

# Teacher

## Features

Summary of BCCT council actions	3
Where school choice got started	4
Fraser Institute rankings mislead	4
Large-scale testing is bad for students	5
Child labour in Campbell's B.C.	6
New faces going places	7
Student Vote 2004	7
Charter for Public Education	7
New BCTF Executive	9
Planning for the election	9
Power to the people: Citizens' assembly	10
B.C. Liberal education legacy	10
Another world is possible: World Social Forum	11
Beyond the chalkboard Into nature's sphere	16

## Columns

President's message	2
Readers write	2
Looking back	3
Health & Safety	5
Teachers' tips	8
Ten new BCTF lesson aids	12
Classified	14
PD Calendar	15

# AGM 2004

## Plans for a brighter future



(left) Bethany Menagh, a little girl with big dreams, attends her second AGM with her mother, Laura. (right) Neil Worboys, BCTF outgoing president and Jinny Sims, BCTF president-elect.

by Peter Owens

**A**lmost 700 representatives of teachers from around the province attended the 88th BCTF Annual General Meeting, March 13 to 16, 2004. It was the first AGM in recent memory without additional evening sessions for debating all the recommendations and resolutions. Although this year's AGM had fewer sessions, it made some significant decisions.

### New president

Jinny Sims, a Nanaimo teacher, was elected president of the BCTF. Sims, who is currently the first-vice president, will take office on July 1, 2004. Irene Lanzinger was elected first vice-president, and Susan Lambert was elected second vice-president. The election of the three women as FTTOs is a first in the BCTF's history.

### BCTF dues

One of the responsibilities of the AGM is to set the BCTF dues for the upcoming year. The AGM decided to keep the dues at the same level as this year.

### Priorities for next year

The 2004 Annual General Meeting adopted priorities for the BCTF for next year. The goal adopted by the delegates is that the BCTF and its members seek to participate with others in building an inclusive, just, and

compassionate civil society both locally and globally. The priorities include:

- maintaining and advancing the professional rights of teachers
- taking care of our children
- maintaining a quality public education system
- building healthy, inclusive, and participatory communities
- advocating responsible assessment practices.

### Funds to defend public education

The AGM decided to transfer funds from the Collective Bargaining Defence Fund to the Public Education Defence Fund. The AGM approved the transfer of \$260,000 in the 2003-04 fiscal year and up to \$5 million in the 2004-05 fiscal year. The 2004-05 transfers will be authorized by the Representative Assembly.

The AGM endorsed a campaign leading up to the May 17, 2005, provincial election. The campaign will build member participation, involve teacher locals, and have a provincial component. The campaign will:

- promote a statement of commitment to public education.
- advance clear positions and messages on public education and public services.
- ensure a high level of membership involvement.
- co-ordinate efforts with

community groups and other unions.

- promote the principles of the Charter for Public Education.

The goal of the campaign is to ensure that quality public education is a priority in the next provincial election. Our communities need MLAs supportive of quality public education. Our children deserve nothing less.

### Two-thirds elected college councillors

The 2004 BCTF AGM decided that the BCTF should insist that two-thirds of the college councillors be elected by teachers.

It takes two-thirds of the councillors to change college by-laws, so the delegates to the AGM felt that it is imperative that elected representatives of the profession control the professional body.

The AGM called for talks with the government to resolve the issue as soon as possible. Outstanding issues are the number of college councillors who will be elected by members of the college, the unreasonable duty to report on colleagues, and the inordinate number of by-laws passed by the political appointees on the council.

If talks fail, the AGM called for a refusal to pay next year's college fee and to pay once again into the BCTF Democratic College Fund. The political

appointees have indicated that they plan to change the date for collecting fees and plan to collect next year's fee as early as May 2004.

### Welfare legislation

The AGM called on the provincial government to rescind legislation placing limits on welfare recipients and reducing benefits for people on social assistance.

The AGM opposed the elimination or reduction of services to children and families in B.C. including, but not limited to, the closure of women's centres, courthouses, and schools, and the reduction of services for childcare, foster care, and students with special needs.

### Teacher-librarians

AGM delegates also decided to call upon the minister of education to reinstate teacher-librarian time in schools to that of the previous collective-agreement levels, and to ensure that every school in B.C. has a teacher-librarian. This government states that it values literacy and at the same time it cuts the services necessary to accomplish it.

*Peter Owens is assistant director in the BCTF's Communications and Campaigns Division and editor of Teacher.*

For impressions from delegates to the 2004 AGM, go to [www.bctf.ca](http://www.bctf.ca).

Canada Post Corp. Publications Mail Agreement No. 40062724  
Please return undeliverable Canadian addresses to...

B.C. Teachers' Federation  
105-550 West 6th Avenue  
Vancouver BC V5Z 4P2  
E-mail: [newsmag@bctf.ca](mailto:newsmag@bctf.ca)

## President's message



Neil Worboys

By the time this issue of *Teacher* reaches you, it will be almost one year since the B.C. Liberals passed Bill 51 and took control of the College of Teachers. Since then, together we have engaged in a spirited campaign to restore democratic governance of our college and uphold our professional rights. I hope that by the time you read this, we will have been successful in reaching a negotiated solution.

The 700 delegates at our 88th AGM called for talks with the government to resolve the dispute as soon as possible. Besides the undemocratic composition of the council, outstanding issues are the unreasonable duty to report, and the sweeping by-law changes. The AGM also voted to strengthen our position, insisting that two-thirds of the councillors be elected by teachers. If the college attempts to collect next year's fees this May, we will again encourage members to boycott that fee and pay into the BCTF Democratic College Fund.

At our last meeting with Education Minister Tom Christensen, he said there would be legislation on the college before the end of this sitting of the House, but at press time we had no signal of when that would be or what it would contain.

The other very significant almost unanimous decision of the AGM was to devote up to \$5 million to a public awareness campaign in advance of the May 17, 2005, provincial election. The campaign will:

- promote a statement of commitment to public education.
- advance clear positions and messages on public education and public services.
- ensure a high level of membership involvement.
- co-ordinate efforts with community groups and other unions.
- promote the principles of the Charter for Public Education.

Together, we will do our best to ensure that when British Columbians go to the polls they will be supporting candidates who are committed to investing in quality public education to meet the needs of every child.

*Neil*

## Need a union in Austin

I am a Vancouver teacher on a leave currently living and working in Austin, Texas, where there isn't even a hint of a union to protect workers! I am very disappointed in that. Furthermore, the teachers believe whatever people tell them (i.e., the principals, government, etc.), and they just do it, whether they believe in it or not.

I would like to receive *Teacher* from the BCTF while I'm on leave; maybe I can have some influence on somebody down here.

**Tamara Grottker**  
Austin, Texas

## Great ideas in teacher tips

I was just rereading the *Teacher*, Jan./Feb. 2004, and decided that I really needed to let Steve Naylor know that his article, "Managing your marking load," in the "Teachers' tips" is excellent; right on the money, so to speak, in every way. I hope that it is included in any workshop given for new teachers.

I retired in June 2002, and although I used many of his ideas while I was teaching, I saw some of Naylor's that had me thinking Why didn't I do that? Great ideas!

Thanks very much.

**Karen Hales**  
Vancouver

## Don't forget teacher-librarians

Regarding the article in "Teachers' tips," (Jan./Feb. 2004) "Components of an excellent reading program," the author, Steve Naylor, passes on some excellent ways classroom teachers can enhance student reading. Unfortunately, there is a glaring omission. Nowhere do I see mention of any collaboration with the teacher-librarian, surely one of the most important components of a school reading program.

The teacher-librarian has a vital role to play in all aspects of learning. Not to collaborate with the teacher-librarian in planning curriculum delivery, encouraging students to use library resources, and developing readers is to deprive the students of an important learning partner. Study after study has shown that taking advantage of teacher-librarians and libraries makes a significant contribution to student marks.

**Daryl Sturdy**  
Retired teacher-librarian  
Vancouver

## Extra-curricular important

One thing that I have never seen written about in your newsmagazine is the unequal amount of time that various teachers put into the "extras" in their schools. If you believe that the school you are teaching in is an educational community, then you would agree that there is more to a school than what just goes on in the classroom.

There are clubs, sports, school dances, fundraisers, field trips, and so on. Those extra-curricular events make a school come alive, and in many cases they are what students remember many years down the road.

However, only a minority of teachers are involved in helping out with those activities. A tremendous number of teachers do little toward the extra-curricular events in their schools. Granted, it is not part of our job description. In fact the BCTF does not really believe that all that volunteer work should be any part of our job. But, it is important to school life. In the private school system, all teachers do a share of the extra-curricular. Why not in the public schools?

**Wayne Loutet**  
Cowichan Valley

## Clark's priorities threaten children

The children of this province are in more jeopardy than ever with the movement of Christy Clark from the Ministry of Education to the Ministry of Children and Family Development! Not that teachers are sad to see her go after two years of attempting to dismantle what was once considered a world-class education system. But now, in addition to decimating their education, she's been put in a position of affecting (or rather, further harming) those who are most vulnerable in our society, and in a more all-encompassing and comprehensive manner.

Clark said, "my priorities are priorities I will bring with me from education." Ask any educator in B.C. and you'll hear this means drastic underfunding, reduced services, higher child/adult ratios, attacking the professionalism and integrity of those who work with children, and attempting to crush their unions.

If she's going to "stick to her knitting" as she so sinisterly puts it, those of us who truly advocate for children wish she would stay home and put her efforts into a sweater, rather than continuing to unravel the decades of nurturing, hard work, and high standards that teachers, social workers, early childhood educators, and the like have put into our once quality education and social service programs of this province.

My heartfelt condolences go to all those affected by the future decisions of Clark's ministry! And so does a plea to be vigilant in your advocacy and protection of our province's most precious resource—our children!

**Tina Anderson**  
Richmond

## Study buddy volunteers needed

Big Sisters of BC Lower Mainland is seeking volunteers with teaching or formal tutoring experience to participate in the Big Sisters Study Buddy Program for one hour a week for a minimum of three months. The study-buddy program matches little sis-

ters, ages 7–17, with volunteer tutors who assist them with their schoolwork and help them set realistic and appropriate educational goals.

If you are an adult woman with teaching/tutoring experience or a university student working on an education degree, or a retired teacher who is willing to commit an hour a week for three months, please contact Carolyn Herger at 604-873-4525, local 304, or [cherger@bigsisters.bc.ca](mailto:cherger@bigsisters.bc.ca).

## Cuban teacher wants to correspond

I am an English teacher in La Habana teaching integrated English practice (reading and writing) for two years in the Pedagogical High Institute, Ruben Martinez Villena, in Havana countryside. Schools like this are frequently seen in Cuba's country towns; students from those municipalities and from the cities attend. The students spend a week or so receiving the content (subjects) of the grade to which they belong. They have five or six 45-minute periods during the morning or afternoon, and in the other session they work, raising crops.

An example of Canada-Cuba co-operation is the group of teachers who come to our schools every summer to offer speeches, give assistance (materials, courses, etc.). I am interested in sharing any kind of professional or non-professional correspondence with teachers in B.C. My name is Orlando Agramonte Pedrosa, 84 st 10321, Güira de Mellenn, La Habana, Cuba.

