote any products or services presented in the advertising sections of the newsmagazine.

All advertisements will be reviewed and approved by the BCTF. They must reflect BCTF policy and be politically, environmentally, and professionally appropriate.

BCTF assists the Ghana National Association of Teachers

by Richard Gutter

"Yeow!" That was the sound directed at me repeatedly this March in Ghana once it was revealed that I was born on a Thursday.

I suppose that requires an explanation. Many Ghanaians retain the custom of naming their children according to the day of the week on which they're born. The *Kofi* in the name of UN Secretary General Kofi Annan, for example, indicates he was born on a Friday; while *Yaw* (pronounced *yeow!* as if you stubbed your toe!) is the name reserved for Thursday-born males. My friendly colleagues at the Ghana National Association of Teachers (GNAT) delighted in calling me by my Ghanaian name.

That was my second BCTF-sponsored visit to Ghana. After two GNAT officers spent time in Vancouver in 1999, BCTF agreed to help fund a three-year project under the auspices of the CTF and Education International to help GNAT improve its communications and member services through computerization of its national and regional offices.

In early 2000, I spent about three weeks in Ghana's capital city, Accra, studying the organization, assessing its needs, implementing a solution for the head office, and training staff. By the end of that trip, I had—with the help of GNAT employees and a small local computer firm—installed a five-computer network in GNAT Headquarters, complete with UPS (uninterruptible power supply), laser printer, and dial-up connection to the Internet.

We all felt it was a success. I regaled BCTF staff with the story of how some GNAT personnel actually danced when



Staff members of the GNAT are training on one of the network computers supplied by the BCTF.

the network first came on line...

This year's trip was designed to gauge the progress made within headquarters and to install equipment and software in five of GNAT's 10 regional offices. (GNAT, representing almost all the 140,000 primary and secondary teachers in Ghana, maintains regional secretariats in each of that West African country's 10 administrative districts).

I was generally pleased with what I found at the national office. In addition to the system I had installed, GNAT had purchased three more computers for the network, and while the ongoing training program we had set up had not worked out as well as expected, many staff were nevertheless far more comfortable with and efficient on the equipment. For some employees, workloads had clearly decreased as their abilities were enhanced by the new communication and automation capabilities of the system.

While sometimes exhausting—we generally had two days to travel, string cables, set up and test equipment, and train staff—working outside the capital was very rewarding. The justifiably famous Ghanaian hospitality seemed even more

elaborate and heartfelt in the smaller centres, as was the shared sense of success after the first e-mail messages were sent out by local staff to their colleagues, friends, and relatives.

Not that there weren't unexpected and sometimes humorous glitches. In the Western Region capital of Takoradi, I spent hours trying to establish an Internet connection before realizing that staffs' puzzling references to *Will phones* were actually about Ghanaian *WLL phones*. WLL stands for Wireless Local Loop—the telephone system was on a microwave link that could not support an Internet connection (Where there's a WLL, there's No Way). In Ho, the capital of the Volta Region, improper grounding of the GNAT building's electrical system meant we could get a stable Internet connection only by disconnecting the UPS we had supplied from the wall outlet and then putting up with shrill buzzes from the UPS at 30-second intervals warning us that we were running off the battery!

Despite these frustrations, by the end of my visit we had all five offices running as smoothly as could be expected. BCTF continues to assist GNAT in its staff training strategies, as well as with a plan to provide ongoing regular technical assistance from local sources. Barring surprises, I expect the remaining five GNAT regional offices to be computerized and connected to the Internet within the next 12 months.

And now it's time for me to return to answering some "Dear Yaw" e-mail from my new Ghanaian friends at GNAT.

Richard Gutter is a co-ordinator in the BCTF's Research and Technology Division.

Ten new BCTF lesson aids

1 LA 2624—**Pride and Prejudice**. \$48. Gary Marcuse and Sharon Lipovsky, 1-hour videocassette, ©2000. Explores the turbulent history of race relations in B.C. over the last century, combining contemporary interviews with archival footage and excerpts from prize-winning documentaries. *Pride and Prejudice* traces the gradual progress of B.C. from a rough and racist colony to a vibrant and diverse province. This documentary includes young people at an Eastside Vancouver school looking at the rise of young white supremacists and racial violence in the suburbs; from Colonial days until the 1940s, the many pieces of legislation systematically suppressed the human rights of non-white populations; filmmaker Linda Ohama and journalist Kevin Griffin re-examine the reporting of the Japanese internments; a First Nations educator recalls the segregationist days of the 1950s; and film director Mina Shum explores the comedy of cultural change inside her family. A study guide to accompany the video will be available in the fall of 2001. *Secondary*.

2 LA 4035—**Middle School Chemistry**. \$25. Gordon R. Gore, 170 p., ©2001. Sourcebook for science teachers includes a collection of text material and hands-on teaching ideas for use in middle schools and junior secondary schools. Experiments are substantial and interesting for beginning chemistry students. This book combines the author's previous two science 8 and 9 Chemistry books (for B.C.) into one sourcebook that is suitable for curriculum across Canada. A 28-page teacher's guide is included. *Middle Grades*.

3 LA 4036—**Middle School Physics**. \$30. Gordon R. Gore, 288 p., ©2001. Sourcebook for science teachers includes a collection of text material and hands-on activities that may be used in middle schools and junior secondary schools. There are over 60 investigations in this book. Experiments are substantial and interesting for beginning physics students. This book combines the author's previous three Science 8, 9 and 10 Physics books for (B.C.) into one sourcebook that is suitable for curriculum across Canada. A 29-page teacher's guide is included with each book. *Middle School*.

4 LA 9109—**Harry Potter: The Philosopher's Stone—A Study Guide**. \$5.75. Raymond Garford, 58 p., ©2001. This study guide includes chapter analysis for the 17 chapters of *The Philosopher's Stone*, activities for elementary and intermediate grades, and answer keys. *Grades 3-7*.

5 LA 9303—**The Great Wall**. \$27.95. Produced by OLK Productions, 10-minute videocassette, ©2000. This video is about the Great Wall of China, which stretches more than 6,000 km over the northern landscape. A story is told of the toil of the labourers and the determination of China centuries ago to forge links with the West resulting in the Silk Road trade. *Grades 4-12*.

6 LA 9304—**Prehistoric Canada**. \$24.95. Sonja E. Schild 70 p., ©2000. Covers the prehistoric period of Canadian history from the last Ice Age to the arrival of the Europeans towards the end of the 15th century. It covers the period from 20,000 BC to 1500 AD when Canada was inhabited by Aboriginal people. It focuses on the study of the cultures and lifestyles of the Dorset, the Thule, the Inuit, and the First Nations peoples. The book has worksheets, maps, tests, answer key, a glossary, two colour maps, and is reproducible for classroom use. It is suitable for social studies, students with special needs, ESL students and home schooling. The pages can be used for teaching, reviewing, or testing. They may be used consecutively or randomly at different age levels. Each worksheet has a section called "brainwork" that requires

research, creative thinking and problem solving. *Elementary*.

7 LA 9305—**Canada Tray Puzzle**. \$16.95. Sonja E. Schild 35 cm x 46 cm, ©2000. This full-color puzzle has 85 pieces and shows the following: Canada's provinces, territories, capitals, major cities, rivers, lakes, islands, gulfs, bays, mountains, adjoining American states; Canada's national, provincial and territorial symbols (coats of arms, flags, flowers, birds); wildlife; canoes of Aboriginal people (Inuit, Haida, Beothuk) and ships of the most important explorers (Vikings, Cabot, Cartier, Franklin, Hudson, Quadra, Vancouver, Cook, Amundsen, Drake, Larsen). *Elementary*.

8 LA 9753—**Step Lively 2: Canadian Dance Favourites**. \$39.95. Collected and arranged by Marion Rose, 52 p. book and 60 minute CD, ©2000 This is a collection of 13 lively tunes and 20 time-tested dances from traditions such as folk dancing, square dancing, contra dancing, and singing games. All are suitable for classroom instruction (K-12), or for family-oriented events such as weddings, parties and festivals. Designed for use by non-professional dance leaders, Step Lively 2 features charming illustrations and clear, explicit instructions. Especially useful are sample programs for community dance events and a section for teachers on expanding dance into other curriculum areas. Musical notation included for seven of the dances. The CD is a delightfully fresh recording of traditional tunes featuring a roster of well-known West Coast musicians. *K-Adult*.

9 LA 9754—**Squirmy Wormy**. \$15.95. Keith Peacock, 60-minute audio cassette, ©1999. This CD is a collection of original music with a selection of different beats of 10 songs about everything from noses and toes, to worms and rhinos, to eating and music. Lyrics for each song are included for sing-alongs. The rhythm, beat, instrumentation and lyrics of the songs capture children's attention. The mixture of rock, rap, funk, western and modern lullaby encourage sing-alongs. The CD can be used in physical education and dance, to teach co-ordination, balance and sequencing, and in language arts, to initiate and inspire writing exercises and musical performances. *K-12*.

10 LA 9965—**A Kindergarten Year at a Glance**. \$25. Gloria Gustafson, ©2000. This video has been produced to help teachers in British Columbia with parent Kindergarten orientation meetings. It could also be used for pre-service teacher training programs and/or for beginning teachers. This video presents footage of two Kindergarten classrooms during an entire school year. It is broken into three sections: The Fall Term, The Winter Term, and the Spring Term. The intent is to show how much children grow and develop over the course of the Kindergarten year. Topics covered within this video include: developmental changes, the whole child, the Kindergarten Day, the gradual entry process, centres approach, literacy and math development, parents as partners, classroom management techniques, reporting and celebrations. Included with this video is a presenter's guide giving the entire video script, a list of all topics, and some suggestions on how to use it during your orientation. *Kindergarten*.

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

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.

LOOKING BACK

70 years ago

We would like to express to the Vancouver School Board our sincere appreciation of their prompt action in asking and obtaining such modifications as will enable them to avoid the necessity of dispensing with the services of many teachers. Their sympathetic understanding of the seriousness of the situation, and their practical interest in the welfare of the members of their staff, give concrete evidence of that happy relationship and co-operation between school board and teaching staff, which is of such great value in the efficient working of a school system.

— *BC Teacher*, June 1931

50 years ago

In accordance with instructions from the Annual General Meeting of the Federation this year the Pensions Committee has begun to plan a new Pension Act. We have been assured by the Government that every assistance will be given the Federation in this undertaking.

It will be the task of the Federation Executive and the Pensions Committee to decide, within the next month or so, the type of pension plan which

they think will be most acceptable to the teachers of the province. An actuary will then have to be employed to draw up the details of the plan. This, we have been told, would take several months. To revise a pension plan is an immense task. Of course, any plan decided upon must be approved by the teachers as a whole.

— *BC Teacher*, May/June 1951

30 years ago

The value of the computer as an aid to learning concepts is demonstrated first with Grade 8 students. These students are required to write a computer program that will find the square root of any number. Since some students have memorized many square roots, asking for the answers to a group of problems doesn't help teach concepts. But, when they must write a logical, step-by-step procedure to solve the program, they then have to understand the concepts involved, she adds. The computer takes the tedium out of the work at the same time.

Students write their programs by marking individual IBM-sized cards with standard pencils. The program and its results are printed on a tele-typewriter for the students by the equipment.

All programs are written in BASIC, an easy-to-learn conversational language. Programs generated with the specially coded cards are read by the computer's card reader and processed by the computer. Students can thus prepare their programs at any convenient place, even at home, and run them when they are in school.

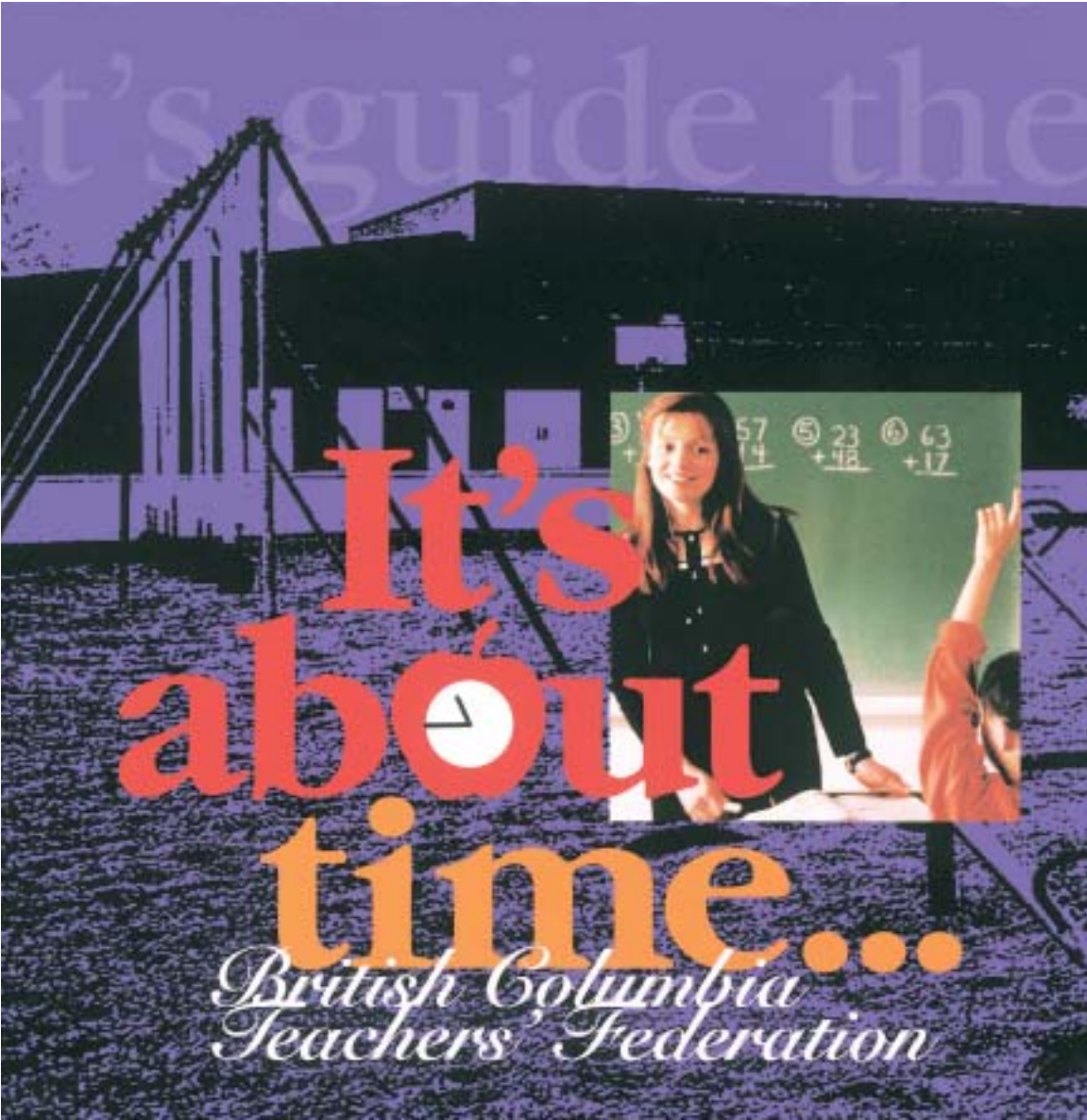
— *BC Teacher*, May/June 1971

10 years ago

A day without homophobia Three recent events signal that gay and lesbian teachers are taking their legitimate place within the education community: the Vancouver School Board endorsed a policy to oppose discrimination based on sexual orientation, and it encouraged distribution of the policy to all parents. Many locals now have sexual orientation in contract under equality rights. The April/May issues of *Teacher* carried an article by Peter McCue, "Addressing the invisible minority—Facing Homophobia." As society awakens, so does the teaching profession.

— *Teacher Newsmagazine*, May/June 1991

— *Janet Amsden, Fairview Elementary School, Maple Ridge*



KAREN STEEL DESIGN

Lyrics: Uschi Schnell/Heidi Archibald

*From the one-room class in the country-side;
To lifelong learning city-wide
Past and present, some things never change.
The challenges we face each day,
The funding cuts, no raise in pay
The workload grows, that's why we're here to say...*

*CHORUS: It's about time to make the changes
That we've all been striving for.
It's about time we stood together side by side.
Our schools will always be
The heart of our community.
Let's guide them carefully. It's about time.*

*Stand up for all that you believe!
Demand respect and dignity.
Each student gets a chance to see
The endless opportunities.
As teachers we are proud to show
How tolerance and justice grow
To actively embrace diversity.*

CHORUS: as above

*BRIDGE: We fight for social justice and solidarity,
Creating local programs and working globally.
We're healing inequalities and fundamental wrongs
We're the BCTF, we're standing strong!*

CHORUS: as above

*In school, the work of life begins
As young evolving citizens
Learn values that create democracy.
Like ripples on a mirrored pond
Our wisdom will continue on
Reflected in our future history.*

CHORUS: as above, then repeat last line.

For a copy of the sheet music for "It's About Time," contact Bev Humphries, 604-871-1875, bhumphries@bctf.bc.ca.

Bargaining rights

Standing on the shoulders of teachers who have gone before:
Providing a legacy for those who follow us

by Al Cornes

In the beginning, there were few rights and many responsibilities. The 1872 Public School Act of British Columbia organized teachers into teacher institutes dominated by government officials. In a far-flung province of Canada, collective rights were not recognized, and while labour organization was present in the mining towns, unions were seen as a conspiracy against trade.

...bargaining rights cannot be seen as separate from other democratic and human rights of a civil society.