## Fraser Institute undermines public education

Fraser Institute's Peter Cowley's self-made work project, based on a preselected and predetermined analysis of Grade 12 provincial exam results, is a deliberate attempt to undermine public confidence in public education.

I could predict what Cowley's rankings would be as he ignores the socio-economic/ethnic background of the students.

A long time ago, in the early 1970s, in a project that the BCTF called Action Elementary, we tried to prove that the critical years of education are ages five to nine. One of my action schools was the elementary school in Masset, where we tried to prove the necessity of a breakfast program for Aboriginal children and the many poor Caucasian children who had never left the Queen Charlotte Islands. Unfortunately, the program died. We know where George M. Dawson Secondary School, in Masset, will be in the rankings.

I am truly sorry that Ministry of Education Grade 12 exam statistics are keeping Cowley from seeing the larger implications.

**John Church**  
Vancouver

## Beware: Chicken: A Class Act video

Recently I previewed *Chicken A Class Act* video provided free by Chicken Farmers of Canada to schools in our district.

Initially, I was relieved to learn that no hormones are given to Canadian chickens and that chickens roam "free" in barns. However, I remembered an article I'd saved from *The Vancouver Sun*, February 20, 2004, regarding the Avian flu outbreak, that clearly highlighted the video's omissions.

When the video said chickens roam "free" in barns, it was referring to broiler chickens only and certainly didn't tell us that an average of 80,000 chickens live on top of one another in each barn. Chickens bred for laying are locked in crowded cages where, with lack of room to move, their claws grow around the wire, trapping them completely. Nor did the video tell us that lights are left on 23 hours a day so the chickens lay more eggs.

It's no wonder that under such crowded conditions and no sleep, commercial chickens suffer from blindness, kidney damage, vitamin deficiency, retarded growth, eye damage, brain damage, internal bleeding, fragile bones, malformed backbones, twisted necks, chicken cancer, cage-layer fatigue, bone and muscle weakness, and deformed beaks and joints.

The video assured us that chicken is nutritious, making no mention of the correlation between our daily intake of meat and osteoporosis, kidney stones, colon cancer, breast cancer, prostate cancer, iron deficiency, and high cholesterol.

In response to promotions of products that inflict cruelty to animals and unhealthy diets, I intend holding a "Chicken Day" so that children compare the video with the newspaper article mentioned and see why greedy farmers sent us their free video.

**Mallee Stanley**  
Coquitlam

## Too Close to Home: Anti-Semitism and Fascism in Canada 1930s and 1940s

A collection of primary source documents that examine the impact of anti-Semitism and Fascism in Canada prior to the outbreak of World War II.

Burnaby teacher, Andrea Webb, writes about using the kit with her classes in the next issue of *Teacher*.

For more information about the kit, contact Vancouver Holocaust Education Centre, 604-264-0499, [info@vhcc.org](mailto:info@vhcc.org), [www.vhcc.org](http://www.vhcc.org).

**General Provincial Election**  
May 17, 2005

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.

**Teacher**

Newsmagazine 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.ca](mailto:newsmag@bctf.ca) [bctf.ca/ezine](http://bctf.ca/ezine)

**Editor**  
Peter Owens

**Assistant editor**  
Kathleen Smith

**Design consultant**  
Betty Sommerville

**Copyeditor**  
Debby Stagg

**Proofreader**  
Joan DeBruyn

**2003–04 Teacher Advisory Board:**

Jacqui Birchall  
Susan Fonseca  
Pamela Hachey  
Henry Lee  
Debra Swain

**Staff writers:**

Anita Chapman  
Paule Desgroseilliers  
Larry Kuehn  
Mike Lombardi  
Peter Owens

**2003–04 BCTF Executive Committee:**

John Chisamore  
Jim Iker  
Susan Lambert  
Irene Lanzinger  
Jill McCaffrey  
George Popp  
Kelly Shields  
Kathryn Sihota  
Jinny Sims  
Kathleen Thomson  
Neil Worboys

ISSN 0841-9574

**Volume 16**

#1 Sept./Oct. 2003  
#2 Nov./Dec. 2003  
#3 Jan./Feb. 2004  
#4 March 2004  
#5 April 2004  
#6 May/June 2004

**Copy Deadline**

August 22  
October 17  
December 19  
January 16  
March 26  
April 28

CALM Canadian Association of Labour Media  
PRINTED IN CANADA BY MITCHELL PRESS LIMITED

Logo of the International Workers Order of America (IWOA) and the Canadian Education Parents Teachers Association (CEPA).

## Wake up the neighbours!



*Dileep Athaide addressing the panel at the Public Education Conference, February 13-14, 2004*

by Janet Amsden

**"S**ome things are worth fighting for in life. Education is one of them," said Pam Fitzgerald, one of two veterans of Mike Harris's war on Ontario schools. She and Jim Libbey were in Richmond talking to teachers, parents, students, trustees, and other educators at the Public Education Conference in February. I wondered if the audience felt as I do, that I've been fighting against education-budget cutbacks for too much of my teaching career.

"I was mad as hell, and I wasn't going to take it any more!" said Jim Libbey, describing his state of mind when he chaired the Ottawa-Carleton Board of Education during the troubles. Libbey and Pam Fitzgerald, who represented the Ottawa-Carleton parents, told the story of their public opposition to government underfunding: a campaign that led to restored funding and the eventual defeat of their MLA.

We were a concerned audience. A UBC professor decried lack of access to his campus for post-secondary students. A parent rep reported that many parents are now feeling that their children with special needs are being neglected in under-staffed schools and would do better in segregated classrooms. A trustee spoke of his frustration at being forced to close schools and cut programs while the government misleads the public with statements about surpluses and funding increases.

Fitzgerald advised, "When you're fighting with a bully, use your words." She described how they ensured that their message about the effects of funding cuts got out to parents. Those parents got involved in the election—wives convinced their husbands to change their votes, and that swing vote defeated the

Harris government. Fitzgerald also stressed the importance of working in coalitions with all the partner groups in education. "You can win. You have to work together," she said. "Talk to your friends. Talk to anyone who disagrees with you."

I've done this in the past, and I well remember the unsympathetic looks my unemployed neighbours returned when I complained about underfunding. My neighbours need to understand that the issue is not about my wanting higher wages; it is about protecting public education, the institution that reduces stratification in Canadian society.

I need to convince them that for some students, doors are closing. Can they comprehend that education can erode to the point that the government spends more on prisons than on schools? It has in California.

I have the information I need for talking to my neighbours. The BCTF research staff shared detailed information about the cuts in direct services to students since 2001 and facts about misleading ministry funding announcements. It's all on the web site [www.bctf.ca](http://www.bctf.ca).

I have the tools. Vancouver trustees Noel Herron and Angela Kenyon shared their Advocacy Toolkit, which is part of Vancouver School Board's campaign "People for Public Education." The campaign, by trustees, teachers, parents, representatives of staff associations, and unions and senior district staff, focusses on getting the word out. The brochure contains easy, practical suggestions. (Information is available at [www.vsb.bc.ca](http://www.vsb.bc.ca)).

For me, there are two differences between today's insult to public education and those of the past. One is the ideology of the Liberal government—one that supports privatization of public services, one that operates on the premise that competition is good, despite that, in a competition, someone loses. The other difference is the realization that, this time, we have strong allies in the community. We need to build coalitions with parents, trustees, seniors, students, and other public-sector-union members, and work together to get the message out. Let's wake up the neighbours.

"Democracy must be born anew in every generation, and education is its midwife."

— John Dewey

*Janet Amsden teaches at Fairview Elementary School, Maple Ridge.*

## Just because it isn't wrong doesn't make it right

**A**uthor and activist Barbara Coloroso is coming to Vancouver in April to speak on raising children to think and act ethically. Hosted in partnership with the BCTF, Coloroso's appearance is a benefit for the Stephen Lewis Foundation, which works to ease the pain of HIV/AIDS in Africa. For more information, please visit: [www.stephenlewisfoundation.org](http://www.stephenlewisfoundation.org)

Coloroso's lecture takes place at 7:00 p.m. on April 29, 2004, at John Oliver Secondary School, 530 East 41st Avenue, Vancouver. The full ticket price

(\$35) goes directly to the Lewis Foundation. Tickets are available through Ticketmaster.



*Barbara Coloroso*

## Summary of BCCT council actions August 2003 to February 2004

BC College of Teachers' actions:

1. Held August 2003 planning meeting at Whistler Mountain Resort.
2. Appointed new registrar with no posting or advertising process.
3. Adopted strategic plan without consultation of members.
4. Adopted major changes to college by-laws:
  - significant amendments to By-law 6 (discipline) effective November 6, 2003
  - amendments to By-law 1 (quorum of council and committees) effective November 6, 2003
  - amendments to By-law 4 (quorum of Qualifications Subcommittee) effective November 6, 2003
  - amendments to By-law 2 (membership and certification) effective November 6, 2003
  - additional amendments to By-law 6 (discipline) effective April 1, 2004
  - significant amendments to By-law 2 (membership and certification) effective May 1, 2004.
5. Provided notice of motion to make additional major changes to college by-laws:
  - significant amendments to By-law 1 (college and the council) effective June 2, 2004
  - significant amendments to By-law 3 (election of members to council) effective June 2, 2004
  - significant amendments to By-law 5 (Teacher Education Programs Committee) effective June 2, 2004
  - amendments to By-law 7 (discretionary committees) effective June 2, 2004
  - significant amendments to By-law 8 (finance) effective June 2, 2004.
6. Completed an overhaul of all college policies and procedures.
7. Implemented "gag" order on BCCT councillors preventing them from reporting to groups without approval of council.
8. Published additional editions of the new *Professional Focus* newsletter.

9. Turned down BCTF suggestions for making BCCT Council meetings more open and transparent.

10. Initiated a process to establish an electronic database of college members.

11. Established a person complaints process and produced numerous publications to promote the complaints process.

12. Implemented procedures that seek legal costs for every discipline case that proceeds to a hearing.

13. Decided to publish names of members involved in all discipline cases, except in exceptional circumstances.

14. Hired a communications officer with no posting or advertising.

15. Hired a consultant to upgrade college web site.

16. Published college publications on glossy and expensive paper.

17. Adopted Standards for the Education, Competence, and Professional Conduct of Educators in B.C. without consultation with teachers. The standards are guiding discipline matters, person complaints, and teacher-education policy.

18. Adopted a by-law that states that any changes to the standards will require a two-thirds majority vote of council. The council has also embarked on a process to identify performance indicators for teachers.

19. Proposed a by-law that indicates that the council will establish requirements for the continuing education of members.

20. Directed that a code of conduct be developed for college councillors.

21. Directed that a brochure be prepared outlining the duty to report professional misconduct provisions of Bill 51.

22. Adopted a new application form that requires applicants to pledge allegiance to the college and the standards, including the signing of a statement of professional commitment that

involves waiving all legal rights to personal privacy.

23. Increased the per diem rates for college councillors and provided additional per diem expenses to councillors. The college will now pay the expenses for both appointed and elected councillors.

24. Posted an advertisement that calls for the hiring of an additional staff member to serve as a public-affairs coordinator.

25. Proposed a by-law that prohibits teacher-union activists from seeking election as college councillors.

26. Recommended to the minister of education that the structure of the council elections be changed so that only eight of the twelve elected councillors will be teachers.

27. Initiated a process that will have the college grant interim certificates to all applicants applying for certification and membership in the college.

28. Created additional tension by taking sides in the Bill 51 dispute between the BCTF and the Ministry of Education.

29. Proposed that the annual college fee be due May 31, instead of October 31.

30. Proposed a by-law to establish policies to monitor the competence of teachers.

31. Hired additional staff to process person complaints.

32. Authorized the registrar to undertake a complete governance and organizational review of the BCCT.

33. Expended college funds to allow the council chairperson and registrar to promote the work of the appointed college.

34. Forwarded numerous suggestions to the minister of education for amending the *Teaching Profession Act*.

35. Signed contracts for the October 2004 college conference at the Westin Bayshore Resort & Marina.

36. Initiated the production of *Connected*, a new glossy newsmagazine.

— Mike Lombardi

## LOOKING BACK

### 70 years ago

You can interrupt the improving of a road and 10 years later go on with it about where you left off, but if you interrupt decent care for children and 10 years later begin again to feel responsible for them, you can by no means begin where you left off. You find them irreparably grown up, and grown up wrong—enemies and liabilities of their community rather than friends and assets.

April 1934, *The BC Teacher*

### 50 years ago

When representatives of 17 countries met earlier this month at Hamburg, they were generally convinced that teachers are not occupying the place they ought to hold either in influence on their countrymen or in public confidence in their

professional ability. What are the reasons for this? Why are teachers held in so much less esteem than doctors, dentists, lawyers and members of professions that deal with much less valuable and sensitive material than the minds of children?

April 1954, *The BC Teacher*

### 30 years ago

With a new government, holding a different educational philosophy, more money is available and the situation in both elementary and secondary schools should soon improve. When it does, any recurrence of the split between elementary and secondary must be avoided. How? The government will have to make an effort, the BCTF will try, but the only permanent solution may depend on the large group of men in secondary education categorized as "male secondary teachers." What are

they like? Generally, they are aggressive, hard, and out to seize whatever they can for their classes or schools. They thirst for their own welfare, and attack school boards with vigor.

April 1974, *The BC Teacher*

### 10 years ago

After 15 hours of formal debate and non-stop informal meetings, the (representative assembly) delegates approved holding discussions with the government aimed at shaping legislation that is least damaging to public education and least prejudicial to teachers' collective bargaining. At the same time, teachers will continue to oppose the removal of local bargaining as fundamentally wrong.

April 1994, *Teacher*

*Chris Bocking, Keating Elementary School, Saanich.*

# Where school choice got started

by Donald Gutstein

The idea's roots reach deep into U.S. Christian and libertarian politics. The roots of the Fraser Institute's report card, lie buried in the American Deep South and at the Chicago School, where racist conservatives and radically individualistic libertarians made it their common cause to undermine public education. In 1954, the U.S. Supreme Court ended 100 years of school segregation when it ruled in *Brown v. Board of Education of Topeka* that "in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal." The slow pace of school integration led to another Supreme Court ruling in 1971, in *Swann v. Charlotte-Mecklenburg Board of Education*, that involuntary busing is a legitimate means of achieving school integration. The rulings sparked segregationists and conservative ethnic communities to develop schools for their children, bypassing public integrated ones.

## Getting God into classrooms

Removing school prayer from the classroom is a second outrage suffered by conservative white Southerners. The Supreme Court's decision in *Engel v. Vitale* (1962) denied the right of a public school system to conduct prayer services within school buildings during regular school hours. The immediate reaction from evangelical Christians was to claim that the Supreme Court had removed God from the schools. They declared the public school system an enemy of Christianity and began sending their children to newly created private Christian academies.

Like Catholic parents, who thought it unfair to be taxed for support of public schools while they were paying tuition for religious schools, evangelicals demanded government support of private schools. Initiating a "school choice" movement, evangelicals argued that state and federal governments should provide financial assistance so that parents can make a choice

for their children between public and private schools.

The religious right's demands for school choice paralleled the extreme free-market ideas advocated by radical libertarians. The ideas included ending all government support of schooling and turning education over to the marketplace. This radical form of capitalism originated in the work of Friedrich Hayek and the Austrian school of economics in the early 20th century. Hayek

## Donner is key in the project to change the ideological fabric of Canadian society.

moved to the U.S. in 1950 and taught at the University of Chicago. He influenced some notable American economists, including Milton Friedman. Hayek's economic ideas influenced Reagan-style Republicanism and sparked conservative attacks on liberalism and government bureaucracy. Hayek was spiritual godfather of the Fraser Institute and sat on its board of academic advisers.

## Unions the enemy

In the *Road to Serfdom*, Hayek defines bureaucracy as the enemy. It became the clarion call among the school choicers. For them the problem is simple: public education is a mess because of the educational bureaucracy and teachers' unions. By arguing thus, they ignored the real problem: unequal funding among school districts. Some students receive the benefits of living in well-financed suburban school districts while others languish in poorly funded schools without adequate textbooks and educational materials.

The same year the Supreme Court ruled school prayer unconstitutional, Milton Friedman advocated vouchers that parents could redeem for a specified amount of money as a means of getting government bureaucrats out of the business of operating schools. Evidently some capitalists had never been happy with the idea of educating

the masses, and Friedman showed them a way back to the 19th century.

There was no shortage of reactionary money to support school choice. An early financial angel was David Koch, who had inherited a fortune from father Fred Koch, a founder of the John Birch Society and head of \$20-billion Koch Industries. Koch is a prominent George W. Bush supporter, and Bush, not surprisingly, is a staunch advocate of school choice.

## Retooling an American import

These ideas dribbled across the border during the 1980s, receiving a hospitable reception with the libertarians at the Fraser Institute and Christian fundamentalists in Alberta and the B.C. Interior. But school choice didn't take off as a political force until the Donner Canadian Foundation made it a priority.

Donner was a typical good-works foundation until the conservative branch of the family took over in the early 1990s and transformed it using the pattern of the reactionary U.S. foundations. Donner is key in the project to change the ideological fabric of Canadian society. The foundation gives about \$2 million a year to right-wing causes. Among its many grants were three to establish new libertarian think tanks across Canada: the Atlantic Institute for Market Studies, in Halifax; the Frontier Centre for Public Policy, in Winnipeg; and the Montreal Economic Institute.

Donner also pumps money into school-choice projects. Its favourite is the Society for Excellence in Education, in Kelowna, to which it gave \$700,000 to figure out how to set up charter schools to replace public schools.

## Fraser Institute ties with CanWest Global

By the late 1990s, right-wing Canadian foundations were exhibiting the same co-ordinated funding behaviour that made the American foundations so formidable. That development became clear after



Michael Walker joined the board of Calgary-based Max Bell Foundation. Along with Donner, Bell began providing large sums for school-choice projects, including \$500,000 to the Fraser Institute and similar amounts for charter schools in Alberta.

Walker reined in two more foundations to support the

## The Westons will spend more than \$10 million on vouchers...

school-choice work, the Lotte and John Hecht Memorial Foundation, whose money came from selling arms; and the W. Garfield Weston Foundation, whose money comes from a less colourful source: selling biscuits. The Westons will spend more than \$10 million on vouchers and also contribute to outstanding principals and high school report cards.

Propaganda requires a co-operative press. *The Province*, with its unlimited coverage afforded the report cards, is certainly co-operative. Relations between the newspaper chain and the think tank were cemented when Conrad Black captured control of Southam

newspapers in 1996—both his wife, Barbara Amiel, and long-time business partner, David Radler, became Fraser Institute trustees.

Nor did the closeness diminish when the Aspers bought out Black. Son David was a trustee of both the Fraser Institute and the Frontier Centre for Public Policy in Winnipeg, leaving when he was appointed publisher of *The National Post*.

There are other connections too. In 1996, institute staffers Fazil Mihar and Danielle Smith published a Critical Issues bulletin that claimed—predictably—that vouchers and charter schools would produce an education far superior to that provided by the public system. Smith became an editorial-page writer for *The Calgary Herald* and host of CanWest Global's public affairs show *Global Sunday*. Mihar went on to become editorial-page editor for *The Vancouver Sun*.

Donald Gutstein is a faculty member, SFU School of Communication and co-director of NewsWatch Canada.

See companion piece, The Fraser Institute's plan to undercut public schools, in TheTee: [www.thetyee.ca/Views](http://www.thetyee.ca/Views)

## Fraser Institute rankings mislead

by Charles Ungerleider

It's the time of year that I dread. It is the time of year when the Fraser Institute renews its attack on Canada's public schools. Thoughts of its fallout provoke anxiety in much the same way as an announcer intoning, "We interrupt this program to bring you a special announcement."

Earlier this week, a friend gave me a book, *Portraits of Our Culture: Art by Vancouver School Students* (see *Teacher*, Jan./Feb. 2004). It provides a view of our public schools very different from the Fraser Institute's relentlessly negative and misleading picture. *Portraits of Our Culture* celebrates the collaboration between secondary school students and elementary school students. Students in Vancouver's elementary schools worked with students from the local secondary school to express

how the young artists see themselves in a changing world.

*Portraits* is a series of smaller books within a larger volume. Page 46 introduces the work of Grade 5 students at Tye Elementary School with a self-portrait of Mario. At the time of publication in 2003, Mario was a Grade 11 student at Vancouver Technical Secondary School.

Conceived as a technical vocational school in 1916, today, Vancouver Technical High School, one of the largest secondary schools in the district, is a comprehensive secondary school. It offers a wide range of programs, including art, technical studies, music, home economics, business education, and physical education, as well as advanced academic placement programs.

In 2001-02, Vancouver Technical was ranked 177th among the province's nearly 332 secondary schools. Over the

previous five years, the school had an average ranking of 155. The Fraser Institute's depiction of schools is as lifeless as *Portraits* is vibrant. The FI reports bear the same relationship to schooling as a list of spelling words does to great

## I have come to think of the Fraser Institute's arsenal of publications as WDPSC (Weapons to Destroy Public Schooling in Canada).

literature, or your vital statistics do to your biography. Schools with the life sucked from them.

I have never met Mario or his classmates, Mimi, Emily, Michael, and Michelle. But I can imagine their reaction at dis-

covering their school's ranking. I have come to think of the Fraser Institute's arsenal of publications as WDPSC (Weapons to Destroy Public Schooling in Canada).

Why use military terminology to describe the Fraser Institute arsenal? Consider the evidence. In addition to its growing list of elementary and secondary school rankings, the Fraser Institute produces *Canadian Education Freedom Index*, *The Case for School Choice*, *Can the Market Save Our Schools?*, *Home Schooling: From the Extreme to the Mainstream*, and *The \$100,000,000 Giveaway: Who Says Education Doesn't Get Enough Money?*

The Fraser Institute's relentless pursuit of school choice is a Trojan horse for its assault on taxpayer-supported public institutions. The FI appears determined to turn a public benefit into a private privilege

by undermining confidence in public schooling.

Canadian parents of students like Mario and his classmates Mimi, Emily, Michael, and Michelle would be mistaken to pay much attention to the Fraser Institute's school rankings. The reports are methodologically weak and error-ridden. Parents should examine the evidence that the Fraser Institute chooses to ignore such as *Portraits of Our Culture* or better still, visit their neighbourhood schools to see the rich, diverse, and successful programs they offer.