B.C. teachers had common-law contracts, worked under what we would see as intolerable conditions, and came and went at the behest of local school authorities. What separates our condition from that of our predecessors is the evolution of democracy and the collective efforts of those teachers who organized themselves into the B.C. Teachers' Federation to achieve full collective-bargaining rights. Turn back the clock, and imagine yourself at the founding convention of the British Columbia Teachers' Federation, in 1917. Teacher salaries at the time were determined by school board policy. In many districts, the teacher who wanted a salary increase had to appear before what was called an "annual school meeting"—an assembly of district ratepayers. There was no equality of pay between men

and women or between secondary teachers and elementary teachers. The logic of forming a provincial organization with objectives of dealing with the economic, professional, and social concerns of teachers seemed pretty compelling for those in attendance. Imagine yourself as a member of the Victoria teachers who in 1919 undertook the first teacher strike in the British Empire. The strike, about salaries, lasted two days. The result was a negotiated settlement. Imagine yourself as a member of the Langley teachers in the 1939 protest against the school board's proposed salary list for the coming year. The teachers invoked the new 1937 provincial law providing for compulsory arbitration. The arbitration favoured the teachers. The school board responded by firing 14 of the teachers concerned. An independent provincial Board of Reference reinstated them, but, in response, the school board arbitrarily demoted and transferred the teacher activists. Ultimately, the government fired the school board and imposed an official trustee, but only after the teachers had defied the school board by appearing at their original teaching assignments. Imagine yourself as a Vancouver teacher taking mass

...behind every significant achievement of rights has been the threat and the ability to withdraw our services.

trarily demoted and transferred the teacher activists. Ultimately, the government fired the school board and imposed an official trustee, but only after the teachers had defied the school board by appearing at their original teaching assignments. Imagine yourself as a Vancouver teacher taking mass

action in December 1968 in support of a first learning and working conditions contract. The contract was achieved and led the way for other similar agreements. Imagine yourself as a Surrey teacher in 1974 walking off the

When the collective is strong and our rights unfettered, the prospect of making gains for the system are good.

job and travelling to Victoria in support of reduced class sizes. The action pushed the government of the day to negotiate with the BCTF a commitment to reduce the pupil/teacher ratio in the province by one in each of the next three years. That had a dramatic affect on class sizes: PTR went from 22.68 in 1972-73 to 16.7 in 1981-82, and thousands of new teachers were added to the school system. Similarly, a six-day walkout of Terrace teachers in 1981, led to the achievement of a personnel-practices agreement that broadened the scope of negotiations for all teachers. Full collective-bargaining rights for teachers were ultimately achieved in 1987 teacher-bargaining legislation. During the negotiations that followed, teachers negotiated a full set of terms including: class size, duty-free lunch, fair personnel practice, professional development rights, and a healthy salary increase. In the many negotiations that followed, hundreds of negotiations were concluded without reference to

strikes or lockouts. Where necessary, teachers did undertake job action in the face of school boards' acting unfairly in the negotiating process. Our history presents a clear lesson on the importance of collective bargaining rights. In the broad context, collective-bargaining rights cannot be seen as separate from other democratic and human rights of a civil society. Rights and laws equalize the playing field between those who have wealth and power and those who don't. Collective rights equalize the workplace power imbalance between those who own and control the system and those who provide their services, be they professional or unskilled. The BCTF's bargaining history points to the fact that behind every significant achievement of rights has been the threat and the ability to withdraw our services. When the collective is strong and our rights unfettered, the prospect of making gains for the system are good. When the collective is weak and our rights have been tampered with, the prospect of making gains for the system are poor. It's as simple as that. The B.C. Liberal Party's proposal to make education an essential service will harm the current even playing field for employees and employer by stripping many of our members of their right to strike. With many teachers being ordered to continue working, what incentive is there for our employers to settle a labour dispute? The last thing education needs right now is a change in the bargaining system that makes it totally unworkable. There has not been a single teacher-initiated

strike since 1993. Prior to the introduction of provincial bargaining, in the first four-and-a-half years of teachers' collective bargaining, a B.C. student lost less than eight-tenths of a day of classes per year. That's less than the time lost to sniffles, snowfalls, and family vacations. There has been no measurable long-term negative effect on students' progress because of any teacher strike.

The last thing education needs right now is a change in the bargaining system that makes it totally unworkable.

But rather than imagine yourself as a BCTF leader trying to achieve a new collective agreement with the removal of significant bargaining clout, find a few moments to:

1. become fully informed about our current negotiations—BCTF web site is www.bctf.bc.ca.
2. speak to your staff rep or president about getting the teacher message out to the community.
3. talk to your friends and neighbours about the improvements in your community school that have been negotiated by teachers.

The alternative is to leave a legacy of inaction, poor contracts, and deteriorating teaching conditions for both ourselves and new teachers, an alternative that none of us wants to see.

Al Cornes is the BCTF's assistant executive director.

We need a collective agreement because they can do anything you can't stop them from doing

by Sharon Yandle

Nobody wants to cause problems, or be confrontational or thought of as disgruntled or disaffected. Some teachers feel that a grievance is a sign of failure, a breakdown of relationships within the school or district. After all, as mature professionals we should be able to work things out. We should and do try to work things out—and in many, if not most cases, we do. But some

...collective bargaining is the process by which teachers transfer to themselves some of the rights that were previously and exclusively the board's.

problems should *not* be worked out unless the agreed-to result is the realization of the rights that are ours in contract. Avoiding grievances for the sake of avoiding grievances creates its own problems. Our lack of grievance action undermines and effectively undoes what we fought so hard to win in our first collective agreements.

Use them or lose them

The collective agreement itself is more than just a statement of teachers' employment rights. It is a fundamental statement of limitation of the employers' rights; that is, the board's

previously unrestricted power to make the rules. A collective agreement is a set of rules that is co-determined by the employer and the union, and it replaces the previous set of rules that was determined unilaterally by the employer. That's why the board negotiator at the bargaining table who argues that a particular proposal by the local would be "an infringement of management rights," is right not only in the specific instance but in all such instances. The history of collective bargaining is a history of infringements on management rights. That is what collective bargaining is designed to achieve, and it is the reason why people form unions. Put another way, collective bargaining is the process by which teachers transfer to themselves some of the rights that were previously and exclusively the board's. This is why, when some school boards in 1986 suggested that collective bargaining rights for teachers might not be a bad idea, one management personnel advisor replied, "Forgive them, Lord, for they know not what they do." **A distinct lack of enthusiasm** Sharing rights and powers with employees through their union is a development that employers (school boards included) tend to oppose, sometimes mightily. It's a rare employer that welcomes the unionization of its staff, and this lack of enthusiasm doesn't end with the conclusion of collective bargaining. Indeed, the employer often sees itself as having no

greater interest in co-operating with co-determined rules than it had in agreeing to co-determine them in the first place. There's no mystery to this. Employers generally don't want to give up or share the control of the workplace, be it a school, hospital, film studio, laboratory, or factory. Employers don't ask for collective bargaining and, when faced with it, they usually fight hard to write as many of their former rights to unilateral decision making as possible into those agreements. That's why local bargaining teams are often confronted with board proposals for contract language such as "in the opinion of the employer" or "the employer has the sole right to decide." Throughout the life of the agreement often the employer tries to conduct business as usual—the pre-collective-agreement ways of doing things. For example, in one recent

The stark truth is that employers often can and do act as if they still possess their former unmitigated powers if we let them.

dispute, board officials gave the following as some reasons for transferring a teacher against his will: the right to do so was in board policy, the board was filling a vacancy it had decided not to post, and the board had decided that the transfer was in the teacher's best professional

interests. Although the collective agreement forbade such unilateral and paternalistic powers, the board proceeded as if the collective agreement did not exist and as if the board still had pre-collective bargaining powers.

Unless we launch grievances whenever our rights and benefits are being withheld, we will see our hard-won rights fade into distant memory.

Catch 22

What this all comes down to is expressed in the statement in Joseph Heller's *Catch 22*: "They can do anything you can't stop them from doing." The stark truth is that employers often can and do act as if they still possess their former unmitigated powers if we let them. More often than not, the answer to the question. "Can boards (or superintendents or AOs) do this?" is, "Yes, unless you can stop them." There is a contradiction between asserting that teachers are professionals who know and understand education better than anyone and submitting to the notion that key decisions governing the classroom should be the exclusive property of the employer. That the boards used to have unilateral authority, exercised within a paternalistic regime, does not make this

contradiction less real. But the contradiction underscores why teachers endorsed collective bargaining rights and entered a collective bargaining world: to improve salaries, benefits, and working conditions and to gain greater control over what happens in the classroom, the school, and the profession itself. That's where grievances come in. Unless we launch grievances whenever our rights and benefits are being withheld, we will see our hard-won rights fade into distant memory. By insisting, through grievance action, that it is not "business as usual," we assert a positive statement of a new and gradual empowerment. We signal a recognition and determination that teachers constitute a union of professionals that is only beginning to secure and realize rights that will result in teachers' "taking charge."

By insisting, through grievance action, that it is not "business as usual," we assert a positive statement of a new and gradual empowerment...

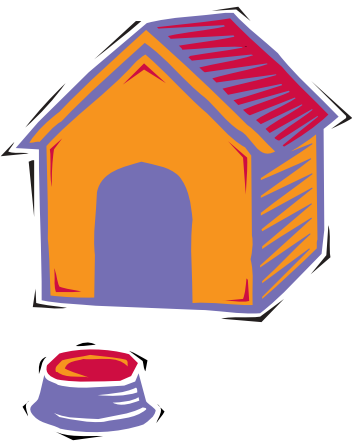
A grievance letter may not say as much, but that's what it means. Source: Sharon Yandle, *Teacher* newsmagazine, Volume 2, Number 3, Nov./Dec. 1989. This article from 1989 is timely as the Liberals propose to restrict teachers' bargaining rights.

The collective agreement can protect beginning teachers

"A dog's breakfast" describes assignments often given to new teachers—classes least preferred by senior teachers and/or a large number of preparations in a wide variety of subjects. Although this dubious practice of having new employees "pay their dues" may be common in some districts, others have responded to the unique challenges faced by beginning teachers by providing protection in the contract. The collective agreements in those districts attempt to restrict assignments to support new teachers and to reduce the likelihood of their leaving the profession because of "burnout." Approximately 40 contracts in B.C. recognize the need to retain beginning teachers by giving them preferred assignments, but most clauses contain vague phrases like "consideration may be given" and "wherever practicable." This makes enforcement difficult. Fewer than a dozen contracts include clauses such as "the most demanding classes shall not be the responsibility of a beginning teacher." Examples of these supportive clauses can be found in the contracts of South Okanagan, Delta, Vancouver, Coquitlam, North Vancouver, Bulkley Valley, Nechako, and

Peace River North. Although the mandate of new teacher support sounds like solid managerial sense, in many cases it is practised only if required by the collective agreement. The number of course preparations can further increase the beginning teacher's workload. Although many contracts recommend a limit on the number of subject preparations for novice teachers, only North Vancouver's contract demands that "Beginning teachers shall be provided with...an assignment...wherein the number of subject preparations are kept to a minimum." Language of this nature is required to help us protect new teachers from unreasonable assignments and workloads and to help us retain people who have chosen teaching as a career. Currently, such protection exists only in the minority of collective agreements and the "dog's breakfast" syndrome continues.

– Garry Litke



Teachers surveyed critical of accreditation

A majority of teachers in B.C. are very dissatisfied with the new school accreditation policy. When asked how the accreditation system could be improved, most teachers said that the current process should be eliminated and replaced with alternative school-improvement processes. Those are findings from a BCTF survey sent in February 2001 to the 255 schools in the province designated for Year One accreditation activities. A full survey report is found on the BCTF accreditation homepage www.bctf.bc.ca/education/accreditation/. **Other findings:**

- Accreditation works against staff collaboration and team building and tends to produce conflict among staff members.
- School accreditation is not connected to existing school initiatives and does little to help school staffs to focus on school improvement.
- The accreditation process does not build school/community relations and can produce conflict with the community.
- The accreditation process has focussed too much time on the collection and analysis of inappropriate data, such as

FSA results, and not enough time on looking at relevant information for making schools better places for teaching and learning.

- Non-teachers (administrators, support staff, etc.) are spending a significant amount of their time on required accreditation activities.
- Year One accreditation activities can be accomplished within the time frame of the accreditation policy if teachers are provided with five hours of meeting time, the implementation planning day, and release time.

Survey results have been communicated to the Ministry of Education and will be discussed at the next meeting of the Provincial Accreditation Committee.

– Mike Lombardi

Teachers in Alberta

Against a backdrop of a 17–22% pay hike over two years for Alberta nurses and doctors, 50 of 52 collective agreements covering about 32,000 Alberta teachers will expire this year. Calgary teachers, who have the lowest salaries in the province, opened negotiations April 2, 2001, and Edmonton teachers opened April 7. Both groups are seeking a 30% increase over one year. The government says it will fund no more than 10% over two years when it releases its budget next week.

Teachers subsidize schools

Teachers are using their own money to pay for classroom resources—and it's not small change. Last winter, the Canadian Teachers' Federation surveyed 1,902 teachers. Of those, 272 are from British Columbia. The first results indicate that Canadian teachers are heavily subsidizing the public-education system. On average, each teacher pays \$593 per year for books and other classroom supplies. B.C. teachers are the most generous of all, forking out nearly twice the Canadian average, at \$1,095 per teacher. About 95% of B.C. teachers report spending their own money on classroom materials. CTF National President Marilies Rettig commented on the results: "Teachers in classrooms across this country are so committed and dedicated to their students that they are paying significant sums out of their own pockets to ensure that the students' learning needs are addressed. Teachers put in extra hours and their own money to make up for a lack of funding. Student learning and quality class time suffer without adequate teaching tools."

– Anny Schaefer
aschaefer@bctf.bc.ca

ESL

Time to remove the ESL funding cap

by Vicki McCarthy
and Verena Foxx

The Ministry of Education arbitrarily imposed a cap on ESL funding in 1999, ignoring the advice of the Federation, the English as a Second Language Provincial Specialist Association (ESL PSA), the ESL Policy Advisory Committee, and a ministry-commissioned report.

Time limits on funding to learn ESL ignore sound educational principles and the research on language acquisition. The ESL funding cap is a fiscal decision made without regard for learning.

Since its inception, the cap on ESL funding has had a profound impact on teaching and learning throughout the province. The five-year cap on ESL funds eliminated ESL service for approximately 19,000 students.

Research tells us that five years is simply not enough time in which to learn a new language. In one long-term study of 700,000 students, the researchers found that "advantaged" immigrants with two to five years of schooling in their first language in their home country needed from five to seven years to "catch up" in their new language, English. It takes the typical young immigrant schooled all in his/her new language, English, seven to ten years or more to "catch up," and the majority "catch up" only if they receive academic and cognitive development support in their first language at home.

The B.C. School Trustees Association agrees with teachers that "funding for ESL must be based on reasonable assessed educational need, not driven by arbitrary funding caps as at present."

Research shows that students who are most likely to need service beyond five years have some or all of the following characteristics:

- interrupted education.
- refugee claims and/or government-sponsored refugee status.
- a history of trauma (war, torture, assault, persecution).
- no support for standard English literacy in the home.
- parental illiteracy (illiteracy down through the generations).

The funding cap has marginalized the ESL learners who are now often considered proficient only because they have reached five years of service. Ministry policy states that ESL students should be provided with educational opportunities that will allow them to develop their individual potential, and the guidelines require ESL service for students whose primary language is other than English and who require additional services in order to develop their individual potential. However, computer systems in some districts are set up to automatically de-list students by dates of service. Consequently, students are being mainstreamed without adequate ESL specialist support, making teaching and learning conditions more taxing for classroom teachers.

Service to ESL students is a social-justice issue. A look into the history and development of ESL in British Columbia (see side bar) reveals several decades of discriminatory practices. The cap on ESL funding is the most recent example of a systemic, structural barrier to equitable treatment. And so we see that well into the 21st century, the need for advocacy to improve learning conditions

for ESL students and their teachers continues.

The ESL funding cap is a grave disservice to future generations of Canadian-born students who may come to school speaking languages other than English. It is also a grave disservice to generations of immigrants who will continue to arrive in B.C. to become Canadians and shape the future of this country. Misguided educational policies and practices that work against ESL students in public schools must stop.

Teachers from all over the province have contacted the ESL PSA to express concerns about what is happening to regular classroom teachers' workloads, to ESL students who are not receiving sufficient support, and to resource teachers who are picking up ESL students on their caseloads after the five years, as a result of the funding cap. In response, the ESL PSA initiated a petition campaign to collect signatures of support from teachers, parents, relevant ESL and cultural organizations, and the community at large for the removal of the ESL funding cap. The response to our petition campaign has been positive—petitions have been received from all over the province.

Five years is not enough time for all ESL students to learn the English needed to be academically, socially, and culturally successful at school and for each and every student to reach his/her potential as a learner. It is time to remove the ESL funding cap.

Vicki McCarthy, ESL PSA president teaches at Waverley Elementary School, Vancouver, and Verena Foxx, ESL PSA publications editor, teaches at David Livingston Elementary School, Vancouver.

What teachers around the province are saying about the impact of the ESL cap

- Our students need more time.
- The ESL students in rural schools in our district do not have access to ESL time. It is being picked up under LA time.
- There seems not to be enough time to work effectively with all the needy ESL students in our school.
- There is great inequality in service in our district depending on the location of the school.
- We have students that would benefit from ESL service, but because of the five-year cap, we decided to save some of that time for later.
- Prince George district ESL specialist Randy Henderson writes, "What happens to students who miss scholarship opportunities, or who wind up in the unskilled labour market instead of post-secondary education; or those who drop

out or join gangs because school has been too difficult for them? Recent research by Watt and Roessingh, 1997, in Calgary has discovered that ESL learners are two-and-a-half times more likely than other students to leave school before graduation."