Charles Ungerleider is a professor, Sociology of Education, Department of Educational Studies, UBC.

Ungerleider's book, *Failing Our Kids: How we are ruining our public schools*, was recently published in paperback by McClelland & Stewart. [charles.ungerleider@ubc.ca](mailto:charles.ungerleider@ubc.ca).

## Large-scale testing is bad for students

Teachers are concerned that FSA tests are having a negative effect on student learning and that the results are being misused.

According to the research, common negative effects of large-scale testing include:

- Loss of instructional time to practise tests.
- Narrowing of the curriculum and instructional methods by teachers who are under pressure to have their students do well on the tests.
- Less successful students' concluding that they are unable to succeed and reducing their effort to learn.
- Inappropriately generalizing test results to overall value or intelligence.

Research shows that, in contrast to the negative effects of external tests like FSA, effective classroom assessment can improve students' learning substantially and helps low achievers the most. Prior to large-scale testing in the UK, there was no correlation between self-esteem and academic achievement. After

### *The results of the FSA tests are being abused.*

the introduction of large-scale testing, low-achieving students had lower self-esteem than higher-achieving students did.

The results of the FSA test are being abused. The Fraser Institute purports to rank schools based on FSA results. The media reports the Fraser Institute rankings as if they represent valid conclusions. The results are frequently reported without enough information to tell if they are meaningful. If a school has 30 or fewer pupils per grade, the results are not reliable. If the participation rate goes down but the results go up, the test is not reliable. The FSA results are not reliable for half the elementary schools in the province.

The FSA tests are not an accurate measure of our students or our schools, and the results are misused. We want parents to know that FSA testing can have negative effects on their children, especially children struggling with academics.

### *Our children deserve to be supported in their education, not undermined by ill-conceived forms of testing.*

The ministry's participation guidelines ([www.bced.gov.bc.ca/assessment/fsa/04\\_participation.pdf](http://www.bced.gov.bc.ca/assessment/fsa/04_participation.pdf)) contemplate parents exempting their children:

"In instances where a parent withdraws a student from participation (e.g., via a letter to the school principal), the school concerned is obliged to mark that student as 'absent' and not as 'excused,' on the student's answer forms."

We are asking that school boards not use FSA results in district accountability contracts and that schools not use the results in school plans.

Our children deserve to be supported in their education, not undermined by ill-conceived forms of testing.

For more information, go to [www.bctf.ca](http://www.bctf.ca).

— Anita Chapman

## Education campaign about FSA

The BCTF is launching an education campaign to raise awareness of the limitations and misuse of the Foundation Skills Assessment.

The campaign will provide parents, the media, and the public with information about the limitations of the tests and the difficulties created by including FSA results in school plans and accountability contracts.

Locals will receive a package that includes a brochure for teachers and parents and a resource booklet from the Assessment Reform Group in the U.K. [www.assessment-reform-group.org.uk](http://www.assessment-reform-group.org.uk).

The kit will include suggestions for raising the issue with parents, administrators, trustees, and the public.

The FSA will be administered to students in Grades 4 and 7 during the week of May 10, 2004.

For copies of the brochure on FSA, contact Lise West, 604-871-1870, 1-800-663-9163, or [lwest@bctf.ca](mailto:lwest@bctf.ca). The brochure is available in Chinese, English, French, Korean, Punjabi, and Urdu.

— Peter Owens

## BCTF advice: Don't make provincial marking part of your assignment

The ministry has announced that teachers will mark the long-answer portions of the new Grade 10 and 11 provincial exams for language arts and social studies as part of their regular duties.

### This year

This June, the ministry is field-testing the new Grade 10 exams. Although all students currently enrolled in an English 10, a Science 10, or a Mathematics 10 course are required to write the exams, the ministry will mark only 10–15% of the English exams.

This year, it is up to schools whether the field-test marks are used as part of the students' marks. Teachers who decide to use the field-test exam marks as part of students' marks, must mark the exams before they send them to the ministry. However, teachers would be ill-advised to use the field-test marks given the draft status of the exams.

The Federation is advising members not to mark any FSA tests or provincial exams locally this spring and not to use the results of the Grade 10 and 11 field-test provincial exams as part of student marks.

### Subsequent years

The new language arts and social studies exams have some questions that will be scored electronically, but the long answers (40%) will be marked locally by teachers.

Starting in January 2005, teachers will be required to mark their students' long answers immediately after the tests are written and to submit the marks to the ministry as part of their regular teaching duties.

The ministry will provide materials, scoring guides, and training and will monitor

marking by sampling 10–15% of schools and re-marking the papers in the summer.

Having teachers mark the long-answer parts of the exams will solve two significant problems for the ministry: cost and results turnaround time.

Currently, FSA tests and provincial exams are marked provincially by teachers who are paid for that work above and beyond their teaching salaries. If the ministry is able to get teachers to mark Grade 10 and 11 provincial exams as part of their regular teaching duties, there is nothing stopping the ministry from requiring teachers to mark FSA and Grade 12 exams as part of their regular teaching duties as well. The matter is therefore of urgent concern to many teachers in addition to the language arts and social studies teachers immediately affected.

**The Federation is encouraging teachers to express their concerns about this addition to teachers' duties to the minister and ministry staff, with copies to their locals and to the appropriate PSA.**

Tom Christensen  
Ministry of Education  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2  
250-387-1977, f: 250-387-3200,  
[minister.educ@gems7.gov.bc.ca](mailto:minister.educ@gems7.gov.bc.ca)

Britta Gundersen-Bryden  
Ministry of Education  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2  
250-356-7690, f: 250-387-3682,  
[Britta.GundersenBryden@gems2.gov.bc.ca](mailto:Britta.GundersenBryden@gems2.gov.bc.ca)

Ellen Ellis, president, B.C. Social Studies Teachers' Association  
f: 604-871-2286,  
[psac59@bctf.ca](mailto:psac59@bctf.ca) or mail  
c/o Anita Chapman at the BCTF,  
100-550 West 6th Avenue,  
Vancouver, BC V5Z 4P2.

June James, president, B.C. Teachers of English Language Arts, f: 604-871-2286,  
[psac46@bctf.ca](mailto:psac46@bctf.ca) or mail  
c/o Anita Chapman at the BCTF,  
100-550 West 6th Avenue,  
Vancouver, BC V5Z 4P2.

## Exam questions used to sort students

The BCTF received a couple of inquiries last fall about why cancer as a topic is no longer included in the table of specifications for the Biology 12 exam. Had the curriculum been revised? No, the curriculum has not been revised. There will still be prescribed learning outcomes on cancer that teachers have to teach and assess. But the topic will no longer appear on the provincial exam. The reason, according to a ministry staffperson, is that "statistics on this item were beginning to demonstrate that all students knew what to expect and did well on the item(s)." In other words, students know what they are supposed to learn, they learn it, and they successfully demonstrate their learning. Surely that is good news. But apparently not from the ministry's point of view. The ministry staffperson went on to say, "We believe that items...are better selected from areas that still allow for items with acceptable discriminatory value."

We take two messages from this: The provincial exams are more about sorting students than assessing their learning in relation to the whole curriculum, and if you teach an area to mastery and succeed, it will come off the exam.

— Anita Chapman

## Health and safety

### WCB and deregulation

by Stewart Schon

BCTF members across the province are affected by the current Liberal government's deregulation. The WCB (although it is a separate, non-government insurance agency) has agreed to reduce the regulations that protect workers, in line with the government initiatives.

Beginning July 2003, certain WCB regulations have been removed for employers' convenience. The WCB regulations about first-aid supplies and first-aid attendants (Part 33) have been replaced. The employer must carry out an assessment to justify the level of first aid that will be provided to the workers on their work site.

### *School districts no longer have to provide separate staff/student washrooms in schools.*

School districts no longer have to provide separate staff/student washrooms in schools (Regulation 4.93). That is a significant change, affecting all teachers in a variety of ways. Personal comfort and cleanliness are drastically affected when students use a washroom. Cuts in custodial services rarely keep school washrooms clean throughout the school day.

Wording changes in the violence prevention regulation (4.24-4.31) will lump worker-against-worker conduct with the other regulations regarding violence by non-workers.

WCB does not mix the collective agreement grievance process into WCB procedures. It simply refuses! What effects will such changes have on harassment and bullying? How will the workers be protected and made "whole" under this collapsed system?

Working with the Occupational Health and Safety Committee of the B.C. Federation of Labour, BCTF members are joining with other organized workers to express our concerns regarding

the lost regulations and to express concern about the needs that are not yet met.

BCTF members are beginning to understand the need for

### *School boards do not always seek to protect BCTF members in their working conditions.*

effective WCB regulations to protect all workers. School boards do not always seek to protect BCTF members in their working conditions. Deregulation will not make our jobs safer or healthier.

## B.C. Federation of Labour Young Workers' Program

Children (age 12 years) may now work in B.C. B.C.'s young workers have already high rates of injury and death across the province.

The B.C. Federation of Labour has trained 20 young workers including two BCTF members, to offer one-hour presentations to Grade 11 and 12 students. The program is for today's youth. It is presented articulately and effectively. BCTF members across B.C. should book this program into their school—protect the youth of today so they too have a tomorrow in B.C.

A graphic video, produced by the WCB, *Lost Youth*, speaks to the consequences of untrained youth in the workplaces in B.C. and promotes young worker safety and accident prevention.

Contact Sheila Moir, B.C. Federation of Labour (604-430-1421), to book this community-building program.

Stewart Schon teaches at Sullivan Elementary School, Surrey, and he chairs the BCTF Health and Safety Advisory Committee.

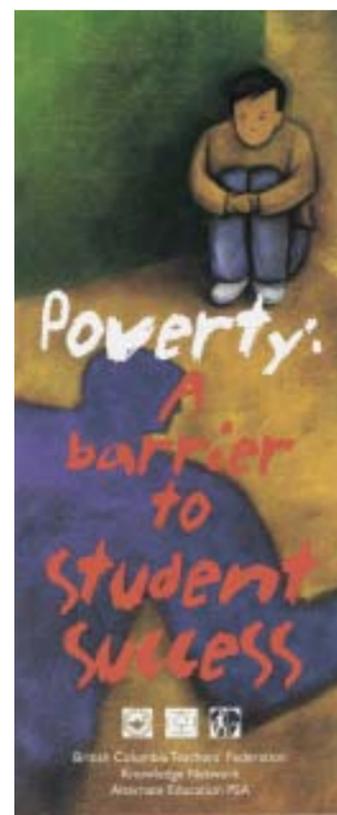
Maureen Macdonald's regular health and safety column will return in the next issue of *Teacher*. If you would like your name added to the BCTF occupational health and safety e-mail list, contact Whitney Burgess: [burgess@bctf.ca](mailto:burgess@bctf.ca).

## Poverty: A barrier to student success

The BCTF and the Alternate Education Provincial Specialist Association, in partnership with the Knowledge Network, have developed an online resource for B.C. teachers about the effects of poverty on children's learning. The resource is a webcast available through the Knowledge Network, at [www.knowledge-network.ca](http://www.knowledge-network.ca), or the BCTF, at [www.pdonline.bctf.ca](http://www.pdonline.bctf.ca).

Assistance and support were also provided by these PSAs: First Nations, learning assistance, school counsellors, special education, and English as a second language.

The webcast is available until September 12, 2004.



# Globalization comes home to roost: Child labour in Campbell's B.C.

by Gina Whitfield

**B**ill 37, the child labour legislation adopted by the B.C. Liberals, has sent a clear message to teenage workers across the province: You have been made redundant; there are now new, more easily abused workers in town; no matter how close you thought you were to completing your 500 training-waged hours, the bottom just got lower. Thanks to Minister of Labour Graham Bruce and Gordon Campbell's B.C. Liberals' bringing in the most regressive child labour bill in North America, 12-year-old children can now work, and, hell, they might not even think that six bucks sucks.

The new legislation is a clear attack on all working people, as the government encourages a "race to the bottom," complete with the economic exploitation of children. Bill 37 allows for children as young as 12 to work in British Columbia. Children can be employed in any occupation with almost no legal distinction between them and adult workers. As early as Grade 6, children can work in dangerous or physically intensive conditions in restaurants, door-to-door sales, industry, and agriculture.

B.C. and Ralph Klein's Alberta are the only Canadian provinces that allow 12-year-olds to work. But B.C. trumps all provinces by having the longest work days and longest work weeks for children. When in school, child workers can work 20 hours a week when attending school five

days a week. In communities where school boards have implemented "flexible" four-day school weeks—to accommodate educational funding cuts—children can work up to 27 hours per week. That weekday once spent at school can now be spent at the mill, learning the hard knocks of global capitalism. There is precious little regulatory

*In 2002, Canada signed the United Nations Convention on the Rights of the Child...*

protection regarding, for instance, early morning shift work, work during school hours, or graveyard-shift work. Even in the libertarian Alberta, Klein lets the kids off at 9:00 p.m.

In 2002, Canada signed the United Nations Convention on the Rights of the Child, citing the responsibility of the state to protect children from economic exploitation and from working in conditions that could be hazardous to their health or detrimental to their education. Bill 37 disregards the UN convention and shifts the responsibility for the protection of child workers from the government and the employer to the parent, who is now responsible for making sure the child's workplace is safe. This process of liberalization and deregulation of employment standards and labour codes is familiar to workers in the Third World, where children of the working

class and the poor are used to produce profit for capital. In B.C., the results will be similar, producing an even larger class divide and bringing the chickens of globalization home to roost, so to speak.

Bill 37 is part of a wide-ranging attack on working-class and low-income families in B.C., including the contracting out of union jobs; cuts to health, education, social housing; and rent deregulation. And a glaring lack of affordable childcare, coupled with welfare cuts, will force the poorest families in British Columbia to send their children to work. As the 3:00 p.m. bell rings at elementary schools, kids in Point Grey will pile into SUVs heading for soccer or violin lessons, while kids in Surrey-Guildford will pile into school buses, not headed for home but for a little "homework" in the fields, learning about Canadian multiculturalism and equality. Sadly, the parents of the latter will be held morally responsible by the corporate apologists of this government when, not if, their children are injured or killed in the workplace or when being overworked causes them to drop out of school.



The child labour bill is so regressive that not even the strongest champions of free enterprise and union bashing wanted to take credit for it. The B.C. Restaurant and Food-services Association, the Retail Council of Canada, and the Business Council of B.C. have all stated that they were not actively campaigning for the use of child labour. Who was "actively campaigning"? Well, the B.C. Chamber of Commerce said that the ability to use the labour of children under 15 was on their "wish list." Gordon Campbell, apparently, is a genie who grants more than three wishes, as long as those doing the wishing donate to the Liberal Party. The B.C. Agricultural Council was also wishing hard for the legislation, and lobbying even harder.

The B.C. Agricultural Council—whose mandate is to strengthen the competitive nature and increase the profits for B.C. agriculture—claims that some British Columbian products, particularly fruits and berries, are more profitable if they are subsidized by cheap labour. The farming industry in British Columbia already has one of the most exploited and casual work forces in the country, made up primarily of immigrants from South Asia and migrant farm labour. Together with Bill 37, the government also entirely removed farm labour from labour code protection. Most farm workers already do piece work and do not make minimum wage, receive overtime pay, benefits, or

holidays. That wage slavery has now been codified by the B.C. Liberals. The council had been lobbying the Campbell government to allow for the import of temporary workers from Mexico, who could be more easily abused and economically exploited. Bruce, however, opted to further impoverish the current workforce and further open up the fields to child labour. Bill 37 was, above all, a gift to big agro-business in this province.

Globally, international capital has always reaped the profits of child labour. We should not be too surprised that neo-liberal imperialist globalization (a.k.a. capitalism) is hitting the poorest here at home. This is one element of the "race to the bottom," as governments

*Bill 37 was, above all, a gift to big agro-business in this province.*

facilitate corporate exploitation of workers and natural resources throughout the world.

The child labour legislation of Gordon Campbell's government is an issue around which to organize as part of the global movement for social justice. And to avoid simple moralizing about "the children," we must also demand jobs with justice for adults, and quality, free education for children.

*Gina Whitfield works with Free Campbell's Kids: The Campaign To End Legislated Child Labour in B.C.*

## Un leadership qui continue de séduire !

**L**e mois dernier, les journaux à travers le pays ont rapporté le succès des élèves d'immersion en lecture. Une étude publiée le 22 mars par Statistiques Canada indique que les élèves en immersion dans toutes les provinces sauf le Manitoba obtiennent des résultats en lecture supérieurs à leurs homologues dans les classes anglaises.

Un certain nombre de facteurs contribuent à ce succès et on souligne entre autres la motivation des parents et les antécédents familiaux. Peu importe les raisons, ce qu'il faut retenir c'est que le programme d'immersion continue à atteindre les résultats de bilinguisme et de biculturalisme fixés par les instances provinciales en éducation et continue de répondre aux espoirs des milliers de parents qui optent pour ce programme. Qu'ils le sachent ou non, ces parents font preuve de leadership national car ils relèvent avec conviction et ténacité les défis qui se retrouvent tout le long du parcours scolaire en immersion. Plusieurs avaient travaillé avec acharnement à l'implantation d'un programme d'immersion dans leur région et nombreux avaient accepté d'entreprendre une aventure dans un univers pédagogique inconnu. L'immersion dans les années '70, c'était une nouvelle aventure scolaire, une approche

pédagogique innovatrice qui promettait de rendre bilingue les enfants d'âge scolaire. L'immersion canadienne aujourd'hui, c'est une approche pédagogique exemplaire qui sert de modèle à moult pays. De quoi être fiers !

L'introduction de l'immersion dans notre système éducatif, il y a de cela plus de vingt-cinq ans, a transformé le paysage canadien. Ce mouvement éducatif, au fil des années, a contribué à un changement de culture. Le gouvernement canadien a encouragé les premières initiatives des parents qui voulaient rendre bilingue la nouvelle génération et continue de contribuer aux succès des programmes dans les provinces. Les attentes exprimées dans le Plan d'action pour les langues officielles du gouvernement Chrétien doivent se concrétiser sous le gouvernement Martin. La profession enseignante de la Colombie-Britannique doit être vigilante afin que les actions proposées dans le plan soient mises en œuvre.

Le mouvement d'immersion a aussi contribué discrètement au rehaussement de la vitalité des communautés de langue officielle en milieu minoritaire. On n'a qu'à remarquer les actions entreprises par divers gouvernements provinciaux pour améliorer les services et programmes à la communauté francophone. Le gouvernement provincial de la Colombie-Britannique a proclamé

officiellement le 20 mars Journée de la Francophonie. Pour nous qui véhiculons dans la communauté francophone depuis des décennies, c'est avec un certain sentiment d'accomplissement que nous avons célébré cette journée.

Les enseignants en immersion et au programme francophone sont les agents de première ligne de ce changement. Ceux qui oeuvrent depuis les débuts se rappelleront la pénurie des ressources et de personnel; mais ils se rappelleront aussi l'entraide qui existait dans les équipes pédagogiques, ce qui assurait une éducation de grande qualité. Continuez à vous inspirer les uns les autres par des initiatives locales et régionales; appuyez les activités d'associations telles que l'APPICP et l'ACPI; faites la promotion d'une éducation en français à travers un enseignement exemplaire.

Il faut garder la barre haute ! Il faut que l'enseignement que reçoivent les élèves francophones et francophiles soit de la plus haute qualité, peu importe la région où vous travaillez. En tant que professionnels dans le milieu de l'éducation en langue française, vous assumez tous un rôle d'influence auprès de collègues, de parents et d'élèves. Cette influence varie certainement d'une personne à l'autre dépendant de son niveau d'éducation, de ses expériences, de sa réputation et de ses

croyances. Et surtout de ses convictions personnelles ! Mais peu importe votre niveau d'influence, vous réussirez toujours à convaincre parce que vous êtes vous-même convaincus. Et les succès que vos élèves obtiennent font preuve de votre conviction. Continuez d'approfondir le discours positif par rapport à l'immersion. Le pouvoir des mots est tellement puissant !

Le pouvoir des gestes l'est autant. En tant qu'intervenants dans le milieu de l'enseignement du français nous sommes convaincus de la valeur des programmes et des bienfaits pour les élèves et la société en général. Cette conviction, renforcée par des études telles que celle de Statistiques Canada, ne doit surtout pas nous monter à la tête au point où on n'écoute plus personne ou on fait fi des défis qui persistent. Plutôt, ses études nous fournissent des faits pour revendiquer ce qui contribuerait à l'amélioration des services éducatifs, à la rétention des élèves dans les programmes en français et à l'attirance des jeunes vers la profession de l'enseignement.

Le printemps est un bon moment pour évaluer l'année en cours, pour clarifier davantage les besoins et pour identifier les gestes à poser. Et qui mieux que les enseignants pour contribuer pleinement à une table de consultation. Invitez le personnel de coordination des

programmes en français de votre conseil scolaire à organiser une telle consultation. Assurez-vous d'avoir l'occasion d'offrir une rétroaction et des suggestions pour l'avenir, que ce soit en comité scolaire, en équipe pédagogique, individuellement par l'entremise d'un sondage, d'un questionnaire ou d'une fiche de réflexion. En tant qu'enseignants, vous êtes proches des élèves, des parents, de l'administration et de vos collègues. Que vous le reconnaissiez ou non, vous êtes en position de pouvoir et en position d'écoute. Rappelez-vous l'impact des mots et des gestes.

Le rôle d'agent de changement que vous assumez consciemment ou non vous mérite les applaudissements les plus chaleureux de la part de la communauté dans laquelle vous travaillez ! Vous êtes de ceux qui façonnez le Canada de demain. Soyez-en fiers !

Dans cet article, le générique masculin est utilisé sans aucune discrimination et uniquement pour alléger le texte.

### Synopsis

Although French Immersion programs continue to be successful in terms of results and parent expectations, teachers must continue to be agents of change, a role that has enabled the Immersion and Francophone programs to remain a popular choice.

— Paule Desrosiers

# New faces going places

The 2004 theme for the New Teachers' and Student Teachers' Conference held in February, captured the mood of the more than 400 participants who came from every corner of the province. Classroom teachers, in their role as facilitators, commented positively on the decision to integrate the two conferences, stating that the energy and enthusiasm of the new teachers with the soon-to-be teachers was ample reward for the hard work put into their workshops. Attendees enjoyed the variety of workshops dealing with curriculum, social justice and classroom management, and appreciated the hospitality of the organizing committee and that of the hotel staff.