• Carrie Froese, of Coquitlam, expresses her concerns: "The whole thrust of our current education system has been to identify the strengths and needs of the child as a starting point for an educational plan that encourages critical thinking. The five-year cap reflects a giant leap backwards in which children's needs are not of paramount importance, but an arbitrary number, for servicing, is our key. Our ESL students may communicate nicely on the playground but be unprepared to participate in classroom discussions requiring critical thinking."

Trends in ESL education in B.C.

Excerpted from a TESOL 2000 workshop conducted by Vicki McCarthy and Beryl Botham.

Historical treatment of ESL students—a few of many notes from Ashworth, M. 1979. *The Forces That Shaped Them*, about systemic discrimination.

- 1890s—Mary Augusta was put in St. Joseph's Mission School at William's Lake in 1892 at the age of four and many years later recalling her school days she said, "What I could not understand, we weren't allowed to speak our language, if we were heard speaking Shuswap, we were punished. We were made to write on the board one hundred times, I will not speak Indian any more."
- Early 1900s—separate classes for Chinese children in Victoria and Vancouver were sanctioned by school trustees. "Separate classes continued for Chinese children in Victoria for some years, opening and closing according to numbers...a separate class was established in Vancouver" and the policy "no child shall be permitted to attend primary school who does not know enough English to be able to understand the proceedings of the school..."
- 1938—27 Japanese students were enrolled in Kerrisdale, Point Grey, and Magee—the community objected—"These are not all the Orientals in this school but we make this point to demonstrate the condi-

tions under which this Japanese population lives, while enjoying the best educational facilities of the city at the expense of the white population."

Here are a few of many ongoing efforts to advocate for an ESL policy and recommend specialist practices for ESL teachers, provide support for mainstream teachers, and support ESL students:

1981—*The ESL/Dialect Resource Book* was printed by the Ministry.

1986–1987 *ESL Resource Book—Volumes I and II* printed by the Ministry.

1989—1993 ESL/ESD Advisory Committee set up with the Ministry.

1992—Ministry would not publish ESL policy or accompanying document *Language, Culture, School*.

1993—Administrators prepare *Supporting ESL Learners*.

1994—BCTF ESL Research project began to examine ESL in the province.

1995—Ministerial order to have IEP's written for all students—ESL PSA lobbied to have it removed.

1998—First ratios for ESL in a provincial collective agreement.

1999—Ministry *ESL Policy, Guidelines and Resource for Teachers* document printed and at the same time—a cap on ESL funding was imposed.



Canada has a history of being less than welcoming to certain immigrant groups. This ship carrying immigrants from India in the summer of 1914 was not allowed to dock in Vancouver, despite the fact it had followed all legal requirements.

What is considered “related work” in Clause 5 of the Code of Ethics?

by Dave Scott

Teachers are always ready to review with their colleagues, students, and parent/guardians the quality of service rendered by the teacher and the practices the teacher employs when discharging professional duties (as outlined in the BCTF Code of Ethics—Clause 4).

Sometimes, one teacher feels the need to raise concerns about the teaching performance and related duties of a colleague. We all want to be treated fairly, respectfully, and professionally by our colleagues, and this applies to giving as well as receiving constructive criticism of our work.

The BCTF Code of Ethics Clause 5 sets out the process and requirements that must be observed in carrying forward criticisms of a colleague's teaching performance and related work.

Clause 5: *The teacher directs any criticism of the teaching performance and related work of a colleague to that colleague in private, and only then, after informing the colleague in writing of the intent to do so, may direct in confidence the criticism to appropriate individuals who are able to offer advice and assistance.*

Members are fairly clear about which activities are part of a colleague's teaching performance. However, when it comes to activities that fall under the attached “related work,” members have been less certain.

The BCTF Judicial Council, composed of a chairperson and 18 members elected by the BCTF Representative Assembly has the jurisdiction to consider and deal with complaints against members in respect of alleged breaches of the Code of Ethics. The council, in the past two years, spent considerable time examining, discussing, and reviewing rulings from screening/hearing/appeal panel decisions. We have been able to determine, based on previous decisions, which activities should be considered related work and which should not.

The following are currently considered to be the related work of a teacher and thus requiring adherence to the Code of Ethics:

- when participating on a school/district advisory committee.
- when employed in a school district, including voluntary activities as per his/her collective agreement, e.g., soccer coach for school team.

- when you are a member of another organization, you must act ethically in expressing concerns about the teaching performance or related work of another teacher—being a member of that organization or its spokesperson does not free you from the ethical responsibilities all members of the BCTF have.
- when criticising another teacher's qualifications, which implies criticism of that teacher's ability to do the work.
- when seconded to work for the Ministry of Education.
- when involved in activities as a “teacher/parent,” e.g., when a parent is in parent-teacher interviews.

The following are not considered related work and therefore not included in the Code of Ethics:

- issues involving sexual harassment.
- allegations of abuse of children (see note at bottom of clause 5).
- statements of fact regarding the qualifications of another teacher.
- criticism of a member working in his/her capacity as an elected official of the BCTF or a BCTF local.
- when acting as a spokesperson for another group or organization, your comments are open to criticism by teachers or anyone else. Such a role isn't considered related work and therefore criticisms do not have to follow the process as described in Clause 5 of the BCTF Code of Ethics.

Emergent/new situations are given careful individual consideration, while keeping these precedents in mind.

In very difficult situations, or if a member is in doubt as to what to do, he/she should contact his/her local president or the BCTF staff administrator responsible for Judicial Council for advice and assistance on how to proceed.

Teachers, being active participants in their communities, hold wide-ranging roles in both their professional lives and in their private lives. Generally a teacher should know that he/she cannot shed the professional responsibilities under the Code of Ethics while acting in other capacities.

The best advice teachers should follow is to “act ethically at all times.”

Dave Scott, chairperson of the Judicial Council, teaches at the Kamloops Community Learning Centre, Kamloops.

Gay straight alliances web site

by James Chamberlain

Students in Surrey have launched a web site to give teachers and students information on gay straight alliances (GSAs) and how to start them in schools. Visit www.surreygsa.ca. It is an excellent site for any student or teacher in any district who is thinking about starting a GSA or wanting more information on the topic. The site provides tips on how to start GSAs, questions to consider, resources, links to other sites, and safe and supportive contacts. A few locals have demonstrated leadership

in starting GSAs in schools. The following districts have GSAs in operation: Burnaby, Coquitlam, Comox, Surrey and Victoria. It takes only one or two dedicated teachers in a school to facilitate a GSA and make school a safer place for lesbian, gay bisexual, and transgendered students. That person could be you!

James Chamberlain teaches at Georges Vanier Elementary School, Surrey.

For more information on how to set up a GSA, contact Gay and Lesbian Educators of B.C. (GALE-BC) at gale_bc@canada.com or 604-684-9872, ext. 2004.



Teachers can obtain materials to support the new Social Studies 11 resource guide, *Canada and the Holocaust*, by contacting the Vancouver Holocaust Education Centre. The centre is hosting a display entitled “Too Close to Home: Anti-Semitism and Nazism in Canada.”

Holocaust education

by Bruce Seney

Textbooks in use in British Columbia's Social Studies 11 and History 12 classes are not substantive enough for a thorough analysis of the ongoing issues of the Holocaust. Teachers and students wishing to engage in a case-study approach when analyzing the Holocaust can obtain supportive materials that will enhance their teaching and learning environments. Teachers can access lesson plans and resources from the newly developed and recently distributed B.C. Ministry of Education resource guide for Social Studies 11 teachers entitled *Canada and the Holocaust*. Also, teachers and students can arrange to participate in the current exhibit and workshop at the Vancouver Holocaust Education Centre, entitled *Too Close to Home: Anti-Semitism and Nazism in Canada*.

The ministry resource has five lesson plans and six extension activities. Each section is supported by primary sources (including posters, government documents, diary excerpts, confidential letters, various newspaper clippings, petition statements, telegram excerpts, government memos, photographs, identity cards, and travel documents). Timelines, a glossary, an assessment tool, a bibliography, a list of web sites, a list of videos, and information about the Vancouver Holocaust Education Centre complete the package.

The current exhibit at the Vancouver Holocaust Education Centre and its corresponding school program workshop are

suitable for students in Grades 5–12, but they are ideal for students enrolled in Social Studies 11 or History 12. The exhibit draws attention to seldom remembered issues in Canadian history: the nativism, Fascism, and anti-Semitism that existed in Canada during the 1930s. Nativism is exposed through the analysis of the activities of the Ku

As part of the tour of the exhibit, students may participate in an interactive workshop to decode anti-Semitic and racist cartoons.

Klux Klan, which first appeared in Alberta in 1923. Fascist leanings are assessed when examining the activities of the brown-shirted National Socialist Party of Canada, which was supported during the 1930s. Anti-Semitism is studied with numerous examples, such as Adrien Arcand's National Social Christian party and the Toronto Swastika Clubs. References to racist policies enacted against Asians and Blacks also are highlighted.

The static displays expose the attitudes held by political parties, clubs, and individual citizens of the time period and the subsequent policies of the government regarding immigration practices. These attitudes are revealed by analyzing statements of stereotyping, political cartoons, policies of exclusion held by many universities and professions, and the federal government's immigration quotas. Students interact with the

displays under the supervision and guidance of very helpful knowledgeable docents.

As part of the tour of the exhibit, students may participate in an interactive workshop to decode anti-Semite and racist cartoons. The students may examine, critically assess, and discuss selected examples of Nazi propaganda cartoons, Canadian anti-Semitic cartoons of the 1930s, and racist cartoons directed at other ethnic and minority groups, including contemporary samples taken from web sites promoting hatred. Students gain experience in analyzing evidence and have time to engage in meaningful, substantive discussions with their peers about the dangerous consequences of nativism, racism, and anti-Semitism. By learning how to identify and critically assess racist statements and cartoons, students are better prepared to be active and responsible citizens.

In addition, a classroom resource kit featuring the primary documents, photographs, and cartoons from the exhibit will be available from the Holocaust Centre in the fall of 2001.

Bruce Seney teaches at R.A. McMath Secondary School, Richmond.

For information regarding the Vancouver Holocaust Education Centre and its current exhibit, *Too Close to Home: Antisemitism and Nazism in Canada* or the resource kit, please contact Frieda Miller education co-ordinator, Vancouver Holocaust Education Centre 50-950 West 41st Avenue, Vancouver, BC V5Z 2N7, Ph: 604-264-0499, F: 604-264-0497.

The R.A.D.I.C.A.L. workshop

This exciting new social justice workshop springs from the belief that mutual respect leads to more positive interactions in the classroom and the community. All individuals deserve to be treated with dignity and respected for who and what they are.

This workshop has been developed by Chiara Anselmo (Kamloops-Thompson) and Sandy Dore (Central Okanagan), who saw the need for an inclu-

sive workshop focussing on name-calling, racism, and harassment. The attitudes that allow individuals to target others are inter-related and need to be looked at collectively if they are to be successfully dealt with in our schools and communities.

A need was identified by Anselmo and Dore to formulate a proactive approach to issues that cause concerns to parents, administrators, teachers, and students and lead to psycholo-

gical and physical abuse and violence in schools and on the streets. The R.A.D.I.C.A.L. workshop attempts to identify these issues and deal positively with the concepts of respect and dignity to challenge those who would create discord in the school community.

– Dan Blake

For more information, contact Connie McBride, BCTF PD Division, cmcbride@bctf.bc.ca.

Undoing the market model of education in New Zealand

by Murray Dobbin

In 1994, I travelled to New Zealand to conduct interviews for a CBC Ideas radio documentary. The country had been through 10 years of the most radical free-market reforms that any country has ever been through. The tiny nation went from a cradle-to-grave welfare state, with a highly protected economy, to one of the most unprotected *open* economies in the world, where every public service was operated on commercial principles.

“The morale in teaching has fallen through the floor...”

In 1999, a new minority Labour government was elected in coalition with the left-wing Alliance Party. Stories started emerging that the government, with a mandate for change, was moving back toward social democracy. In February 2001, I returned to New Zealand to find out just how much was being reversed.

I was particularly interested in education because no area of public policy had been put through more profound changes. In 1989, a charter school system was imposed on the whole country, all at once. As Joss Jesson, a lecturer in educational policy at the Auckland College of Education, explained it, each school was suddenly on its own:

“The old department of education was very large and provided the whole education infrastructure. It was concerned with community, curriculum, school buses, school supplies, insurance—whole systems. That just got disbanded completely. The individual schools were now responsible for everything.”

At the same time school choice was made part of the system. Pupils took their funding dollars with them. Schools also depended on *donations* from parents but within a couple of years these averaged \$200 in middle-class areas and \$48 in poor areas—even with a government top-up. The average difference in funding totalled \$180,000 per school.

The guiding philosophy behind the changes was competition. Competition was supposed to be the motivating force for excellence. If a school wanted to keep its students (and their dollars), it had to perform well. But the choice factor meant that parents were soon scrambling to get their kids into the *better* schools.

John Minto is a teacher, parent and activist in a coalition fighting for a return to neighbourhood schools. “Schools were told to sink or swim, and schools in poor communities more often than not sank because they didn’t have the expertise to run themselves. Morale would go down, the school would be on the skids—a spiral of decline.”

Wittingly or otherwise, parents who were trying to escape this decline by sending their kids out were identifying with a higher social class rather than with their neighbourhood or community. They were placed in a situation where they had to choose between the

interests of their children and the interests of their community, and if they could afford it, they most often chose the former.

Many people had high hopes for the new coalition government. But the reality has been disappointing. There has been some rethinking. Legislation now before Parliament will abandon the charter-school model, now considered by most to have been a traumatic waste of time and energy for everyone. The government is trying to resolve the funding shortage for many of the poorer schools by special grants.

But once such profound changes are made, reversing them is extremely difficult. Virtually the entire Department of Education was dismantled and its human resources dispersed 10 years ago. That core educational leadership is gone. And the government has not completely given up its ideological attachment to the notion of competition and choice.

It has not gone back to the school board model but is setting up a system of school clusters designed to help schools pool resources. There is no move back, as yet, to a national curriculum. And teachers no longer feel part of a national profession, according to Joss Jesson: “The idea of a national teaching profession now gets mediated by a local principal who acts as a chief executive of his school—and they refer to it as ‘my school.’”

Progressive change, Jesson says, will come only “when we realize that the interests of our own kids are the interests of everyone else’s kids. We haven’t quite got there yet.”

The rules of the profession are determined by the school principal.”

But it is not just structural problems that face those wanting to reverse the market model. Even teachers are resisting changes, says Jesson. “The morale in teaching has fallen through the floor. Teachers are emotionally exhausted. They don’t want to see any more big changes... they will have to get over their current trauma before facing another major policy shift.”

The market model of education has had a major impact on parents, too. Ten years of living with a competitive system means many parents have abandoned the neighbourhood school idea. Nearly a whole generation of pupils and their parents have known nothing but the market model. It’s hard for parents to commit to a neighbourhood school if others aren’t making that commitment. Progressive change, Jesson says, will come only “when we realize that the interests of our own kids are the interests of everyone else’s kids. We haven’t quite got there yet.”

Murray Dobbin is a research associate with the Canadian Centre for Policy Alternatives.

Grassroots globalization!

Teachers working for healthy kids, healthy schools, healthy communities, and a healthy democracy

by Sieglinde Stieda

“The world is a lot better than it was two centuries ago, and it’s a lot better than it was 30 years ago. Things have changed, mostly for the better, but not entirely. There is a kind of uphill cycle of agonizingly slow progress. And it comes, not from gifts, but from *popular struggle*. The feudal system didn’t disappear because the aristocrats decided to be nice and to have parliamentary democracy. Likewise, slavery didn’t disappear because slave owners wanted to be nice to the slaves. So the process continues to the present. Women’s rights, to the extent that they have been achieved, were not given; *they were won*.” (Noam Chomsky in conversation with Phillip G. Hill, “Public Education and Moral Monsters: A Conversation with Noam Chomsky.”)

According to the BCTF web site: “Public education is not for sale. We are witnessing a concerted effort by corporations to gain access to students in our schools. This is happening at a time when schools are struggling with funding shortfalls. We see an increasing number of schools using vending machines and commercial activities to raise funds for school operations. The agreements are frequently signed without input from teachers, parents, or the community. Teachers in B.C. have concerns about allowing private interests to purchase access to students in our public schools.”

Noam Chomsky “argues that it is the moral responsibility of intellectuals to ‘speak the truth and expose the lies’ of governments and the corporate elite.”

There is a growing public awareness that corporate rule must be challenged. For example, the Attorney-General of New York, Dennis Vacco, recently revoked the charter of the Council for Tobacco Research because it fed the public “a pack of lies in an underhanded effort to promote smoking and addict our kids.” Janet Steffenhagen and Lori Culbert reported in the May 15, 2001, issue of *The Vancouver*

Sun that “Coca-Cola is slimming down its promotion of pop in American schools in response to pressure about rising child obesity—but the soft-drink giant will not be making similar changes to protect Canadian students.”

While Coke’s recent actions indicate that Canadians haven’t yet screamed loud enough about the detrimental health effects on children of being brainwashed during school time to drink liquid candy, Canadians are starting to resist. Canadian writers like Heather-jane Robertson, Maude Barlow, Erika Shaker, Ed Finn, Tony Clarke, Larry Kuehn, Murray Dobbin, Kalle Lasn, and Naomi Klein have written books and articles documenting corporate invasion of public spaces. While some teachers have read some of the corporate intrusion literature, others have not. Political action must start with individual awareness.

On March 4, 1995, the BCTF sponsored “In the Public Interest: A Conference on Public Education,” in Vancouver. Last spring the BCTF conducted a province-wide survey of corporate intrusion in schools. Results of the survey were published in *Teacher*. The Coalition for Public Education, of which BCTF is a member, sponsored a two-day conference to develop strategies to resist and remove inappropriate commercial activities from our public schools, colleges, and universities. Entitled “Public Education Not for Sale: Resisting Corporate Control,” the conference was held in Vancouver on May 23–24, 2000. “As part of the coalition, the BCTF sponsored the attendance of one member per local (chosen by the local), and up to 20 members were selected at large and 10 secondary school students. The presenters came from across Canada and the U.S. The organizers had hoped that the conference would “provide the impetus to organize resistance to the corporate intrusion that is taking place in our schools.” The conference was videotaped and aired on public television in February 2001. The video, *Public Education: Not for Sale* is available from the BCTF at no cost to members.

Several 2001 AGM resolutions dealt with corporate partnerships and the need to criticize “psychologically manipulative

advertising techniques.” Instead of speaking on one of the resolutions, one teacher from Surrey, Steve Swaddling chose to make a dynamic audio-visual presentation on the commercial presence in schools. Contact Swaddling at swaddling@home.com or at Betty Huff Elementary School, Surrey. Teachers interested in district policies regarding commercialism in B.C. schools might wish to look at Dan Hale’s recent UBC masters thesis, which is available for perusal at the BCTF library. Contact Glynis Andersson, gandersson@bctf.bc.ca.

In summary, BCTF has begun to do some important work in fighting commercialism in schools. However, the time has come for the BCTF to create more formal structures that would allow all B.C. teachers interested in and involved in resistance to commercialism in schools, to be linked with one another. Here are some suggestions to consider:

1. Create an e-mail list of teachers involved in and interested in resistance to commercialism in schools.
2. Ask for a contact person from each local.
3. Create and disseminate and analyze a questionnaire that would document the resistance to commercialism in B.C. schools. Summarize for members, the resistance movement on commercial intrusion into public places and spaces nationally and internally.
4. Host another province-wide conference.
5. Fund research studies that would raise awareness among teachers as to the antidemocratic nature of corporate intrusion in public schools.

Documenting resistance is crucial for many of us who are working in schools with colleagues whose awareness levels on the detrimental effects of commercial intrusion into schools vary considerably. For a copy of an informal summary on the actions different locals are taking or a bibliography on commercialism in the schools, contact Bev Humphries, bhumphries@bctf.bc.ca.

Sieglinde Stieda teaches at Mount Crescent Elementary School, Maple Ridge.



Schools don't need corporate hype

by Yvon Raoul

Last week, colleagues attracted my attention to a leaflet promoting some “motivational speakers visits” sponsored by Coca-Cola. I was also told that the Vancouver school is scheduling their performance during an assembly. As a teacher working for the Vancouver School Board and as a parent who had three

...we do not need a corporation to promote positive attitudes among our students.

children in the public school system, I would like you to know that the majority of staff at my school and a growing number of informed parents feel that we do not need a corporation to promote positive attitudes among our students. This insidious assumption of a relationship between Coca-Cola and well-being is what our students are bombarded by on a daily basis by omnipresent commercials. How ironic that the promoters of consumerism and wants are the sponsors of a program that promises our students to “come away

refreshed; body mind and spirit,” as Coke perniciously mentions in its brochure. We all know that Coca-Cola is more concerned with promoting a product and an image of happiness than genuinely serving the emotional well-being of our students. Allowing corporate agents to promote positive messages, and, by association, their product, to a captive audience is in essence a form of manufacturing consent or, to put it more bluntly, brainwashing.

Another point that I wish to raise concerns the process by which schools come to promote these corporate programs. Too often, parents and teachers are not informed about the nature and the purposes of these corporate programs. Decisions to invite such groups are left to a handful of promoters who do not necessarily represent the wishes of the community. The majority of teachers and parents in our school already resent the fact that contracts have been signed with Coca-Cola without any form of consultation with our staff.

It is time that we encourage real critical-thinking programs in our schools, rather than one-hour gigs promoting an ersatz feel-good hype that will fizz away as fast as the temporary pleasure promised by Coke. A truly



“refreshed body, mind, and soul,” will happen only when students feel that the people close to them—teachers and parents—care enough to give them tools to empower them, as well as hope and love on a daily

Coca-Cola's motivations are clear. It is aggressively competing for the custom of young captive audiences under the guise of promoting personal development.

basis. Corporate images of success and competition will only aggravate the already cynical perceptions of too many students. Coca-Cola's motivations are clear. It is aggressively competing for the custom of young captive audiences under the guise of promoting personal development. Educators must be vigilant to protect our students from this campaign.

Yvon Raoul teaches at Kitsilano Secondary School, Vancouver.

Become partners in classroom research

by Colleen Tsoukalas

As a teacher action research group at Simon Fraser University, we bring our interests, dilemmas, burning questions, and experience, and then we discuss, debate, and reflect on classroom practices that can make a difference. The Graphic Organizer presented here is a snapshot of the who, what, when, where, why, and how of our research. Together we filled in the information and negotiated the writing of the group report. Completed, this graphic organizer shows our accomplishments individually and collectively: the sequence, processes, and products of two years of effort.

As teacher researchers, we look beyond individual practices. We look outside our own classrooms to other schools, districts, provinces, and countries. We see how our practices affect students' access to learning opportunities and resources, human and material. We examine assigned roles and labels (for example, the labels ESL student, gifted student, LAC student, behaviourally disordered student, leader) and how access to a variety of roles can be easy for some and difficult for others. We examine the roles and practices of those who describe the behaviours and assign the labels. We consider how labels can last forever, without review or reconsideration.

We use video and audio tapes to see and hear teacher and student language that empowers or isolates, includes or excludes.

As we research, we are being researched on ways in which we, as teachers, learn, teach, and take on multiple roles (student, teacher, researcher, mentor, colleague); and on the ways we are being analyzed and communicate (to support, interject, suggest, agree,

disagree, summarize, question, reflect).

Are we teaching our students the language of discourse, and are we providing time, models, and support to practice? Are our classrooms organized so that students have equal opportunities to work co-operatively—to exchange ideas and talk? How are the students grouped? What is the teacher's role? Facilitator? Director? Who is the teacher's audience? Who are conversational partners? What do student and teacher responses look like?

Our work in classrooms is audio- and videotaped, and we

The teacher action research group provides support and encouragement to reflect on our teaching practices, to make time to observe our students' learning and interactive strategies...

can readily see the language demands of these tasks and the collaborative work needed to meet our objectives. We become more confident through the group support. Our individual research projects are enhanced through the group's feedback.

Research projects completed to date are about classroom relationships: student to student, students in groups, students as a class, students and the teacher, students and parents, parents and teacher. Here are two examples of suggestions that have helped:

1. In a project investigating teacher/resource teacher collaboration, an additional component was suggested: to seek students' opinions about having

two teachers in the classroom. Students were asked to respond in a class journal so that the project included three perspectives instead of two.

2. In a project about increasing parent involvement, the suggestion was made to add dual-language materials to the reading collection to enable non-English-speaking parents to be reading partners, too.

The teacher action research group provides support and encouragement to reflect on our teaching practices, to make time to observe our students' learning and interactive strategies, to evaluate process and product, to apply a multidisciplinary team approach to problem solving, and to present our research in practical, interactive formats to a variety of audiences, including student teachers, researchers, and colleagues. We continue to meet once a week for two hours after school, and we have had some release time to prepare conference presentations.

For further information about the initial research project that led to the formation of this group, see Dr. Kelleen Toohey's book, *Learning English at School: Identity, Social Relationships, and Classroom Practice*, 2000, (Multilingual Matters).

Through Toohey's leadership, we work together. As a result, we all speak from desirable and powerful identity positions, have “access to the expertise of (our) peers” (p. 197) and can be creative and “play” with new ideas. These are ideal conditions in which to learn; we have interest, purpose, audience, and expertise—great resources!

Colleen Tsoukalas is a TOC in Vancouver.

Teacher Action Research Group members are Corey Denos, Linda Hof, Rumi Ilieva, Suzanne Rowbotham, Susie Sandhu, Joanne Thompson, Kelleen Toohey, Colleen Tsoukalas, and Bonnie Waterstone.

La pénurie du personnel enseignant: faut-il s'inquiéter ?

by Paule Desgroseilliers

Depuis un certain temps, on annonce une grande pénurie d'enseignants et d'enseignantes, surtout dans les domaines des sciences, des mathématiques et de l'immersion française. Lors d'une conférence organisée par la Fédération canadienne des enseignantes et des enseignants en octobre 2000, l'organisme a fait part des résultats d'un sondage réalisé auprès des conseils scolaires du pays. Plus de deux tiers s'attendent à éprouver des difficultés de recrutement dans les années prochaines. Et les conseils scolaires ruraux, en particulier, ont exprimé de sérieuses inquiétudes face à la possibilité de combler les postes vacants avec des candidats et candidates qualifiés.

La FECB, dans un mémoire présenté au gouvernement de la Colombie-Britannique en décembre dernier, encourage celui-ci à travailler de concert avec ses partenaires éducationnels afin de mettre en place des mesures qui pourraient permettre d'éviter une pénurie qui serait néfaste, entre autres, aux programmes francophone, d'immersion et de français de base. Parmi les nombreuses recommandations formulées dans le mémoire, soulignons la mise en place de meilleures conditions d'enseignement, un programme d'appui pédagogique et financier aux nouveaux enseignants et enseignantes et la promotion de la carrière d'enseignement auprès des élèves du secondaire.

De son côté, la Coalition de l'Immersion, regroupement informel de partenaires éducatifs rassemblés sous l'égide du Comité consultatif des programmes et services français de la FECB, a appuyé les propositions suivantes: une table ronde des

responsables des programmes universitaires de formation des maîtres, un stage de formation à l'été pour le nouveau personnel enseignant dans les programmes francophone et d'immersion et l'envoi d'une lettre de félicitations et d'encouragement à l'enseignement comme carrière à tous les finissants et finissantes de ces deux programmes.

Nous avons tous et toutes un rôle à jouer dans cette situation de pénurie qui se fait déjà sentir dans certains conseils scolaires. Il faut profiter des occasions qui se présentent en salle de classe pour valoriser notre profession. Soutenons nos nouveaux collègues en partageant quelques ressources, quelques stratégies fructueuses et en leur offrant des paroles d'encouragement. Quant à nos collègues d'expérience qui, peut-être, pensent à abandonner la profession ou à prendre une retraite anticipée à cause d'un surcroît de travail, de peu de valorisation et d'un discrédit auprès du public, encourageons-les à demeurer dans la profession en les invitant à devenir des mentors et à partager leur expertise. Et surtout, n'oublions pas de leur prêter main forte en partageant quelques-unes des tâches parascolaires ou syndicales que ces collègues assument fréquemment à cause de leur ancienneté et de leur expertise.

Paule Desgroseilliers is an assistant director in the BCTF's Professional Development Division.

Synopsis

A brief summary of the teacher shortage situation that will seriously affect the FSL, French Immersion and Francophone programmes in B.C. and of some of the activities to be undertaken to try to alleviate the anticipated shortage.



Social justice through music

by Norm Olding

Many music directors in B.C. secondary schools take a thematic approach to their concerts. Carol Sirianni, director of the bands and choirs at Riverside Secondary School, in Port Coquitlam, is no exception. Themes in her recent concerts have ranged from the serious (significant events in history) to the silly (novelty songs). This winter, her students faced their greatest challenge yet—a concert on social justice.

Sirianni's rationale for diving into such controversial waters is that music education "should be about more than notes and rhythms." Sirianni is well versed in the Music IRPs, and she finds in them a call to prepare her students for both performance and citizenship. The social-justice concert, presented February 21, challenged the skills and attitudes of all Riverside's band and choir students.

The issues challenged the attitudes of many students.

The jazz band addressed racism in four numbers celebrating the contributions of black musicians and composers. The senior concert band developed the theme in Mark Camphouse's *A Movement for Rosa*—a difficult piece written to honour civil rights activist Rosa Parks.

Harry Chapin's *The Shortest Story*, sung by the senior choir, provided an unusual perspective on poverty—a first-person account from an infant who was one more mouth than his mother could feed.

The junior band and junior choir performed three pieces that explored aspects of First Nations culture and history, including residential schools.

The most controversial performance came from the jazz choir, who sang Jennifer Higdon's *Imagine* and Fred Small's *Everything Possible*—songs that are impassioned responses to homophobia.

The honour band played Frank Ticheli's *An American Elegy*, written to honour the victims at Columbine High School. That beautiful piece stood in powerful contrast to the ugliness of the killings and the bullying that preceded them.

The senior choir, addressing violence against women, presented the evening's most challenging piece—Hildegard Westerkamp's *Ecole Polytechnique*, a 19-minute tribute to the 14 women murdered by Marc Lepine, December 6, 1989. The evening concluded with a mass singing of John Lennon's *Imagine*.

In addition to learning the music, students assembled powerful visual presentations to accompany the pieces or prepared speeches to introduce each social-justice issue. More important though, Sirianni required that each performing group develop an action plan to address the issue they were presenting. One such action plan was a toy drive for children from a local low-rent apartment building that had recently burned down. As the student who introduced the Chapin song said, "It is, after all, just a song. It's what we do after listening to it that makes it music."

The issues challenged the attitudes of many students. According to Sirianni, there was at least one student objection to each piece. Sirianni spent much of her time this winter hearing out those objections and inviting students to examine their attitudes. When students found that their beliefs conflicted with their participation, Sirianni excused them from the piece in question. The resistance she encountered took an emotional toll on her and caused her to review her own attitudes. This honest examination by both teacher and students is a testament to the social value of the concert.

Even so, the real work has just begun. The day of the concert, the bands and choirs presented a shorter version of the program to the school at an assembly. During the homophobia segment, music students were subjected to verbal abuse by their peers, who showed little restraint in expressing their views in rude, vulgar, and hurtful terms. I have only admiration and respect for our music students, especially the jazz choir, who withstood the taunting with a dignity their attackers will never possess. I know our school is not unique in having a homophobia problem, but the assembly brought to everyone's attention the extent of the prejudice.

The evening concert, with a more mature audience, was a remarkable accomplishment for Sirianni and her students. Many in the audience were moved to tears by the music and the songs.

The ripples from the concert have continued to widen as students follow up on their action plans, as the school responds to the homophobia issue, and as word spreads of the legitimate need to address social-justice issues in our schools. Carol Sirianni has shown that meaningful dialogue about social justice has a place in her classroom, and it is our obligation to start and maintain the dialogue in ours.

Norm Olding teaches English and guitar at Riverside Secondary School, Port Coquitlam.

Standing Together: A Focus on Bullying

by Judith Blakeston

"The contents of this video contain dramatic scenes and language which may be objectionable to some viewers," announces 11-year-old Royce Cheong, of Clinton Elementary School, in Burnaby, as *Standing Together: A Focus on Bullying* begins. For the staff members, students, and parents who see this new video, his admonition may indeed be necessary. As one of the narrators suggests, just because adults don't see bullying happen, doesn't mean that it doesn't exist. *Standing Together* is a new teaching video featuring over 160 students who act as host and narrators, and who enact scenes and offer observations about life in the school place. Their message? Bullying is not acceptable; everyone in the school and community must take responsibility to stand together against bullying. If everyone does so the incidence of bullying will be dramatically reduced.

Standing Together: A Focus on Bullying will be sent this spring to every elementary school in B.C., as a supplement to Focus on Bullying: A Prevention Program for Elementary School Communities, which was widely distributed a year and a half ago. The video is funded by a grant from the National Crime Prevention Centre: Community Mobilization Program, to the B.C. Teachers' Federation, with its partners in the Provincial Safe Schools Working Group—the BCTF, the BCPVPA, the ministries of education, and attorney general, and the B.C. Safe School Centre. Along with the video is a written guide for the use of the facilitator in any one of the groups in which the video will likely be shown: staff meetings, classrooms, or parent gatherings.

Although the video is meant as a support to the program noted above, it can also serve as an introduction to a number of antibullying programs available. Its greatest strength, perhaps, is its authenticity of tone through the voices of the children who are the stars of the production.

The making of the video is a story in itself. Susanne Tabata, of Tabata Productions, in Vancouver, is responsible for creating, scripting, and producing the 20-minute video. When the project committee decided that they wanted to use children in real-life scenarios, rather than adults talking through the issues, she was faced, on a limited budget and with time constraints, with the task of finding amateur actors and easily accessible locations. Luckily, two school communities were using the program and were willing to help out. West Vancouver's West Bay Elementary School (with principal Diane Nelson, vice-principal Valerie Brady, their staff, students, and parents) and Clinton Elementary School, in Burnaby (with principal Joanne Whitelaw, her staff, students, and parents) willingly became involved in the enterprise.

Because both schools use the Focus on Bullying Program, the students knew what the video

was all about and what it was meant to accomplish. Susanne Tabata found the students a good reality check for the incidents and the language. In fact, students found the language a little "soft" in spots, and whereas the adults queried the use of Barbie dolls as part of the dialogue in one scenario, the girls playing the scene pronounced the reference "just right." They didn't hesitate to suggest improvements to the action, based on their knowledge of "what really happens."