## Why did you choose to be a teacher?

I enjoy working with all ages of children and youth, so becoming a teacher just seemed natural. The idea of influencing children and aiding them in learning new concepts is huge in so many ways. Now that I am a teacher, I look forward to making learning enjoyable for all learners!

**Pamela Chandler**  
Gill Elementary School  
Port Alberni

I chose to become a teacher because of my Grade 4 teacher.



He made learning fun and would go the extra mile to let me know he cared. He made a difference in my life, and as a teacher, I hope to pass on this gift he gave me. Mr. Araki, I thank you.

**Allison Goodman**  
Wildwood Elementary & Chilcotin Road Elementary Schools, Cariboo-Chilcotin

I made the decision to become a teacher when I was overseas, teaching English in Japan. I'm really interested in science and in working with people, especially young people. Having a class full of students engaged in a lesson and seeing someone "get it" is very rewarding. Though I still feel like a student myself, I'm looking forward to making a career of this.

**Mike Richardson**  
Elphinstone Secondary School  
Sunshine Coast

## Who influenced you the most in your first year of teaching?

Being in at least five different departments in the school, I can say that the entire staff at Westview has given me a hand in surviving this year by appreciating my bizarre sense of humour.

**Tim Dilley**  
Westview Secondary School  
Maple Ridge

Valérie Taylor has influenced me the most during my first



year of teaching. She is a mentor to me—she helps me out with French resources and strategies on how to manage my class, and she is devoted to the students and the school. She has also helped me with writing report cards and integrating visual arts into the curriculum.

From my sponsor teacher, Monique Thibault, I have learned classroom routines and many useful strategies to help students learn French.

They have both greatly influenced my teaching style and philosophy.

**Chantal-Liette Jobin**  
École Central of the Arts  
Fort St. John

My sponsor teacher. I still talk to her from time to time, and I can always ask her for advice on anything. She always gives her honest



opinion. She is knowledgeable and has a good, ethical teaching philosophy. She prepared me well for my first year of teaching in terms of the most effective classroom-management strategies, and, most important, how to keep a sense of community in my class. Thanks, Sylvia!

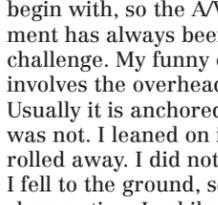
**Bethony Lam**  
Sandy Hill Elementary School  
Abbotsford

The staff at Glenwood Elementary School in Maple Ridge. I was a TOC for three years. From my first few days at their school, the staff at all levels were welcoming in the staffroom and just making sure my day was OK. Even though I didn't officially have a home school, the staff made me feel I was one of them.

**Jen Sens**  
Fairview Elementary School  
Maple Ridge/Pitt Meadows

## What was your funniest experience in your first year of teaching?

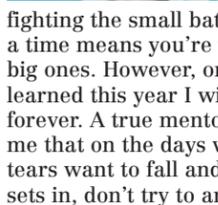
When all of your classes are taught in different rooms, you often do not have any consistency with the equipment. I am quite the klutz to



begin with, so the A/V equipment has always been a challenge. My funny experience involves the overhead projector. Usually it is anchored; this day it was not. I leaned on it and it rolled away. I did not go with it; I fell to the ground, seemingly in slow motion. Luckily, I'm used to being embarrassed, and, of course, the students laughed hysterically.

**Kristy Abel**  
Westview Secondary School  
Maple Ridge

Throughout my first two years, I have learned many valuable lessons: never turn your back, never make promises you can't keep, and fighting the small battles one at a time means you're winning the big ones. However, one lesson I learned this year I will carry forever. A true mentor once told me that on the days when the tears want to fall and frustration sets in, don't try to analyze it or figure it out, just say these few words: Be quiet and colour!



**Kylie Philpotts**  
Marie Sharpe Elementary School, Cariboo-Chilcotin

## The most important lessons I learned in my practicum.



- Three fingers in your face mean washroom (W).
- Change the name of the dog when reading aloud the Secret World of Og from Osrick to Osrick.
- Don't have an observation on cupcake day, tacky-dress day, or party day.
- Be careful of the vowel pairs you ask the class to make into words on the board, e.g., oo or ee.
- Don't write directly on the overhead glass.
- Get someone to help you photocopy transparencies; appreciate the secretaries.
- Laugh, laugh, laugh!

**Judith Hightower**  
Student teacher, Blakeburn Elementary School, Coquitlam

## Student Vote 2004 deserves our support

Student Vote 2004 is an organization dedicated to engaging young people in the Canadian democratic process. It is endorsed by Elections Canada and teacher organizations across the country.

Student Vote was highly successful in encouraging student participation in electoral activities during the 2003 Ontario provincial election. Over 335,000 students in more than 800 schools across Ontario voted for candidates in their school's electoral district and some assumed the roles of returning officers and poll clerks. Seventy-five percent of the students who participated said they plan on voting in the future, a reversal of the current low voter turnout in the under-25 category.

Student Vote 2004 will provide non-partisan instructional resources, posters, and other support materials to middle and secondary schools at no cost. Schools across Canada are encouraged to participate in Student Vote 2004. More than 1,000 schools

have already registered. To register, call 1-866-488-8775 or visit [www.studentvote2004.ca](http://www.studentvote2004.ca).

### CanWest Global liked the idea

Two young organizers of Student Vote 2004 travelled across the country building support for their initiative. They met with representatives of trustees, teachers, parents, the media and community leaders. They thought they had the support of media representatives. However since the tour, CanWest Global, owners of many of the newspapers and TV and radio stations across Canada, have announced their own version, called Youth Vote 2004. CanWest Global refused to cover the media conference in Ottawa announcing Elections Canada's endorsement of Student Vote 2004.

Support and participate in Student Vote 2004. It is open, democratic, and endorsed by BCTF, CTF, and Elections Canada. **Do not support Youth Vote 2004.**

## Charter for Public Education network

by David Chudnovsky

The Charter for Public Education was published last year. Now the charter principles will be put forward by a new, membership-based organization.

The new Charter for Public Education Network brings together for the first time in British Columbia all those individuals and groups committed to the principles of public education. The network:

- advocates for strong, stable public education in British Columbia.
- develops and presents workshops on topical issues concerning advocacy and education.
- lobbies, communicates, and speaks out for learners.
- models participatory democracy, accessibility, and equity in all its activities and projects.
- organizes conferences where supporters of public education can learn from their diverse experiences and share their knowledge and wisdom.

- promotes fully funded, equitable, accessible public education.
- publishes articles and studies and intervenes in the media to defend the principles of public education.
- sponsors respectful debates and discussions on the issues facing public education in B.C.
- works with colleges and universities to carry out research that illustrates the value of public education.

The principles of the network are based on the Charter for Public Education. The charter, published in 2003, was the result of public hearings in 42 communities across British Columbia. In more than 620 submissions, British Columbians expressed their dreams, hopes, and vision for their communities and their learners.

Teachers, parents, students, school trustees, business people, and others have already joined the network. The charter web site, [www.charter.publiced.ca](http://www.charter.publiced.ca), is a wonderful resource for those interested in advocating for the principles of public education.

### Join the charter network

Fill in the form below and mail it to:  
The Charter for Public Education Network,  
Box 380, 916 West Boardway, Vancouver BC V5Z 1K7

Name \_\_\_\_\_  
Address \_\_\_\_\_  
Telephone \_\_\_\_\_  
E-mail \_\_\_\_\_

- I am enclosing \$20 for an individual membership  
 I am enclosing \$10 for a student, senior, or unemployed membership  
 I am enclosing \$100 for an organizational membership (local or regional organization)  
 I am enclosing \$250 for an organizational membership (provincial or national organization)  
 I am enclosing \$\_\_\_\_\_ as a donation to the Charter for Public Education Network.

Make all cheques payable to: Charter for Public Education Network.  
Contact the Charter for Public Education Network at the above address, e-mail us at [charter@publiced.ca](mailto:charter@publiced.ca), or visit our web site at [www.charter.publiced.ca](http://www.charter.publiced.ca).

## Teachers' tips

by Steve Naylor

**N**ever have students needed our skills as teachers more than they do now, in Campbell's B.C. As the B.C. Liberals continue to make our work more difficult by increasing class sizes, removing support workers, eroding social services, and attacking our professionalism, students come to us with questioning eyes, wondering how their needs will be met. As professionals, we continue to do the very best we can, despite the bleak circumstances under which we work. The following strategies are offered not as a way to increase our workload, but simply as a reminder of what we already know and do.

### Strategies to extend student thinking

- Call on various students, not just those with raised hands. The technique keeps all students on their toes.
- Utilize *Think-Pair-Share*. Give two minutes of individual think time, give two minutes of discussion with a partner, and then open up the discussion to the class.
- Remember *wait time*. Allow several seconds to pass after asking a question, even up to ten seconds or more for a higher level question.
- Ask follow-up questions. After students have offered answers, press for elaboration. Some useful follow-ups: Why? Do you agree? Can you elaborate? Tell me more. Can you give an example?

- Remember to withhold judgment. Respond to student answers in a non-evaluative fashion. Say *thank you* after a response to indicate you appreciate the fact that the student responded.
- Ask for a summary to promote active listening. When a student answers a question, the rest of the class may feel off the hook. Try asking, Bob, can you please summarize Jane's point.
- Survey the class. Sometimes it is more effective to ask students to raise their hands collectively rather than to focus on one student. Consider such questions as How many of you agree with the author's point? and Who still has questions about this topic that need to be answered?
- Ask students to call on other students. You do not need to be the only one to ask students to respond. Try such questions as, Richard, will you please call on someone else to respond? and Betty, will you ask someone to read an answer for question number two?
- Play devil's advocate. By taking an unpopular or a different point of view in a discussion, you may inspire students to rise to the challenge or to defend their reasoning against contrary points of view.
- Ask students to *unpack their thinking*. Show the students how you arrived at your answer or opinion. This technique is often called *Think Aloud*. Then ask students to do the same. Randy, how did you arrive at this conclusion? is a question worth asking.
- Ask students to create their own questions. Once students realize that they have the opportunity to ask questions, the sky's the limit. Giving students a

framework upon which to formulate questions will improve their questioning techniques. For example:

*Right there questions.* The answer is in one place in the text. For example, Where did Martin Luther King Jr. give his "I Have a Dream" speech?

*Think-and-search questions.* The answer is found in several sentences, paragraphs, or pages of the text. For example, Give three reasons why Martin Luther King Jr. feels that African Americans were issued a blank cheque by the white majority.

*Author-and-you questions.* The answer to the question is an inference. The answer is not stated directly but is implied by the text. For example, Why does Martin Luther King Jr. tell the protesters to go back to their homes?

*On-my-own questions.* The question is asked before students read, view, or discuss. After the reading, the students must re-evaluate their answers. For example, ask students, What dreams do you have that you hope will be fulfilled before you die? Then have them read Martin Luther King's "I Have a Dream."

• Cue student responses. Often students feel there is only one correct answer when in fact there is a range of correct answers. Cue students that you are looking for a range of thinking by asking, What might be a reason that the character did what she did? and What are some of the political, social, or individual actions that led to World War I?

Steve Naylor teaches at Salmon Arm Senior Secondary School, Salmon Arm.

# English 11 and life lessons

by Karen Larsen

**B**ob Kirby was a talented and an innovative English teacher. I liked him, and I enjoyed the time in his English 11 class. But I wasn't passionate about *To Kill a Mockingbird* or Shakespeare's plays. I preferred flirting with the boy in front of me, gazing at the maple trees outside, and admiring my teacher's crisp

*He wanted his students to write for a purpose, and with an audience in mind.*

oxford-cloth shirts. English wasn't my passion, and I didn't always pay attention during class. Our major term assignment was a "contract" package. Today's teachers would dub it a writing portfolio, but that jargon had not hit Burnaby Central in 1975. Kirby gave us a big list of assignment options (character sketches, chapter logs, narratives, and more). Each assignment had a corresponding point value. We had to choose exemplars of our work, submitting samples that totalled 100 points.

Part of the contract was the choice to write a verse or to analyze the meaning of a published poem. I hated writing poetry, but it seemed the lesser of two evils, since the analysis option allowed the possibility of misinterpretation. I penned a sappy ode entitled "Nothing Is More Precious Than My Mother's Love."

Weeks later, I grinned at the 92 boldly printed in red on my paper. Kirby's "See me to chat about your assignment" surprised me. Discuss my work with a teacher? How unusual.

*I realize that Kirby's lessons went further than the English 11 curriculum...*

I hung around his desk until he finished bidding goodbye to his students. He placed his well-polished loafers on the wooden

desk, crossed his legs, and leaned back in his chair. "Did you show this poem to your mother?" he asked.

"No," I replied. "Why not?" he wondered. "I didn't have time before the assignment was due," I lied.

"It's a lovely tribute to your mom, and I think she'd be touched if she read it."

"Okaaaaay...if you think I should show her, I guess I will." I couldn't wriggle away fast enough.

I was secretly thrilled that Kirby had spoken with me about my writing. I thought that grading papers meant checking the spelling and grammar, not musing about the underlying meaning. Furthermore, that was the first time since elementary school that the notion of showing written work to someone other than the teacher had surfaced.

I didn't show my mom the poem, though. It's still in my house, somewhere among the buried treasures of the basement. In our family, we have never spoken openly about the emotions we feel for one another, so the verse remains hidden. Even though my teacher promoted sharing, I wasn't ready for it.

*Maybe I should have paid more attention during English 11.*

Kirby had a point, although I'm not sure that I understood it at the time. He wanted his students to write for a purpose, and with an audience in mind. He encouraged me to go beyond the authority reader to share my thoughts with an ally reader. Looking back, as a mature woman and a teacher myself, I realize that Kirby's lessons went further than the English 11 curriculum; they extended into the personal realm and taught about human interaction as well as reading and writing. Maybe I should have paid more attention during English 11.

Karen Larsen, a Langley teacher, is currently on leave.

## Guatemalan teachers win improvements

**T**eachers in Guatemala were on strike for 52 days at the beginning of 2003. They were seeking improvements for children, reform of the education system, and improved salaries and working conditions for teachers.

*Acevedo was unable to get to Vancouver.*

The BCTF contributed \$10,000 to a support fund to assist the teachers. To hear a report on the results of the teachers' struggle, the general co-ordinator of the Guatemalan Teachers' Assembly, Joviel Acevedo, was invited to speak at the BCTF's AGM.

*...the U.S. required that the applicant have a high salary, have bank accounts, and own property, among other things.*

Unfortunately, Acevedo was unable to get to Vancouver. While he had a visa from Canada, he also needed a visa from either the U.S. or Mexico, because there are no direct flights from Guatemala to Canada. Both the U.S. government and the Mexican government rejected his visa applica-

tion to change planes in one of those countries.

Acevedo did send the BCTF a letter and the text of the speech that he would have given, and they were read to the AGM. He pointed out that to issue a visa, the U.S. required that the applicant have a high salary, have bank accounts, and own property, among other things. None of these is possible for a Guatemalan teacher.

*The teachers were able to get the government to add \$118 million a year to the education budget.*

He pointed out that "a teacher in Guatemala lives from day to day on his salary. The majority of us do not own real estate, much less our own home, nor do we have bank accounts—the meagre salary we earn is all spent on food for our families and other basic necessities—we have nothing left to save." The impact of this is that "we teachers and trade unionists are no longer able to leave the country to participate in events or to receive training, much less for a vacation."

His speech did outline some of the gains that had been made from the strike. The teachers were able to get the government

to add \$118 million a year to the education budget. That allowed for "benefits such as a

*The government also agreed to listen to teachers.*

desk for every student, a reduction of user fees, repairs to dangerous and collapsing schools, and hot breakfasts for children in the rural areas."

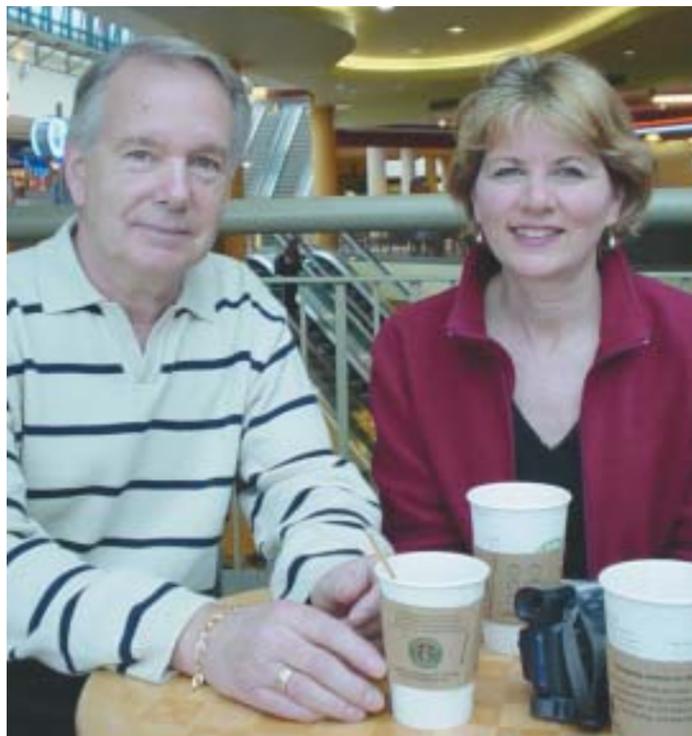
The government also agreed to listen to teachers. It "agreed to create a bi-partite commission made of teachers' delegates and representatives from the ministry. The commission will have the task of developing proposals for redirecting the education reform."

Teachers also won a salary increase of \$25 a month. "This does not sound like much," he said, "but when you earn only \$250 a month, it makes a difference."

AGM delegates were very moved by the messages and voted to have the BCTF place strong objections with the U.S. and Mexican embassies.

The letter and the speech are available on the BCTF web site at [www.bctf.ca/Social/isp/index.html](http://www.bctf.ca/Social/isp/index.html).

— Larry Kuehn



Bob Kirby and Karen Larsen

# Your new executive

*The 2004–05 BCTF Executive Committee, (l-r) back row: Val Windsor (member-at-large), Neil Worboys (past president), Irene Lanzinger (first vice-president), George Popp (member-at-large), John Chisamore (member-at-large). Front row: Kathleen Thomson (member-at-large), Fran Robinson (member-at-large), Jill McCaffery (member-at-large), Jinny Sims (president), Susan Lambert (second vice-president), Jim Iker (member-at-large).*



PETER OWENS PHOTOS



*Neil Worboys accepts congratulations and thanks from B.C. Federation of Labour President Jim Sinclair.*

## Beginner's mind: First time at the AGM



by Keith Parson

It is said in Zen that “in the beginner’s mind there are many possibilities, but in the expert’s there are few.”

If you have never been to the Annual General Meeting of the BCTF, I urge you to attend at least once in your career. I’ve been a teacher for more than 20 years, and this was my first time. I’m sorry I waited so long.

I learned about the process of decision making, involving 700 delegates from across B.C. It is orderly, democratic, and fair. Resolutions, recommendations, motions, and amendments rolled along one after the other under the careful guidance of the chairpersons. I observed

delegates who are seriously committed to public education and who spoke with sincerity and determination. It made me hopeful for the future. I saw how teachers care about other people when they demonstrated support for social justice initiatives. I got to know the names of BCTF executive members and how they are elected. It seemed to me that the AGM is more about political awareness than politics. Everyone understands how important it is to stay united in the face of our current difficulties.

After it was all over, a few days later, I found I had a renewed respect for my profession and my own life’s activity. I want to thank all the delegates who worked so hard. I thank my friend, Philip Wong, who recommended that I go. And I thank Neil Worboys, for his years of hard work on our behalf!

To teachers who have never been to the AGM: If you are a beginner like me, what would your possibilities be?

*Keith Parson teaches at William F. Davidson Elementary School, Surrey.*

*I think the provincial election on May 17, 2005, is very important for public education because the future of our children is at stake. The B.C. Liberal government, in their plans to privatize public education, have adopted an agenda that attacks teachers, attacks public education, and puts our students at risk. Teachers, along with the many other proponents of public education, must work tenaciously to elect MLAs who support public education and who realize the importance of our most valuable resource: our children.*

*I plan to participate in the provincial election by encouraging friends, colleagues, and neighbours to become more aware of the issues and the importance of electing a candidate who will not attack the most vulnerable people in our society, candidates who will not attack public education, candidates who will support the Charter for Public Education, and candidates who will not treat workers in their province vindictively.*

*I am committed to that end.*

*I hope my local and the Federation will take the initiative to elect candidates who support public education. Now is the time to dedicate support, financial and other, to MLAs who will uphold the ideals of public education, restore adequate funding, and address the welfare of students and teachers.*

*– Gary Coons, Prince Rupert*



## Planning for the election

*I think the provincial election on May 17, 2005, is very important for public education because the people who have been most negatively affected by the policies of the current government are the most vulnerable and least able to speak for themselves. They include our children, who are suffering from a multipronged attack by the government on school districts, teachers, single mothers, services for women and children living with domestic violence, child and youth access to community services, affordable healthcare, equitable access to tertiary education, and child-labour protection.*

*I plan to participate in the provincial election by helping the candidate who has been unselfishly committed to, and has a proven track record of having served the needs of children, someone who understands that our local, national, international, and global politics have a direct bearing on the well-being of every child in every home in B.C. I would be a very poor role model to our children if my actions did not support my policies.*

*I hope my local and the Federation will:*

- urge members to become candidates.
- provide support for those candidates.
- support and endorse other candidates of the type described above, of any political party.
- educate members on the need to be involved in the governance of our lives, our profession, our province, and our country.