Audiences who have pre-viewed the video have been emotionally caught up in the drama portrayed. Adults know the statistics: bullying takes place once every seven minutes in the elementary school playground, once in every 25 minutes in the classroom; boys tend toward physical bullying, girls tend toward social alienation. And all adults, and youth, have seen the reports on TV and read the stories in the newspaper about the grim conclusions to excessive bullying. What the video reminds us, by the words and the actions of the children and adults, is that speaking up and standing together will greatly reduce bullying behaviours. The scenarios show one young boy being picked on by three others, and one girl being made fun of by a little clique of "former" friends. A caring mom coaxes her son to confide in her, phones the teacher, and the disciplining and mending process is under way. The girl and her friend tell the teacher, who, having already wondered about the cluster of little girls in the hallway and their suddenly isolated friend, gets on the case. Statistics came alive. The pain and isolation, the low self-esteem, and the helplessness of the victims were obvious.

Perhaps the most moving scenes come at the conclusion of the video, when a handful of children talk about their experiences after their school initiated Focus on Bullying. Their words are not scripted; they are speaking from their hearts. Their emphasis is on getting somebody to help you when you need support; knowing that parents and teachers, principals and support staff, counsellors, and friends are all there to assist; learning to use your words; learning to be assertive and speaking up for yourself; knowing that your school does not tolerate bullies as a matter of

policy and practice. "The leadership worked," says one girl, referring to the implementation of an antibullying program in her school.

"It helped me a lot," said another. "I never, never want to bully."

"The kids were nice to me, and they accepted me for who I was," said the last young man, who found that the program made his school life easier.

Newspapers and television have isolated dramatic and terrible tragedies in the lives of children who are bullied by their peers. This video looks at the daily "little" scenes of name-calling, isolating, physically pushing, and hurting that children experience and that make their lives miserable. The literature is overwhelming: a concerted effort by the school and the community can reduce these behaviours by 50%. Active intervention, especially by on-lookers, gets results. Teaching children effective strategies to counteract bullying behaviours works. Parents and teachers are the ones whom children trust to help them out. *Standing Together* dramatizes these messages, shows the solutions, and emphasizes the wonderful results when everyone works as a community of interest for children. If adults don't really believe that bullying exists, "you'll have to help your parents and teachers understand this," says one of the narrators.

"Kids have the courage to stand up for themselves when they know that teachers, parents, and staff know what to do to stop bullying," observes another.

"Did you get something out of this video?" asks Royce Cheong at the conclusion of the video. "Let's keep the ball rolling. Use the resources, and work with your community," he reminds the audience.

And so we should.

Judith Blakeston, a retired teacher, was the project co-ordinator for the making of the video, Standing Together.

For more information on Focus on Bullying workshops for your school or on BCTF Safe School programs, contact Nancy Hinds, nhinds@bctf.bc.ca, Professional Development Division. To book a presentation on antibullying for School Parent Advisory Committees, contact Larry Field, lfield@bctf.bc.ca or Piera DiTomaso, pditomaso@bctf.bc.ca, Organizational Support Division.



A video clip from "Standing Together: A Focus on Bullying."

Langley teacher-education program

Welcome to our world

by Karen Larsen

When the majority of us completed our teacher training, we were in a simple triad system, where student teachers were assigned to schools as individuals. The basic units of the triad were (and still are) student teacher, sponsor teacher, and faculty associate. For our three- and four-week practicums, we could be assigned to a different school district, with a different faculty advisor, and different sponsor teachers. Sometimes only one student teacher was assigned to a school, but often several student teachers were in the same school.

Langley Secondary School is in the third year of hosting the Langley Teacher Education Project (LTEP). The LTEP shares many commonalities with the other secondary teacher-education programs, including the two-week fall practicum (UBC Education 319), and a 13-week practicum after Christmas (UBC Education 329). What's different? you ask. Plenty.

We've dispensed with the term *student teacher*. Right from the beginning, we introduce *UBC teachers*, thereby raising their status in the eyes of our students. The UBC students themselves feel *important* when they are referred to as *UBC teachers*.

The LTEP is a cohort group. While the triad is still the heart of the program, members of the triad are supported by a larger community of teachers at a school site where the UBC student teachers are wanted and welcomed. The staff of Langley Secondary are keen to have student teachers in the school. "They renew our energy and help us to reflect on our own practice," comments marketing and CAPP teacher Franco Cortese. UBC student teacher, Stephanie Figueira, feels that "because there are 10 of us at LSS, all staff members know who we are and seem excited that we're here." During the first two years, the entire secondary cohort was based at Langley Secondary School. In 2001, the LTEP cohort was split—10 UBC student teachers at Langley and six UBC student teachers at Walnut Grove.

UBC student teachers see peer support, with many of them in one school, as a bonus. Courtney Love values the shared

experiences and stories. She tells me, "We constantly learn from one another. We share lesson ideas and discuss management situations. Having several peers here has also provided us a social network outside of school hours, which distracts us from the everyday challenges we face."

Cross-curricular and off-site classroom visitations are another unique part of the LTEP. Two or three times a week, the UBC student teachers observe and participate in classrooms outside their specialty to gain insight into the bigger picture of how the school operates. According to Colleen Sullivan, it allows one to "see how other teachers deal with management issues." The elective and special education classes are particularly popular. "TMH, MMH, EMH were fantastic! ESL taught me to be patient," recalls Martha McKay. In addition, each UBC secondary student teacher spends at least half a day in an elementary classroom, watching an elementary student teacher in action.

All 16 student teachers in the LTEP secondary cohort have the same UBC faculty advisor, former LSS math teacher, John Pusic. The LSS staff members are well known to Pusic, and he feels that the sponsor teachers have a unique relationship with him. "I am not viewed as a so-called expert from the university, but rather another teacher colleague." The level of communication between the school and the university is much improved with the faculty associate on site almost daily. To assist Pusic with some of the administrative associated with having the UBC student teachers at two schools, each of the two secondary sites designates a teacher to act as the school-based co-ordinator.

In September 2000, Pusic added a component to the secondary LTEP: *Setting the Stage*, a five-day mini-course where the cohort was given a more comprehensive view of Langley School District. The UBC student teachers went on a student-led school tour, shadowed a student in a classroom, listened to a panel of students, hopped a bus and toured the school catchment area, visited the school board office, and checked out the district resource centre.

The LTEP is not without a down side, according to a few of the participants. The audiotape and videotape reflections,

secondary/elementary visitations, cross-curricular observations, peer observations, and meetings with administration take time that some of the UBC student teachers would prefer to devote to their classroom teaching duties.

The LTEP is more than a secondary program; it also boasts an elementary cohort. This year, the 18 elementary UBC student teachers are divided among Douglas Park, Willoughby, and Wix-Brown schools. The elementary cohort complete all three of their practicum experiences in the Langley School District. In addition, they take two UBC courses with their faculty associate, Janet Gettings (also a Langley teacher), in a classroom at Willoughby Elementary School.

The elementary cohort have the unique opportunity of working with district helping teachers, school administrators, and practising classroom teachers, who share their expertise and facilitate some of the UBC classes. The UBC student teachers also have a fantastic opportunity to take part in the wide range of professional development offered by the school district. When the UBC student teachers attend any PD activities, they are considered a Langley teacher, and are not subject to the out-of-district fees that others would pay.

The confidence the Langley School District has shown in the Langley Teacher Education Program is reinforced when each student teacher is offered an interview near the end of the extended practicum. Teacher release time provides sponsor teachers with the opportunity to collaboratively work with their student teacher on planning, management, or student evaluation and assessment. Sponsor teachers are also given TOC time to write the UBC student teacher's final report.

To date, over 60% of the secondary UBC student teachers have been hired to the Langley School District TOC list, at the end of their practicum, even prior to completing their degrees.

The LTEP participants' practicum will be an experience filled with moments that will stay etched in their memories for many years to come. UBC student teachers, welcome to our world.

Karen Larsen teaches at Langley Secondary School and is the school-based co-ordinator for the LTEP.



PETER OWENS PHOTO

B.C. teachers, along with 5,000 other citizens, protested against the FTAA on April 21, 2001, at Peace Arch Park.

Teachers stand against FTAA

Eleven representatives of the B.C. Teachers' Federation travelled to Quebec City in April to lend their voices to the rising international chorus of citizens calling for fair trade, not "free" trade throughout the Americas.

They participated in the People's Summit on Education, which brought together 60 teachers from North, Central and South America, and they joined in the protest marches in the city and at the infamous "Wall of Shame." Even though it meant facing riot police, tear gas, and their own legitimate fears, the teachers were determined to witness events first-hand and to stand with the many young people and students who were on the frontlines.

"At this historic juncture, it is crucial that we join with our colleagues from throughout the Americas and insist that public education must be kept out of trade agreements," said BCTF President David Chudnovsky.

Through its International Solidarity Program, the BCTF has built strong links with teachers in Latin America. The Federation sponsors projects in co-operation with teachers' organizations in 11 nations: Mexico, Guatemala, El Salvador, Honduras, Costa Rica, Panama, Bolivia, Peru, Chile, Argentina, and Cuba.

"This international work has taught us a lot about the negative impact that economic globalization is already having upon public education everywhere in the hemisphere," Chudnovsky said.

Throughout the Americas, teachers report deep cuts to education budgets, increased use of mass standardized testing, more profound inequalities

of access to education at all levels, politicization of teacher certification, and greater corporate influence in schools. Those changes all indicate that the education of citizens is increasingly subjected to the rules of the market, not tailored to the needs of democratic societies.

"Education is not a commodity to be sold," Chudnovsky said. "Schools are not factories, and students are not products. This is about democracy and sovereignty, and the Free Trade Area of the Americas poses serious threats to both. Do we want policy about what our children learn being decided by trade tribunals? Absolutely not!"

Chudnovsky and Second Vice-President Jinny Sims were accompanied to Quebec by four other members of the Federation's Executive Committee and teachers from the Social Justice, International Solidarity, and Aboriginal Education advisory committees.

On the local scene, BCTF First Vice-President Neil Worboys and Lower Mainland teachers joined as many as 5,000 other citizens on April 21 at the Peace Arch Park at the border crossing south of Vancouver. The Peace Arch Coalition brought together 95 organizations on both sides of the border to make this dramatic statement of international solidarity in a common cause.

"Democracy sure is a powerful myth" and "Hell is paved with greedy people" were among the messages on the hundreds of colourful placards at the event. BCTF members marched through the arch under a new banner reading "Keep education out of trade agreements."

— Nancy Knickerbocker

EDUCATORS B & B TRAVEL NETWORK

serving educators since 1986

\$32 a night for two!

Over 5,000 members in 52 countries

"We were overwhelmed by the warmth and hospitality of our hosts!" David & Alice, Halifax, NS, Canada

exclusive travel network for educators

Box 5279 Eugene OR 97405
800-377-3480

visit our on-line directory and plan a trip today!

www.educatorstravel.com

TUTORS REQUIRED

Teachers needed for one-to-one, in-home tutoring for after school hours!

TEACHERS' TUTORING SERVICE SOCIETY



TTS is a collective of BC Certified Teachers

For more information please call:

Tel: 604-730-3410

CHINA EXPERIENCE

Top Quality
Top Value

China Highlights
Yangtze River Cruise
Tibet and the Silk Road
And so much more!
All-inclusive from \$1,799

Book before June 1 and receive 10% off.

Call Gerry or Ruby (604) 801-5711

Toll free: 1-866-308-9466

Red Dragon Travel & China Quest Tours



Homestay Families Required in Vancouver and Burnaby to Host International Students

Requirements: English first language home, with two adults, three meals a day, a fully furnished bedroom complete with desk, time in your schedule to offer communication and support.

Must be available currently and throughout most of the summer.
Short and long term placements.

Compensation is Paid to Host Families. Please call: 261-0745

Member of the Better Business Bureau

ACCELERATING TEACHER EFFECTIVENESS WORKSHOPS

These workshops have been energizing teachers across North America since 1989. Our Workshops offer research based, practical strategies that are immediately applicable in the classroom. User friendly material and enthusiastic presenters combine for a dynamic professional development experience. You will find this week-long experience rewarding and energizing!

Benefits include:

Our strategies are taught in a way that facilitates adaptation into any instructional environment.

The workshop format encourages the sharing and exchanging of new information with other professionals.

Our experienced presenters have a sound knowledge of the topics and have used the instructional strategies in their classrooms.

You can build a network of like-minded professionals to share information and ideas with throughout the year.

Workshop Topics

Proactive Students Management
Learn a practical three-step model that will create a win-win atmosphere in your classroom.
Prevent the most common classroom misbehaviors.
Develop the skill to be a dynamic and effective classroom manager.

Interactive Strategy Instruction
Further develop your knowledge of the process required for successful strategy implementation.
Practice a wide range of organization, reading, note-taking and study skills.
Help your students become more motivated, independent learners.

Maximizing Student Outcomes: Managing Instructional Diversity
Examine learner characteristics and how to plan for diverse needs.
Maximize learner participation, productivity and knowledge acquisition.

Writing: Integrated Structures
Dramatically improve the quality of student writing!
Master stylistic structures that wow!
Boost writing progress using the computer.
Practice narrative, descriptive and expository writing.
Take home strategies to augment your current writing program.

Facilitating Active Learning
Captivate all students, regardless of learning strengths and interests.
Design effective multi-modal lessons.
Learn how to effectively teach students to read to learn in content areas.

How to get started!
Learn how to set the stage in September, for a successful year.
Get a head start on planning for next year.
Learn how to incorporate all strategies presented throughout the week.

| | | | | | |
|-------------|---------------------------|--------------|-----------------------------|--------------|------------|
| July 9 - 13 | Kamloops BC Kelowna BC | July 16 - 20 | Edmonton AB Saskatoon SK | July 23 - 27 | Calgary AB |
|-------------|---------------------------|--------------|-----------------------------|--------------|------------|

For further information on workshops contact: Margann MacGregor
(toll free) 1-877-392-5669 (403) 686-6601
Fax: (403) 686-6588 e-mail: mmacgregor@inlets.net

inlets
innovative learning and teaching solutions



Stanley Park Ecology Society and Global Forest present ... Urban Stewards — Apply now for 2001–02 program!

Engage your grade 5-7 class in an environmental stewardship program

- an IRP-based, year-long EE cross-curricular program
- includes 10-15 visits packed with hands-on activities
- culminates in a Stewardship Action project in Stanley Park
- includes a Teachers Resource Manual
- a hit with students and teachers alike!

Stanley Park Ecology Society, 257-6908, www.vcn.bc.ca/spes

Program Partner: 

Program Supporters: Vancouver School Board, Vancouver Parks Board, Shell Canada Limited, The Hamber Foundation

2nd Annual Summer Teacher Institute

Space Camp for Educators

AUGUST 20 TO AUGUST 23

Space Camp for Educators
Are you looking for exciting ways to teach space science and astronomy in your classroom?

Space Camp for Educators is a dynamic professional development experience for teachers of grades 3 - 9 designed to provide you with a wealth of ideas ready to be put into action in your classroom.

Cost: \$240 per teacher (GST included)
INDIVIDUAL DAY SESSIONS AVAILABLE FOR \$65 PER DAY

PROGRAM HIGHLIGHTS:

- Meet and participate in workshops with a Canadian Space Agency Astronaut.
- Participate in hands-on sessions on topics which will include: Astronaut Training, Space Exploration, Canada in Space, International Space Station, Astronomy, Microgravity, and more.
- Return to your classroom with an arsenal of space science and astronomy demonstrations, lesson plans and resources.

For more information call (604) 733-6113 ext 241

H.R. MACMILLAN SPACE CENTRE

(604) 738-7827 • 1100 Chestnut St., Vancouver • www.hrmacmillanspacecentre.com



PURCHASE NEW VEHICLES

\$20000

Over the Lowest Dealer Cost I can provide you. Plus Pre-Delivery Service

www.discountcarsales.com

Call **Robert Montgomery**

who has offered the Members of the B.C. Teachers' Federation a **New Car Brokerage Service** since 1973.

Call **1-800-307-4808**



Do you know students who are interested in travelling? Let them know about...

The Student Work Abroad Programme



Working overseas is a fantastic way to enjoy an extended holiday and have the adventure of a lifetime. SWAP combines independence with a comprehensive support network. Programs are available in Britain, Ireland, France, Germany, Australia, New Zealand, Japan, South Africa, and even the USA! Up to one year programs are available. Minimum age is 18.

SWAP is a program of the Canadian Federation of Students & Travel CUTS. For information contact Travel CUTS BC Marketing Department 604-659-2840.

TRAVEL CUTS
Student Travel Experts Since 1969

Owned and operated by the Canadian Federation of Students. Over 70 offices across Canada located on University & College Campuses. Visit us online www.travelcuts.com or swap.ca

SHORT COURSE FOR EDUCATIONAL LEADERS

“Building Your Leadership Capacity”
Monday, July 9 – Friday, July 13, 2001
UBC • Vancouver

If you aspire to be an educational leader or are a newly appointed vice-principal or principal, join 90 educational leaders this summer for presentations from exemplary practitioners, speakers, and panelists. This course is also available for MEd course credit at UBC and other participating universities.

ISSUES TO BE ADDRESSED

Supervision of Instruction • Communicating With Our Publics • School Culture • Early Student Success • School Law • Using Assessment Data • School Improvement • Ethics in Leadership • Legal Issues In Education • Meaningful Student & Parent Involvement • Best Practices In Student Discipline • Getting To Yes • The First Year: Elementary, Middle, and Secondary

The 24th annual Short Course for Educational Leaders is sponsored by the BCPVPA, UBC, Ministry of Education, and BCSSA.

For registration or program information, contact BCPVPA 604-689-3399 or 1-800-663-0432

For MEd course credit information, contact John Uzelac, 604-822-6524, john.uzelac@ubc.ca

Quality Learning Starts With You!

What does it take to be a good school leader? International Leadership Specialist Linda Lambert shares how leadership and community work together to improve learning. **Do computers belong in the classroom?** High-Tech Broadcaster Steve Dotto talks about his views on computers. They may surprise you. **Do children really enjoy reading?** David Bouchard, Literacy Advocate and Author of “The Gift of Reading”, shares his insight on how to ignite a passion for reading. **All this and much more.** Quality Learning Symposium 2001, presented by the Calgary Board of Education. **Join the conversation!**

Register Today! **Phone: (403) 777-8420**



Nov 7 - 10, 2001
Fairmont Palliser Hotel
Calgary, Alberta
cbeqlearning2001@home.com
www.qualitylearning.org





Secure Your Future in Teaching

Advance your career!

Complete a Master of Education degree in Canada through distance learning in any of the following areas of specializations:

| | | |
|--------------------------------|---------------------------|------------------------------|
| Curriculum | Teaching Second Languages | Advanced Studies of Teaching |
| Children's Literature | Special Education | Open and Distance Learning |
| Guidance and Counselling | Cross Disciplinary | Education Technology |
| Further Education and Training | Educational Management | Online Education |

- USQ degrees recognized in Canada and around the world
- Voted world's best University for on and off campus course delivery (International Council for Open & Distance Education Prize for Institutional Excellence 1999-2000)
- ISO9001 certified internet and traditional distance learning methods

Contact our Canadian Representatives: Epsilon Education Services, 106 English Ivyway, Toronto, ONT M2H 3M4. Phone: (416) 494 5129 Fax: (416) 494 4586 E-mail: epslnmcm@pathcom.com

THE UNIVERSITY OF SOUTHERN QUEENSLAND



KELOWNA CLAY FESTIVAL

August 24 & 25 / 2001


Demonstrations by regional and international clay artists:



Bob Kingsmill - Robin Hopper - Gordon Hutchins
Rachelle Chinnery - Elaine Brewer-White - Randy Brodnax

Registration required: \$80/1day, \$145/2 days

August 26 / 2001

Free Family Fun Day including demonstrations & hands-on mini workshops presented by local potters for the public

 **The Okanagan Potters Association** thanks The City of Kelowna, Fuel Pro and Silk FM for their support



For information & registration

Kelowna Clay Festival
Glenmore P.O. Box 30025
Kelowna, B.C. Canada V1V 2M4 Tel. (250) 762-5837
email: kelownaclayfestival@hotmail.com
www.bobhamm-art.com/clayfest Fax: (250) 868-3240

CroMedica:**volunteer paid participants needed**

CroMedica Prime Inc. is a Phase I research company located in Vancouver General Hospital. Our research studies require that volunteers take 1 or more doses of an investigational medication.

We are currently look for:

**HEALTHY
VOLUNTEERS**

**Male/Female
18 years and older
Non-smoking**

Volunteers must not be taking any medications except women may be on hormone replacements for some studies.

**Volunteers are financially compensated
upon completion of a study.**

If you are interested in
volunteering, please call our
Research Recruitment Co-ordinator
Monday to Friday: 9:00 a.m.–5:00 p.m.
at (604) 875-5122

email: volunteers@cromedica.com

790 West 10th Ave. Heather Pavilion Ward A5 Vancouver BC V5Z 1M9

Emily Carr Institute
OF ART + DESIGN

**CONTINUING AND
NETWORKED EDUCATION
SUMMER 2001**

Introducing two exciting new programs for
concentrated study and professional development

SUMMER INSTITUTE ON BOOK ARTS

**2 workshops and 3 presentations on the art
of the one-of-a-kind and limited edition book**
July 19 – 23, 2001

The Art of the Book exhibit opens June 16
at Emily Carr Institute

**FIRST NATIONS STUDIO ART,
DESIGN AND TECHNOLOGY**

**3-week intensive introduction to the tools and
techniques for drum-making, cedar basketry,
and soapstone and wood carving**
July 9 – 19, 2001

**Registration is limited for these programs.
Call now for information and registration!**

CONTINUING AND NETWORKED EDUCATION

1399 Johnston Street, Vancouver, BC V6H 3R9
phone 604 844 3810 fax 604 844 3801
email ceinfo@eciad.bc.ca web <http://cne.eciad.bc.ca>

i want**no summer payments.**

VanCity offers teaching professionals loans,
mortgages and insurance specifically designed
to accommodate 10 month salary schedules.

877-7000 • 1-888-VanCity • vancity.com

VanCity
It's **right** here.™

BONNIE BRACKHAUS, B.Ed.(Sec.), M.A.

Vancouver Westside Residential Specialist



Dexter Associates Realty
263-1144



After serving several years as a secondary school teacher and then as
an educational consultant, I decided to combine the satisfaction I
receive from helping people with the challenge of business.

Make use of my nine years experience as a real estate associate
specializing in Vancouver's Westside.

**EXCEPTIONAL SERVICE
is My Commitment to You**

Dexter Associates Realty, 2094 West 43rd Ave., Vancouver, B.C. V6M 2C9
Tel: (604) 263-1144 Fax: (604) 263-6699 email: brackhaus@dexterrealty.com www.dexterrealty.com

WANTED: THE LOWER MAINLAND'S MOST INNOVATIVE TEACHERS.

**Next year, select classes will spend a week
in another world. Will yours be one of them?**



Chevron AquaSchool is an unforgettable, 5-day educational
adventure at the Vancouver Aquarium.

Thanks to Chevron, the cost is only \$500, including daily
busing to and from your school. AquaSchool is available to
grade 4–7 classes in Vancouver, Burnaby, Coquitlam, Delta,
New Westminster, North or West Vancouver, Richmond,
or Surrey.

Interested teachers will attend an orientation on April 18 or
21, 2001 before applying. To register, phone (604) 659-3400.
For more information, visit www.vanaqua.org

To book other aquatic experiences for your students,
call 659-3556. For AQUAVAN visits, phone 659-3488.



CHINA
The Three Gorges Tour
*Tour the Three Gorges
Before It Disappears!*

China's first ever 5-Star Deluxe Cruisers on the Mighty Yangtze.

Departure from Vancouver:
July 02, July 16 and Aug 06
Beijing, Xian, ChongQing, YANGTZE
RIVER CRUISE, Yichang, Shanghai
12 days CAD \$2788

Tour cost includes round trip economy airfare from Vancouver, BC, first-class accom. & surcharges, ground
transportation & daily meals, guided sightseeing, admissions, cultural shows & baggage handling.

*China Visa Fee: CAD \$50.00

CHINA HOLIDAYS (CANADA)

Ste. 107 - 223 W. Broadway, Vancouver, 604-708-2288, Fax: 604-708-2168
Toll free 1-888-708-7118, E-mail: chnholiday@aicompro.com

BC Reg. 2985-3

**Buying a New Car?**

For the best possible price on the purchase of your vehicle call:

Greg Huynh - Tel: 688-0455 Fax: 669-1110

1-800-300-GREG (4734)

#506-1015 Burrard Street
Vancouver, BC V6Z 1Y5



www.autosalesandlease.com

Receive your FREE copy now
Powering our Future: Green energy options!

wind energy
energy efficiency
fuel cells



Teach your students about green energy options in B.C. This
exciting new education module from BC Hydro includes
ready-made lesson plans for Grades 4 to 7.

This free offer is only available to B.C. teachers while supplies last.
Call (604) 431-9463 (Lower Mainland) or 1-877-431-9463.

Visit www.bchydro.com/education for other energy education materials.

THE POWER IS YOURS

BC Hydro



**Experienced
Travel
Advice**

Airfare and land travel specialists

**1516 Duranleau
Granville Island
659-3350**

A division of **TRAVEL CUTS**
Vancouver.Calgary.Edmonton.Toronto

**Australia
New Zealand
South America
Africa
Asia and india
Middle East
Circle Pacific
Around the World**

Palaeo Week for Teachers

Join the Royal Tyrrell Museum for an action-packed week of field studies in Geology and Palaeontology. Workshops include fossil prospecting, excavation and preparation, hikes and behind the scenes tours. This experience, along with the great resource package we provide, will ensure your ability to bring palaeontology to life for your students.

AUGUST 6 - 10, 2001
\$300/TEACHER (includes lunches)
CALL OUR BOOKINGS OFFICE
In Alberta toll-free 310-0000 then 823-7707
In North America toll-free 1-888-440-4240
OR E-MAIL US AT April.Kirk@gov.ab.ca

Are you interested in earning a Master's degree in Educational Administration? Do you want to be part of a program that focuses upon the practice of being a principal with classes taught by current school administrators? Are you interested in a program that individualizes for you and adjusts to your needs? Would you like a program offered in your own neighborhood or area?

Western Washington University has prepared hundreds of practicing B.C. school principals for several decades. Talk with any of our graduates or talk with us if you are interested in a Master's degree from a long-recognized quality institution—**Western Washington University.**

Tuition for all Educational Administration courses for 2000–01 is \$165 (US funds) per credit hour.

*Call or write: Ted Czajkowski, Program Chair
Educational Administration—MS 9087
Woodring College of Education, WWU
Bellingham, WA 98225-9087
Ph: (360) 650-3708 or Email: Ted.Czajkowski@www.edu*

TIRED OF THE VOLATILE STOCK MARKET?
Build your retirement plan out of bricks not paper.
Get your **FREE** audiocassette
“Stock Market Boom or Bust - How to Profit Either Way”
* Discover the power of “hassle free” Investment Real Estate
* Find out how to earn an extra \$2000 - \$5000/month of retirement income

**Order your free cassette by calling
Trevor Redfern (604) 718-4264 or 1-877-688-8886**
Learn how well selected properties build an income you may never out live!

PRIVATE COTTAGES

Over 160 waterfront properties
available in British Columbia

*To list your cottage or
to arrange your vacation
call (604) 736-9184 or
visit www.greatspots.com*

CLASSIFIED

TRAVEL/VACATION

EDUCATORS B&B TRAVEL NETWORK. Serving educators since 1986. \$32/night for two! Over 5,000 members in 52 countries in this exclusive travel network for educators. Housesitting also available. See our complete membership directory and join online at www.educatorstravel.com. Write or call for free brochure, Box 5279, Eugene, OR 97405, 1-800-377-3480.

TOFINO. Chesterman Beach across the street. Cozy cottage, fully equip., avail. year-round, \$100/night (seasonal), \$80/night off season. 604-581-3964.

QUALICUM BEACH, Vancouver Is. Dandelion Cottage offers a private holiday suite. 1 bd., full kitchen. Peaceful forested surroundings, 1/2 blk. to sandy beach. 250-752-5127, e-mail: dndelion@macn.bc.ca

NORTH GALIANO IS. Sheila's House, forested retreat. Charming 2 bd., full kitchen, comfortable off-grid cottage. Explore 350 ac. Dionysio Prov. Park, & trails and beaches. \$100/nt. dbl. 250-539-2127. moores@gulfislands.com, web site: galiano.gulfislands.com/sheilashouse

GULF ISLANDS! If you plan to vacation or retire in B.C.'s breathtakingly beautiful Gulf Islands, visit us online at www.gulfislandproperties.com

TOFINO. On magnificent Clayoquot Sound, Cannery Retreat is an attractive, adult oriented, fully equipped 1 bd. loft condo with fireplace. Sleeps 4. Steps from restaurants, galleries, shops, kayaking, whale watching and more. NS/NP. Min. 2 days. 1-888-492-6662, www.victoriabc.com/accom/cannery.html

QUADRA ISLAND w/f cottage avail. by week June thru Sept. \$400–\$700/wk. Also avail. panoramic waterview house \$500/wk. 1-800-661-9441.

QUEEN CHARLOTTE IS. Nourish the body, mind and spirit. Wilderness adventure, fabulous “Mothership” kayaking, unforgettable experiences. 1-888-559-8317 (toll free), www.island.net/~archipel

DEEP BAY/VANCOUVER IS. “Seaview Serenity” modern 3 bd. home overlooking ocean, all amen. Golfing, boating, hiking, beachcombing min. away. Wk/Mo. 604-899-9359, www3.telus.net/seaviewserenity/seaview1/

WHISTLER. Creekside, 3 bd., 2 bath. Multi-level townhouse, valley views, sleeps 8+. 604-535-3447.

WHISTLER. Creekside, 1 bd. Condo at Lake Placid Lodge, sleeps 4, hot tub, swimming pool, sauna, F/P, undergr. parking. Convenience store & restaurant next door. Book early to avoid disappointment. Contact Jan/John 604-530-0958.

WHISTLER. Blueberry Hill. Nightly/wkly/mthly. 1400 sq.ft. condo, 2 bd. plus loft, 2 bath. Sleeps 6-8. Fully equip. kitchen, F/P, furn. incl. TV/ VCR, stereo, W/D, c/w linens, towels, etc. Adjacent to Whistler Golf Course. Near Valley Trail. 1 km to Whistler Village or Alta Lake. Udgr. secure parking, hot tub, sauna. Cleaning at end of stay is included. Call Jim 604-534-6839 or 604-534-9457.

WHISTLER Blackcomb benchlands, luxury, pool, hot tubs, skiing, hiking, biking, golfing, excellent spring/summer rates. Book early 604-929-6589.

WHISTLER Alta Lake, waterfront, 1 bd. condo, 1 km. to village, sleeps 4, F/P, TV/ VCR, summer/winter rates 604-298-2070.

WHISTLER Alpine Meadows, 3 bd. chalet, sleeps 6, forest setting with mountain views, fully furn., F/P, TV/VCR, stereo, W/D, close to Meadow Park Arena, trail and transit. Call John 604-987-7619.

WHISTLER CREEK. Tamarisk on Alpha Lake. 1 bd. condo sleeps 4, tennis, outdoor pool, F/P, sauna, TV/VCR, summer/winter rates. 604-327-3840, jchooge@axion.net

HOME AWAY FROM HOME. Okanagan Vacation Rentals. Beautiful Lake Okanagan view homes. Rent by weekend, week or longer term. 250-494-0872.

MAUI. Privately owned, beautiful fully furn. 2 bd., 2 bath. condo, across from Kamaole beaches. Great complex, great location. 250-598-6955.

MAUI KANAPALI townhouse. Pool, tennis, ocean view, near beach, beautiful quiet setting. N/S. 250-492-6871, www.personal.img.net/jroberts

KIHEI, MAUI. Large selection of fully equipped condos. Great beaches, near shopping centre. Call Alf: 604-291-1751, F: 604-291-9773, e-mail: kihei_maui@hotmail.com

FRANCE. 1 bd. close to Paris; 1 bd. Paris central; Provence house fully furn. Wkly/mthly. 604-738-1876.

IDEAL VACATION RENTALS. List your vacation rental property on the internet. Visit our web site: www.idealvacationrentals.com

SHUSWAP LAKE. Lakeview cabin avail. June-Sept. Sleeps 4-6, wkly rentals. Phone 604-525-9558.

www.sailcraft.com Adventure Cruises & Sailing School. CYA & ISPA instruction/certification, 3 day to 3 wk. cruises, Van-Isle 360. 604-277-2739, toll free 1-877-277-2739

HAWAII 1 bd. Waikoloa, tennis, pools, golf course, \$700/wk. monthly/summer rates 604-876-2826.

HALFMOON BAY. Waterfront cottage on 1.5 acres on the Sunshine Coast. Just 15 min. from Sechelt. Incl. use of private dock. Close to general store and government dock. Hike, golf, kayak, fish, etc. Avail. weekends and holiday rental. 604-294-0033.

GABRIOLA ISLAND. Summer vacation rentals avail. Private cottages all fully furn. Visit website at www.gabriola.vacations.com or call 250-247-8577.

LEARN TO SAIL this summer while cruising B.C.'s Gulf Islands. Discount for teachers. B.C. teacher/ISPA instructor. Plainsailing, Nanaimo, BC 250-758-1827, email Teachers@plainsailing.org

MAUI, KIHEI. 1 bd. condo, \$55 US per day. May to Sept. 250-642-5972 or fax 250-642-2019.

GALIANO WATERFRONT COTTAGE. www.cedarplace.com/adelaarridge, 250-539-2978.

HEFFLEY LAKE/SUN PEAKS. Comfortable lakefront cabin, close to golf, mountain biking and fine dining. Lake is warm for swimming and water sports, fishing is good. Very quiet and restful. \$400/wk. some weekends avail. in the spring when the fishing is best. Jim/Marylynn 250-376-9613 or jfornelli@sd73.bc.ca

PARKSVILLE QUALICUM. Beautiful 1 bd. vacation suite. Waterfront on Northwest Bay with spectacular views. Close to parks, golfing, swimming, hiking, and diving. 250-468-2094.

SAVARY ISLAND. 2 bd. deluxe water view duplex, 100 level yds. to sandy beach. No pets. Avail. before July 22 and after Aug. 26. www.vanisle.net/savary

SATURNA ISLAND. Waterfront cabin 2 bd., 2 bath fully equipped. 604-873-6176 or Paulbrent@telus.net

MAYNE ISLAND. Waterfront, private beach, deluxe trailer, 38', sleeps 8, \$75/night or \$500/wk. Call Brenda 604-945-0799.

SUMMER VACATION MAUI. Rent our beautiful 1 bd., 2 bath condo in Kihei. Fully equipped incl. golf clubs, across from beach. Pools, BBQs, tennis. Owner 604-263-8004.

SALTSPRING ISLAND house rental. 3 bd., 2 bath, sleeps 3-5, furn., fireplace, views, walk to downtown Ganges. \$600/wk. 604-251-3377 or email BeddisAcre@excite.com

GABRIOLA ISLAND. Housesitter wanted for 3 bd. house July 3–27. Close to beach. 250-247-9911, e-mail: kscott@island.net

OKANAGAN LAKE HOME 112' lake-front, June–Sept. 604-937-3095 or 250-542-9120. e-mail cjordan@planeteeer.com

GULF IS. COTTAGE. Thetis Island, 2 bd., private grassy waterfront, \$450/wk., \$1500/mo. 604-708-1555.

CANCUN, MEXICO. Studio condo for rent on the beach, ideal for 2 people, TV, A/C, kitchenette, pool, restaurant, tennis courts on site, \$500 CDN/wk., longterm and summer rates avail. Phone (780) 988-9054 or cozycondo@hotmail.com

GETAWAY TO CAMERON LAKE on Vancouver Island. For rent, lakeside cottage in forested retreat, sleeps 6, with sundeck overlooking sandy beach. 250-248-6655.

PENTICTON: WHISTLESTOP FARM B&B. Lakeview, adjacent TransCanada Trail. Private suites. Swimming pool. \$90/nite dbl occ.; \$15/each additional guest over 12 yrs; \$10/child 12 and under; infants under 1 free. 250-770-8897 or lorraine_taylor@hotmail.com

SILVA BAY, GABRIOLA ISLAND. 4 bd. waterfront home, full kitchen, 2 baths, large deck, stone f/place, 60' private wharf, 1 acre lot. Rent weekly May–Sept. 604-948-0070.

GABRIOLA ISLAND near Whalebone Beach. 3 bd. waterfront, large sunny deck, steps to beach. Relax and enjoy ocean views and walks to nearby parks. n/s. \$600-\$700/wk. 604-261-0296, e-mail: colinn@primus.ca

YOGA CAMPS FOR ADULTS in Jasper, Alberta, July 16–20, or Aug. 13–17. Yoga, hiking, canoeing and more. Contact slcoombe@telusplanet.net

WHISTLER. Plan now for a summer holiday hiking, biking, swimming. \$500-\$700/week. \$75-\$125/night. Sleeps 6. We are a close walk to lakes and trails. 604-926-4315 or cedartree@home.com

VACATION HOME ON GABRIOLA. Enjoy a country retreat. Comfortably furn. home. Nr. beach and park. 4-6 people. Well-equipped kitchen. Reservations: Stradsline phone 250-247-8198, email: y lees@islandnet.com

LANTZVILLE, casual beachfront home, 15 min. from ferry. Quiet village setting. Kayaks, rowboat, sauna, full-time online

access. 3 bd./bathrms. July 4–Aug. 7, \$800/wk. Email: r.jfraser@home.com 250-390-4573.

LAKE ERROCK. Cozy cabin, near Harrison. Sleeps 4-6. Swimming, hiking, golfing nearby. Phone 604-525-9558.

QUADRA IS. Secluded waterfront cottage, 1 bd. short walk to cottage from parking area. Private dock. Watch otters, seals, eagles from sundeck overlooking Gowlland Harbour, across from April Pt. Lodge. \$400/wk. 250-285-3417.

WHISTLER CREEKSIDE condos. Fully furn. suites for mthly rentals July & Aug. N/S, N/P, 1 bd. \$900/mo., studio \$800/mo., Gr.Van. 604-988-6600, remaining area 1-800-792-2089.

OKANAGAN LAKE waterfront home. Wkly rental, full kitchen, large deck, gas BBQ. Great view! Boat moorage. Just paces from the lake. \$1050/wk. Call soon. Great Spot 250-260-1704.

POWELL RIVER, Sunshine Coast: Apple Tree Cottage, self-cont. 1 bd. cottage (sleeps 2), Quiet 1 ac. low-bank waterfront lot. 10 steps to beautiful sandy Douglas Bay. Wkly July & Aug. \$350. Off season \$245. Ph: Barb 604-485-5418.

SUPERIOR SHUSWAP lakefront 138' level private beach, dock, excellent swimming, boating, bicycling, 3 bd. Fax/ph: 604-538-2298 to give dates req.

SUMMER RENTAL. Qualicum Beach Getaway. 3 bd. cottage, 100 steps from sandy beach, very close to estuary, sanctuary, golf... \$625/wkly or \$90/daily. Judy 250-752-6998, e-mail: jm.kemp@home.com

THE BEST OF CHINA! All-incl. tours start at \$1799 for 9 days. Walk the magnificent Great Wall, take in the spectacular sights of the Three Gorges before they are gone, marvel at the amazing Terracotta Warriors, and much more. China Quest Tours and Red Dragon Travel offer the best value as China specialists. Book before June 1 and receive 10% off. Contact Gerry Quan, retired teacher, 1-866-308-9466 toll free or 604-801-4711, ext. 104. web site: www.reddragontravel.com

KELOWNA. over 1120 sq.ft., bi-level home near downtown/beach. 4 bd., 2 bath. or in-law suite. 250-763-9293.

WHISTLER condo, sleeps 4. Views. Close to village. All amen. 604-943-9423.

WHISTLER CHALET. 3 yrs. old, 3 bd., 2 bath, full kitchen, f/place, w/d, and hot tub. Sleeps 8, great summer rates. 604-274-2671 or 275-2770.

KINGFISHER COVE. Oceanfront cottage on 3.5 ac. next to Marine Park. Dock, moorage, great view, quiet. Very suitable in any season for writing, reading, hiking, bird watching, boating, skywatching. 4 person max. N/S, N/P. Wkly or min. 3-day wkend. www.hotboxlounge.com/KingfisherCove 604-228-8079, mbevwest@telus.net

QUALICUM BEACH. 3 bd. family home located in the village, only 3 min. drive to beach. Avail. to rent July/Aug. \$600/wk. 250-752-9169.

SUNSHINE COAST Waterfront cabin, Pender Hrb. on Sakinaw Lake. July & July, Cozy, 3 bd., 1 bath. incl. a dock & canoe. 604-534-7738.

HATHEUME LAKE. Modern, fully equipped cabin, off Coquihala Connector, 3.5 hrs. from Van. Sleeps 8. Fly fishing, peaceful wilderness setting. Call Don 604-929-3283, Lot #22.

SAVARY ISLAND HOME avail. on weekly basis. For details, contact 604-298-8419 or www.maracasmedia.com/savary.

GABRIOLA ISLAND. Beautiful 3 bd. post & beam home, tastefully furn. gorgeous setting, short walk to village and ferry. 20 min. by ferry to d/town Nanaimo. Rooms \$40-\$60/night, \$200-\$350/wk., whole house \$750/wk., \$2500/mo. Call 250-247-8266.

TWEEDSMUIR PARK. Eco Adventures with Rainbow Mountain Outfitting. Completely outfitted horseback pack trips and horse supported hiking tours in spectacular Tweedsmuir Park. This year's featured educational tours: Alpine Botany Horse Supported Hiking, Exploration and Mackenzie Grease Trail Historical Pack Trip. www.rainbowadventuresbc.com Phone toll free 1-866-742-3539, e-mail: rainbow@wlake.com

FOOTLOOSE IN LONDON AND PARIS. 10 days of whatever takes your fancy in two of the most exciting capitals of Europe! Museums, galleries and theatres. Benefit from the personal attention of enthusiastic guides to explore these magnificent cities. Air, hotels, all transfers, museum passes and theatre tickets. \$2750 depart Sept. 23. More info contact Jennifer 250-334-3366, e-mail: aboveandbeyond@telus.net, BC Reg 3623-4.

MAYNE ISLAND. 2 bd. bungalow, fully furn. sleeps 6. 2 blks from beach. Clean, quiet, avail. wkly or w/end May to Sept. \$500/wk. Contact Judith 604-469-4002.

LAKEFRONT LOG CABINS in beautiful Nemaiah Valley (Chilcotin). Adjacent to Tsylos Park. Exc. fishing and hiking. \$65/nt, \$390/wk. Ph: 250-468-9948, www.vanisle.net/konnalakeresort

QUALICUM BEACH furn. 3 bd. duplex, \$550/wk. Jun 1–Aug. 30. 2 blks. to town. Diana 250-752-3772

FOR RENT/EXCHANGE

VICTORIA. 3 bd., 1 bath, fully furn. house. On bus route. Close to beach & shopping. Avail. mo. of July. e-mail: gerrykyle@home.com

VANCOUVER. Clean, bright, quiet, centrally located condo. Robson & Bute. Daily rate \$75/double, weekly rates. 604-608-4268.

EXCHANGE. Okanagan couple, pool, view, wants home exchange with Vancouver Island, 2-3 wks. in summer. saubin@summer.com, 250-493-5750.

BIRCH BAY 35' Villa Royal trailer. Edgewater Park. Located on beachfront road. Clean, lots of safe open grassy area for children. Sleeps 5-6. 604-522-7710.

WEST VANCOUVER. Furn. home for rent. 3 bd. plus resident cat. Avail. Sept. to Christmas, 2001 (specific dates neg.) 604-921-7820, smcnd@express.ca

KELOWNA B&B. 5000 sq.ft. home on 1/2 acre lot overlooking lake on the westside. Pool, h/tub during July & Aug. 2 bd., 2 bath, downstairs living room w/TV. Open May-Oct. 2800 Lakeview Rd., Kelowna, BC V1Z 1Y4, 250-769-6307, or donnaedm@mail.bcinternet.com

PARKSVILLE BEACH spectacular beachfront home. Completely outfitted, inground heated pool, sandy beach, suitable for large or small groups. Ideal year-round vacation spot, close to golf, boating, fishing, shopping. Barb 604-792-0260 for rates and availability.

KELOWNA for the summer. 2 bd. apt., short walk to beach and shopping. Pool, h/tub, sauna, fitness room. \$1200/mo. Joanna 250-979-0293.

RICHMOND. Westwind bright rancher, 1500 sq.ft., 3 bd., 2 baths, immaculate garden, quiet culdesac, NS/NP. \$1500/mo. plus util. 1 yr. lease. mid-Aug. or Sept. 1, 2001. 604-876-4629 eves. email: ron.sue@telus.net

CULTUS LAKE. Basement suite avail. Walk to beach, golf course, waterslides, go-carts, mini-golf, stables, restaurants. Avail. May-Oct. by wk. or wkend. \$400/wk. or \$80/night. Sleeps 5. Seasonal fishing guide avail. 604-858-2275 or e-mail: windsong@dowco.com.

KITSILANO. 2 bd. house in heart of Vancouver, 15 min. walk to beach. Avail. July 28-Aug. 18. \$950. Call 604-732-3494.

SUMMER SESSION UBC. July/Aug., bd. with bath, study rm. with desk & TV in private bedroom wing of home, share kitchen and home. 25 min. to UBC or bus line across from house. British Properties area of West Vancouver. Female only. \$480 per 6 wk. session. Phone 604-926-9538.

KELOWNA. 2 bd. fully furn. condo on the lake in Kelowna. Suit a couple. N/S, N/P. Avail. Sept. 1 to June 30, 2002. \$850 plus hydro. 604-738-2513, 250-762-0612.

VANCOUVER sublet July 1-Aug. 30. furn. 1 bd. & den, patio, convenient location, Heather Street, N/S, \$1100/mo. 604-687-4043.

VANCOUVER sublet, central location, July/Aug. Fully furn. \$700/mo. 604-872-4340.

VICTORIA. Cordova Bay Ridge. Cozy furn. 2-bd. westcoast rancher. July-Aug. Large yd., deck, quiet neighborhood, UVic 15 min. away. \$900/mo. incl. cable TV/internet, utilities. 250-658-1881.

WESTEND apartment avail. July/Aug. 2001. 1 bd. faces west nr. Robson. \$750/mo. neg. 604-682-2844.

KITS 1 bd. condo avail. in summer. Call 604-737-7181.

OCEAN PARK. Family house, walking distance to Crescent Beach. Avail. July to mid-Aug. 604-535-3447.

WHITE ROCK/SOUTH SURREY. 3 bd. house in lovely neighbourhood. Furn. or unfurn. Aug. 1, 2001 to June 1, 2002 Call Kathy 604-541-8180.

VICTORIA. 1 bd. former showsuite downtown. Avail. July 1, \$675/mo. Call 250-995-2017 or 604-294-3513.

VICTORIA, bright, 1 bd., furn., duplex avail. July 1-Aug. 19, \$750/mo. 250-477-7996.

CRESCENT BEACH. Summer rental, beautiful sunny furn. family house. Easy access to beach trail, swimming and sailing clubs. Peaceful and private. Large garden. Avail. July 1-Aug. 31. N/S, N/P. 604-538-8768.

VICTORIA house, big, wheelchair accessible, July-Aug. near UVic, \$2350/6 wks., \$3000/9wks. jettub, w/util., furn., N/S, N/P, info: 250-477-0750, fax 250-477-8086, mjross1@home.com

VICTORIA 1 bd. & den condo on the Inner Harbour. July & early Aug. 250-381-3686.

VANCOUVER. 2 fully furn. & equip. short-stay suites plus 2 rooms in beautiful character home in Point Grey, Vancouver, nr UBC. Daily & wkly rates. www3.telus.net/cyberwest/suite/CasaMoraPenthouse and see links to others or mbnevwest@telus.net. Both suites

avail. for longer term rental Sept or Oct./01 until April/02. 604-228-8079.

VANCOUVER sublet. Studio/loft condo, Cambie/Brdway area avail. for July. \$250/wk. or \$800 for the mo. (neg.) all 604-873-2886.

LADNER. Avail. July/Aug. 1 bd. fully furn. condo, 2yr. old, enste Indry, sec. parking, 40 min. to UBC/SFU, N/S, N/P, \$850/mo. 604-940-9502.

HOUSE EXCHANGE. English head-teacher and lawyer husband seek exch. house for summer 2002. We offer a detached house with screened pool in Kissimmee, Florida just 30 min. from Disneyworld and all other attractions. Photos avail. We seek a house in Vancouver or Rockies area within reach of the other. Must be UK school holiday, August, but flexible about return visit. Details on application by email to pr@jsm.co.uk

WANTED VANCOUVER Westside/Kits. 1 bd. furn. apt. July/Aug. Contact L. Cook 604-738-7408.

RICHMOND. 2 bd. modern fully furn. condo, 1028 sq.ft. with west facing patio and sep. entrance. Walking distance to shopping, public transit and all levels of schools. Avail. from mid-Aug. \$1200/mo. incl. hot water, rec rm., pool and jacuzzi. Call 604-244-8275.

LEASE/EXCHANGE. 1 yr. lease or possible exch. to Kamloops. 3-4 bd. partially furn. country home on 5 ac. in Yellow Point (central Van. Island). Avail. Aug. 1. 250-245-5314.

VICTORIA. Beautiful 1 bd. apt., \$250/wk. 250-592-4698.

WANTED. Ontario lady teacher seeks housesitting within driving distance of UVic for July. Have quiet clean dog. (416) 266-4559.

COMOX VALLEY. Rent or lease beautiful rural 2 bd. home on 1 ac., 1/2 hr. to Campbell River or Courtenay/Comox. Large deck, hot tub, sep. barn/wkshop with loft studio. Linda 250-337-5460, email: lwebb@connected.bc.ca

WESTEND. August sublet. Two blocks from English Bay. 604-688-9266.

MISCELLANEOUS

MOTORHOME FOR RENT. 23 ft. Class C, excellent condition, 22,000 miles, stove, fridge, roof air, generator, rear bath, TV, awning, etc. Very reasonable rates. Non-smoking only. Call (250)595-2436 Victoria.

RETIREMENT! Wondering if you can afford to retire, and when? Confidential, individual retirement counseling available throughout B.C. No product sales. Call Mrs. Cherith Cayford, CFP, RFP, PRP (Professional Retirement Planner) at Camelot Management Group, Financial & Retirement Consultants & Educators, in West Vancouver at 604-913-0090, e-mail cherith_camelot@telus.net

PETER AUSTEN'S EVEREST EXPERIENCE® is THE leadership/teambuilding seminar and keynotes for professional development. Web: www.austeneverest.com, e-mail: peter@austeneverest.com. Toll free 1-877-307-6116.

www.teachersafety.com
CLASSROOM EXPEDITIONS Ignite students' enthusiasm! Enrich your curriculum! Dynamic two-hour programs presented in your classroom by experienced educators. IRP-correlated. Hands-on! Topics include Communities, the Arctic, Government, Invertebrate Classification. \$219. Ref. available. 250-352-3598, F: 250-352-3584.

PRO-D DAY VICTORIAN STYLE. Mrs. MacPherson, 19th Century touring Schoolma'am encourages active participation in a typical Victorian school day at your location. Explore useful forgotten teaching aids in an informative, entertaining way! Call/fax toll free 1-877-767-7622.

MARIDEN INTERNATIONAL, an educational group tour operator; is looking for retired/semi-retired teachers to work as sales representatives and/or tour directors. Must have group travel experience. Contact Mario at 1-800-627-4336 or fax resume to (780) 454-5643.

IMPROVE YOUR FRENCH THIS SUMMER! Affordable private intensive instruction in restful setting. 250-428-7275 or lepourquoipas@hotmail.com

FIELD TRIP IN YOUR CLASSROOM Mrs. MacPherson – Victorian Schoolma'am – brings props, toys and costumes for hands-on student experience of 1870s school days, exploring the "why's" behind those rules! Perfect for Grades 3 and 5. Call/fax toll free 1-877-767-7622 for details of 90 mins., half or full day presentations, e-mail: christinepilgrim@telus.net

VIOLENCE PREVENTION SCHOOL SHOW. The Buddy System brings the Personal Planning Program alive! Dynamic, fun, musical presentation. 604-990-4033, www.buddy-system.org

BCCT TEACHERS wanted for film production. All grade levels and subjects. Please fax resume and salary

requirements toll free to 1-866-780-8262, Casala, Ltd.

SOCIAL CLUB. The North Shore group is seeking additional single men 50+ to balance its membersh. Dancing, parties, theatre, hiking, golfing. Call 604-984-9463 for details.

HOMESTAY/TUTORS WANTED. In search of a rewarding experience while generating extra income? Gateway Educational Services is seeking experienced, quality people to tutor (Lower Mainland) or host (Van./ Burnaby) international and Canadian students. 604-451-5510, gatewayES@hotmail.com
CHANGE YOUR LIFE! Learn how to get what you really want. Individual or couple counselling. Lucy Scott, M.Ed., RTCT Certified 604-983-2202.

TEACHER EXCHANGE. Teacher of 5-8 yr. olds from Esperance, West Australia seeks exchange to BC in 2002. Contact chrisliz@emerge.net.au

THEATRE ALBERTA presents Drama-works 2001—a summer theatre program for drama educators and theatre practitioners. We offer a total of 15 theatre workshops between July 6-15 at The Citadel Theatre in Edmonton. Topics include: The World of Commedia; Creating Collecting with Teens; Sound Design and Effects; Create Your Own Soap; Propmaking; advanced and novice directing and both stage and on camera acting. Call Theatre Alberta at 780-422-8162 or check the web site at www.theatrealberta.com

THEATRE ALBERTA presents Artstrek 2001—a residential theatre school for 13-18 yr. olds held at Red Deer College, Red Deer, Alberta. The playscript of study for 2001 will be Shakespeare's Romeo and Juliet; courses include acting, directing, dramaturgy, movement, voice, music, design, stage combat and creation. Program dates are July 8-22. Call Theatre Alberta at 780-422-8162 or check the web site at www.theatrealberta.com

MATERIALS FOR SECONARY FRENCH classroom: Immersion and Core: Web page: www3.sympatico.ca/ghi.dean
EDUCATIONAL TOURS OF CUBA. CoDevelopment Canada offers educational tours to Cuba to promote links with Latin Americans, and to build awareness among students and teachers in BC who link up with Cuban schools Teacher Tour in December 2001 or Student Tour in March 2002, contact Carmen Christensen 604-708-1495.

TUTORS WANTED. Teachers to You Educational Services is now hiring dedicated teachers, in all subject areas, to meet the various needs of our clients. Please forward a copy of your teaching certificate and 2 letters of reference to: teacherstoyou@yahoo.ca or phone 604-739-6161 for more info.

TEACHER EXCHANGE. Elementary teacher, Brisbane Australia wants to exchange with teacher in Vancouver. Jan. to Dec. 2002. Phone Sandy 604-795-6215.

FOR SALE

FRENCH TEACHERS. Aural comprehension exercises to accompany Disney animated features—all levels. Answer key incl. For info, fax: Debut Productions 250-768-8141, e-mail: adesjard@okanagan.net

MANUAL FOR PARAGRAPH & ESSAY writing. Designed for teachers/parents of weaker or remedial students. To order send \$10.75 plus \$1.50 postage to Avstan Publications, 8850c Young Rd., Chilliwack, BC V2P 4P5. Phone/Fax: 604-792-0839.
GULF IS. LIVING! Discover Gabriola Is. 20 min. by ferry from Nanaimo. Great amenities! Low taxes! Low prices! Low crime! www.realestate-gabriola.com J. Springfield, Coast Realty (Gabriola) 1-800-205-8080, e-mail: spring@island.net

EDU-SKILLS SERVICES INC. distributor for AutoSkill International Inc. "Academy of Reading" software. PC/Macintosh and Networkable. Individualized, independent reading recovery K-12/Adult with 3-30 min. sessions per week. Includes life skills content. Testing, training, tutoring, recording, reporting from one CD-ROM. Contact Eric MacInnis (MED Reading) for further information 403-844-8490.

SPELLING BY PATTERNS for Grades 2 & 3. Full year program includes teaching guide, sequenced spelling lists, activity sheets, and more. \$20 incl. s&h. Fax 250-545-5563 for order form.

SHUSWAP LAKE. Beautiful waterfront lot (.44 ac) on Seymour Arm. 27' trailer, and fiberglass dock. Ready for camping or building your dream cabin. \$120,000. Phone 250-372-1997.

WATERFRONT LOT. 1/2 ac. on beautiful Cariboo Lake. Could be deeded. 604-521-6975.

ATTENTION FSL TEACHERS. New French video series for Grades 7, 8 & 9 French or Grades 3, 4, & 5 Immersion. Contact plein-air@lycos.com, <http://plein-air.tripod.com>, 519-472-2369, Fax: 519-473-6739.

MAY

28-29 New Westminster. Counselling Skills: The Art of asking Effective Questions (EP587). \$185. Justice Institute. Heather Olson, 604-528-5573, www.jibc.bc.ca/ccs.

JUNE

1-2 New Westminster. Safe Teen, Powerful Alternatives: Skills to Stand Strong Without Violence (EP562). \$195. Justice Institute. Heather Olson, 604-528-5573, www.jibc.bc.ca/ccs.

7-8 New Westminster. Children Exposed to Family Violence, Level 2 (EP231). \$185. Justice Institute. Amber Hall, 604-528-5620, www.jibc.bc.ca/ccs.

8-9 New Westminster. Caught Between Two Worlds: Supporting Culturally Diverse Adolescent Girls (CY109A). \$185. Justice Institute. Heather Olson, 604-528-5573, www.jibc.bc.ca/ccs.

JULY

2-6 Langley. Introductory and Intermediate Video Production for Secondary Teachers (starting a production program, camera work, editing, lighting, audio, and scripting; curriculum ideas and materials), Brookswood Secondary . \$399. Contact Dawne Tomlinson, 604-530-2141, dtomlinson@bss.sd35.bc.ca.

3-6 Surrey. Creating Powerful Learning Communities: Building a Culture of Opportunity presented by the Surrey School District's Leadership Academy. Call 604-465-8499, or visit wwwtwblearn.com.

9-13 Langley. 2-6 Langley. Advanced Video Production for Secondary Teachers (evaluation of student work, scripting, basic film analysis, video genres, production from concept to final product), Brookswood Secondary School. \$399. Contact Dawne Tomlinson, 6 0 4 - 5 3 0 - 2 1 4 1 , dtomlinson@bss.sd35.bc.ca.

17-21 Vancouver. World Congress of Behavioral and Cognitive Therapies, Sheraton Wall Centre Hotel. Contact Mary Ellen Brown, (212)647-1890, f: (212)647-1865, mebrown@aabt.org, www.aabt.org.

30-August 1 Antigonish, N.S. Annual Atlantic Institute of Mathematics, St. Francis Xavier University. \$75. Contact David DeCoste, 902-867-2209, ddecoste@stfx.ca.

AUGUST

17-23 Golden. Wilderness Leadership for Educators. Keep Kids Safe Outdoors. Modern group-management skills, emergency-response plans, navigation and guiding techniques. \$625 includes a five-day mountain backpacking trip. Wayne Pelter at Continuing Ed., 250-427-5308, wpelter@sd6.bc.ca.

27-28 Port Coquitlam. Creating Socially Responsible Learning Communities: From Theory to Practice, a summer conference based on the Ministry Performance Standards, Blakeburn Elementary School. \$175 includes resources, snacks, and lunches. Contact Maureen Dockendorf or Diana Clark, 604-944-9037, f: 604-944-8634, mdockendorf@sd43.bc.ca, <http://blakeburnpac.homestead.com>.

SEPTEMBER

21-23 Naramata. The Naramata Conference for Inclusive Education: A Matter of Choice, Naramata Conference Centre. Linda Weinberg, 604-469-1667, f: 604-469-1629, lindaweinberg@hotmail.com, or Maureen Docharty (VSB), 604-713-5211, h: 604-266-7897, mdocharty@hotmail.com.

OCTOBER

18-20 Burnaby. l'Association Provinciale des Professeurs d'Immersion et du Programme Francophone de la Colombie-Britannique (APPIPC), l'intégration sous toutes ses formes, Executive Inn Hotel & Conference Centre. Contact Sophie Bergeron, 604-936-0491, sbergeron@sd43.bc.ca.

18-20 Vancouver. B.C. Technology

Education Assn. (BCTEA) Conference, David Thompson Secondary. Brian Yu, byu@canada.com, www.bctf.bc.ca/bctea.

18-19 Victoria. B.C. Teacher-Librarians' Assn. (BCTLA) Conference, 2001—A Literary Odyssey, Victoria High School. Contact Judith Reid, 250-360-4302, f: 250-360-4308, jreid@sd61.bc.ca.

18-19 Vancouver. B.C. School Counsellors' Assn. (BCSCA) Conference, One Person Can Make a Difference, Stanley Park Plaza Hotel. Steve Jones, 250-478-5501 (local 114), msjonesis@home.com, www.bctf.bc.ca/BCSCA/conference.html.

18-20 Parksville. Physical Education Provincial Specialist Assn. (PEPSA) Conference for 2001. Kevin McKee, kmckee@sd69.bc.ca, or Glenn Young, gyoung@radiant.net, www.bctf.bc.ca/PEPSA/conferences.html.

18 Richmond. Evening Pre-Conference of the B.C. Primary Teachers' Assn. (BCPTA) Primary Leadership Conference, Delta Pacific Resort and Conference Centre. Featuring Alfie Kohn, Reggie Routman, and Kim Sutton. \$40. Parents welcome. Contact Grace Sinnema 604-850-5526, f: 604-850-1817, bcptaconference@aol.com.

19-20 Richmond. B.C. Primary Teachers' Association (BCPTA) Primary Leadership Conference, Delta Pacific Resort and Conference Centre. Keynoters Alfie Kohn and Reggie Routman. \$140 for members. Contact Grace Sinnema 604-850-5526, f: 604-850-1817, bcptaconference@aol.com.

19 Surrey. B.C. Teachers of English Language Arts (BCTELA) Conference, A Brave New Work Smarter World, Effective Strategies That Also Reduce the Workload, North Surrey Secondary. Ilene Jo Greenberg, 604-596-7471, ilenejoandjoel@home.com, www.bctf.bc.ca/BCTELA.

19 Vancouver. English as a Second Language Provincial Specialist Assn. (ESL PSA) Conference, Social Justice for the ESL Learner, Churchill Secondary. Contact asetter@sfu.ca, mccarthy@telus.net, or shelmer@sfu.ca.

19 Harrison Hot Springs. First Nations Education Assn. (FNEA) Conference, Native Studies—Strengthening Our Place, Quality Hotel. Contact Jan Gladish 604-795-7295, jgladish@chill.org, or Lorna Mathias 604-713-5214, lmathias@vsb.bc.ca.

19 Richmond. B.C. Assn. of Teachers of Modern Languages (BCATML) Conference, Language Across the Hemispheres, Best Western Richmond Inn. Contact Elke Knight, 250-474-2663, f: 250-478-5501, duncan@bcl.com, or Dennis Hazelton, 604-945-8036, f: 604-468-0642, dhazelton@telus.net.

19 West Vancouver. B.C. Assn. of Mathematics Teachers (BCAMT) Conference, Transforming Mathematics—Mission Possible, West Vancouver Secondary. Contact Garry Phillips, p/f: 604-261-7748, gphillip@helix.net.

19-20 Nanaimo. Teachers of Home Economics Specialist Assn. (THESA) Conference, Flavours of the Island, Dover Bay Secondary School. Carol Girard, 250-722-2414, h: 250-754-6525, matdan@nanaimo.ark.com

19-20 Richmond. Provincial Intermediate Teachers' Assn. (PITA) Conference, Going Beyond the Limit, Cambie Secondary . Contact Paul Wood, 250-442-0280, pwood@sunshinecable.com.

19-20 Surrey. Computer Using Educators of B.C. Conference (CUEBC) Horizons 2001, A Technology Odyssey, Sullivan Heights Secondary and Tech BC. Shelly Wilcox, wilcox_s@fc.sd36.bc.ca, or Kevin Amboe, amboe.kfc.sd36.bc.ca, www.Horizons2001.com.

20 Vancouver. Adult Educators (BCAEA) 2001: Educating Adults. Marianne Yanes-Pawlowski, 604-535-0507, mariannejorge@telus.net.

PD Calendar web site

<http://pdonline.bctf.bc.ca/conferences/PD-Calendar.html>

Additions or changes?
E-mail Debby Stagg, PSA services co-ordinator, PD Division, BCTF dstagg@bctf.bc.ca

To believe in the impossible



STELLY SCHOOL PHOTOS



A year ago, Ryan sat in my Grade 11 math class and dared to have a “big idea.” He simply asked, “Is a trip like Mt. Albert Edward ever possible for me?”

by Peter Mason

“Finish strong, people! We’re almost there!” I barked out the encouragement more for myself than for the students pulling the sled.

As we crossed the final kilometre of Paradise Meadows, in Strathcona Park, memories of the past three days flooded back.

Strongest was of 17-year-old Ryan Heuman, a Grade 12 Stelly’s Secondary School student with cerebral palsy, supported by teachers Paul Ledet and me, shuffling the final 20 metres to the summit of Mt. Albert Edward. Braced between us, with his arms raised in triumph and a huge smile on his face, Ryan had fulfilled his year-long dream of getting to the top of the mountain that his peers climb as part of their PE 11 program.

While Ryan admired the spectacular snow-capped vistas, the 20 students chosen especially to pull his sled whistled and cheered. The 10 adults forming his support group did their best to choke back tears as the significance of his achievement hit home.

Among those wiping away tears was my friend and colleague, Roy Radu, a teacher at Claremont Secondary School. The previous day, this incredibly fit and strong individual had carried Ryan on his back up the

two steepest parts of the whole trip, a feat that amazed us all.

From the summit, Ryan phoned the school and was patched through onto the PA system. He told the 1,150 students how wonderful it was to stand on top and how appreciative he was of our efforts. He then phoned home and talked to his mother and thanked her for believing in him. The tears flowed freely among our group.

Coming to the end of Paradise Meadows, Paul Ledet moved ahead of the group, filming our arrival as we negotiated the last part of trail, now only partially covered by snow. Finally, after four days and 32 kilometres of snow travel, we stepped onto



the firm gravel road base. As the 30 people cheered and congratulated one another, I slipped off to the side and sat down on my pack. Slowly, I took off my gaiters and untied my plastic mountaineering boots. It gave me something to do as tears welled up, my eyes still hidden by my sunglasses. I was emotionally exhausted. Only now could I finally relax.

Jackie Cunningham, a fellow staff member, came over and gave me a hug, saying, “I know you’re having a private moment, but I wanted to thank you for letting me come along on such an amazing trip.” I nodded my head in acknowledgement, still speechless.

Wiping my face, I turned to look at this incredible group of



people. Twenty students and 10 adults had banded together to give Ryan an experience that will last a lifetime. Climbing Mt. Albert Edward in the snow is challenging for many able-bodied people, but for Ryan, totally impossible without the help of a group of hard-working people.

A year ago, Ryan sat in my Grade 11 math class and dared to have a “big idea.” He simply asked, “Is a trip like Mt. Albert Edward ever possible for me?”

In life, there are obstacles and opportunities. We decide which is which. I knew that this trip was possible if we could take Ryan up on a sled.

With letters and phone calls, we raised money to build the custom sled. Mark Pettigrew, father of one of our PE 11 students, volunteered to fabricate an aluminum sled. Rick and Wendy McBride, sail makers, donated and designed the fabric and hood that would protect Ryan from the weather. Industrial Plastics and Paints donated the high-density plastic to coat the underside of the sled. Marmot, an outdoor gear manufacturer, lent us a great tent, a down-filled sleeping bag, and a jacket to keep Ryan warm. The Canadian Army also offered us outdoor gear, and the Sidney Rotary Club and Central

and encouraging my colleagues Jackie Cunningham and Paul Ledet and my principal, Bob Lee, were, coaxing students to keep working hard, supplying good humour to cheer us.

I thought back to the selflessness of Ryan Clark, a graduate from 1996, who, at “Group Bridge,” kept the sled from certainly tipping over by throwing himself at it, further injuring his hyper-extended knee.



I turned in my seat, looked back at the 20 students who did the bulk of the sled work, and felt a deep appreciation for their unselfishness and commitment.

I gazed across the aisle at Ryan, seeing a contented smile on his face. I thought back to the moment after Ryan had talked to his mother on the cell phone and his comment that he was sad because he had made his mother cry. As tears welled up once more, I thought to myself, “Ryan, you have no idea how many people you made cry on that mountain top yesterday, but that’s okay, my friend, it was happy crying. They were tears shed because a group dared to care, dared to put love and kindness into action.”

As the bus pulled into the restaurant driveway and ended any further reflection, my final thought was that the world does a lot of crying, but it’s a shame there isn’t more happy crying.

Peter Mason teaches at Stelly’s Secondary School, Saanich.



Saanich Lions Club donated the money to build the sled. Many people were eager to support Ryan’s dream.

I pulled clean clothes out of my pack and changed behind a ski shack. Getting out of my smelly clothes felt good. Ten minutes later we were all sitting on the bus, looking out toward the mountains, descending the steep, windy road toward Courtenay.



I thought of the personal, sensitive care given to Ryan by colleagues Bill Howie and Steve Dana. They made it look like a gift of service. Medical expertise regarding Ryan came from physiotherapist Sheena Lott and Dr. Ewan Cadger. They did a wonderful job, and Ryan experienced very little discomfort.

I thought about how suppor-