*– Pummy Kaur, Surrey*

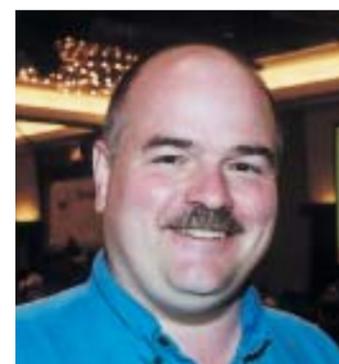


*I think the provincial election on May 17, 2005, is very important for public education because it will provide an opportunity for every teacher to judge the government’s educational record. Teachers rarely vote as a block, but they do vote. They vote for candidates who value and support their work, their students, their schools, and communities. Voters, including teachers, are knowledgeable and sophisticated. In 2005, they won’t be fooled a second time on educational issues.*

*I plan to participate in the provincial election by exercising my skills as an educator. I’ll educate my students to the importance of registering and voting on election day. I’ll educate parents and others to share with me their opinions and educational concerns. I’ll continue to educate myself by identifying which candidate’s educational policies best support public education. I’ll provide financial support to the campaign, and become actively involved.*

*I hope my local and the Federation will recognize our strength comes from classroom teachers. I support collective political action that is focussed, and brings results. A successful conclusion to bargaining in 2004, with gains in salary, benefits, language, and other issues, might well be the best preparation for May 17, 2005 that the BCTF can make.*

*– Paul Steer, Delta*



## On being well

## What is your passion?

by Julia Johnson

There are many ways to think about the word *passion*. The dictionary specifies six situations for its use, most of which relate to emotions. In general conversation, *passion* is often used in the context of intense enthusiasm for a cause or an object. In the classroom, teachers are highly motivated and passionate about the subjects they teach; they are uniquely creative and passionate about the methods, strategies, and techniques they use to facilitate the learning of the curriculum; and they are empathetic and passionate in their interactions with their students. Outside the classroom, many teachers passionately engage in activities regarding social justice, health and safety, working and learning conditions, politics, and professionalism. In the larger world, individuals work untiringly and passionately on saving the rainforest and the oceans, protecting flora, fauna, and the ozone layer, granting amnesty for political prisoners, raising money for medical research, exposing corruption in all levels of economic and political structures, and fighting for human rights in Third-World countries. There are many things and causes to be passion-

*No passion, cause, or thing is as important as our body's need to be well.*

ate about, and during one's lifetime, one's passions change. In my youth, I was passionate about play and the time I spent with friends. When the age of responsibility dawned, I became passionate about my teacher training, my new husband, and the subsequent family we created. Over time, teaching became my passion, along with the diverse personal interests I pursued as an adult. Recently, a chance encounter with a recovering addict made me ponder the things that become one's passion.

The gifted classical musician, without fear and with frank openness, described to me his current unhealthy state, and during our conversation, I was deeply moved by the passion with which he spoke of his commitment to regain his health. Very simply, gently, and with directness, he said, "I am doing whatever I can to be healthy again. It is a full-time job." Those words have been playing in my mind. "I want to be healthy again. It is a full-time job."

The World Health Organization and the media let us know regularly that personal health across all age groups is today's global issue. Strange how our health, our lack of it, has become a global issue, when one considers that most of us entered the world with good health. So, how did our health become a global issue and maintaining good health a full-time job?

In the beginning, with the gift of life, we were given an awesome body to house our unique abilities and spirit. We had a responsibility to respect, to preserve, and to protect our gifts. But no one told us that. No adult, in our lifetime of educa-

tion or mentorship, has impressed upon us the message that one's body is a sacred place. Instead, we have grown up believing that our personal desires and our ambitions have greater value in our life's journey than the value we give to our body. As a result, our body has suffered from neglect, ingested toxins, and emotional and physical abuse that, over time, has damaged our cells, organs, hearts, minds, and souls. We ravage our body with no thought to its sacredness as we live the drama of our lives pursuing careers, causes, things, and passions that take us away

*...it is our very best thinking that has got us to this place, so in order to get a different outcome, we need to change our minds.*

from caring for the very thing that gives form to our life.

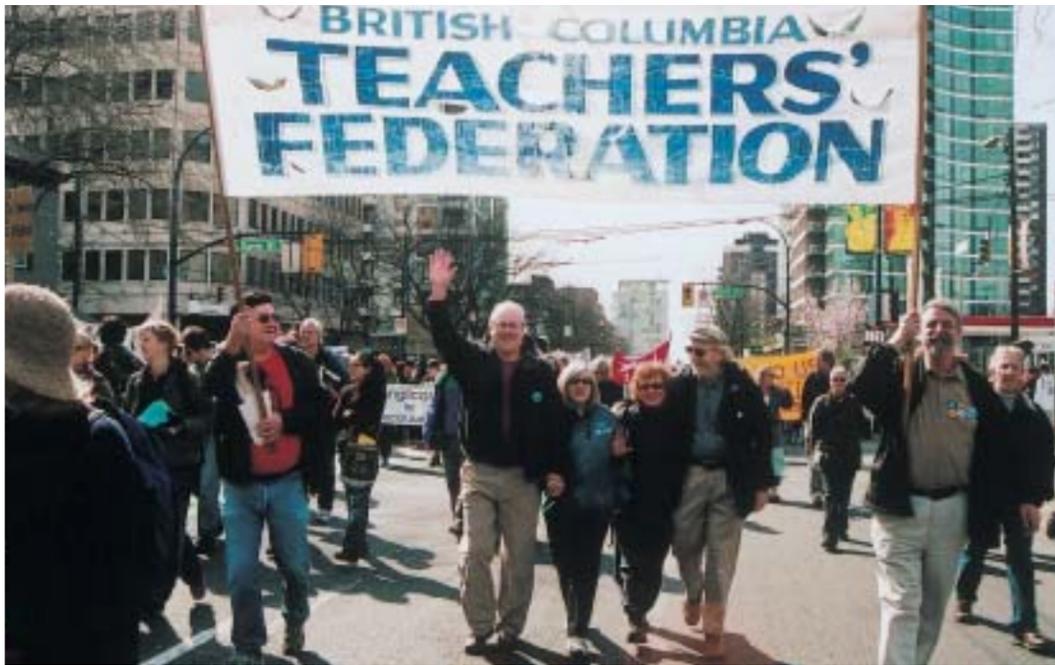
What I have come to understand from this reflective journey about passion is this: We are on the wrong path. We take the health of our body for granted even though we know that without healthy bodies, minds, and souls we will not be able to use the talents and creative energy we were given to do the great things we were born to do. No passion, cause, or thing is as important as our body's need to be well. It seems, however, that this message speaks to our hearts only when disease comfortably makes a home in our body.

In light of the fact that personal health is now a global issue and heart disease, cancer, AIDS, and obesity are its greatest threats, it is time to give some thought to living our lives differently. Paraphrasing Dr. Wayne Dyer, it is our very best thinking that has got us to this place, so in order to get a different outcome, we need to change our minds.

*If we do this, then we will learn to walk and talk the path of reverence in all that we do.*

If we were taught from the moment of our birth to value the sacredness of the body we're given, then our greatest passion would be to take care of it. With the house of our heart, mind, and soul in order, we would be better equipped to use our special abilities to change our sick world to a healthy one. If our personal health becomes a priority in the choices we make, then it will make sense to teach everyone we know, and especially our young, about the sacredness of our bodies, the sacredness of life, the sacredness of relationships, and the sacredness of all life on the planet we share. If we do this, then we will learn to walk and talk the path of reverence in all that we do.

Julia Johnson, a learning resource teacher at Red Bluff School in Quesnel, is a BCTF PD wellness associate, [johnsonj@abccom.bc.ca](mailto:johnsonj@abccom.bc.ca).



BCTF members join the 15,000 people Walking for Peace on the anniversary of the U.S. invasion of Iraq.

## Power to the people: Citizens' assembly

by Allan Flemons

In British Columbia's 1996 provincial election, the Liberals won the popular vote but did not form government. As a result, their party platform leading up to the subsequent provincial election in 2001 promised a complete review of the electoral process. Although the Liberals won that election with 77 or 79 seats and 57% of the popular vote, they carried through on their platform promise.

That is why, last fall, I received an invitation in the mail. I'd been randomly drawn as a potential candidate for the B.C. Citizens' Assembly on Electoral Reform. I was to respond by a certain deadline or lose my opportunity. I usually respond to anything resembling junk mail by recycling, but for some reason I put that one aside. A week later, I took the time to read it and research it; then I put it aside again. Finally, on the deadline day and with family encouragement, I faxed the necessary reply, and the selection process started.

Eventually I became New Westminster's male representative on the B.C. Citizen's Assembly on Electoral Reform. The assembly comprises 160 people: two First Nations representatives plus one male and one female randomly selected from each of the 79 electoral ridings of British Columbia.

The assembly is to study electoral systems within a framework of converting

election votes into seats (MLAs). If the assembly considers another system to be superior to the present "first past the post" system of elections, it will make a recommendation to the attorney general, who must act on that recommendation by including it as a referendum question for the May 17, 2005, provincial election. If voters approve the referendum, the government must act on the recommendation in time for the 2009 election. British Columbians may have a new electoral system—one recommended by a group of ordinary citizens!

I've just completed the *learning phase* of the process, which involved meeting for a day and a half over each of six weekends between January and March. Participating in such a democratic process involving ordinary people from throughout B.C. in learning about electoral systems has been a unique experience.

You can become involved, too. I want to draw your attention to our web site: [www.citizensassembly.bc.ca](http://www.citizensassembly.bc.ca). The site contains backgrounders, links to lesson aids, glossaries, etc. Anyone doing a unit on democracy, elections, government, communities, etc., will want to visit.

I also want to draw your attention to the *public discussion phase* of the process. During May and June, assembly members will be holding public meetings in 49 communities around the province. You can give input on the type of electoral system you want for

our province. And you can have your students make presentations on what they want for their future. You don't have to give a presentation to attend the public hearing; you can also just observe. The sessions will be advertised in the local media, or you can check the web site.

The hearings are a wonderful way for teachers and students to become part of history. We have not had electoral reform in this province for more than 100 years. Times may have changed, but our election processes haven't. We are going to be part of that change. Imagine what the results could be—perhaps a government structure that responds to all citizens, or MLAs that are required to represent their ridings by having the courage to go against party lines, or governments that stick to election platforms, or voters that have confidence that their votes do count and make a difference.

Nowhere in the world and at no time in history have ordinary citizens come together to work on electoral reform. Usually it's government appointees, royal commissions, judicial councils, and the like. This process is truly significant. There is no government interference. The assembly's recommendation must go to the citizens of this province for referendum. At that point, it's power to the people. Whatever the result may be, it will be the right one.

Allan Flemons teaches at D.W. Poppy Secondary School, Langley, and resides in New Westminster.

## B.C. Liberal education legacy

Since the B.C. Liberals came to power in 2001, they:

- introduced \$3 billion in tax cuts that went mostly to the top income earners and corporations. The top 8,000 income earners receive more than \$200 million a year thanks to those tax cuts.
- declared education an essential service, contrary to standards adopted by the United Nations.
- removed class-size limits for Grades 4–12.
- increased class sizes for K-3.

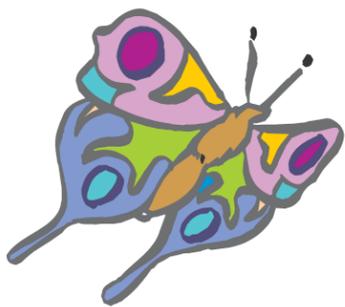
- eliminated protections for students with special needs.
  - stripped staffing ratios for specialist teachers.
  - took over the BC College of Teachers but provided self-regulation for car dealers.
  - reduced real per-pupil funding for 2004–05: \$143 less than in 2001.
- |                    |       |
|--------------------|-------|
| Student enrolment  | – 2%  |
| Teachers           | – 8%  |
| this includes:     |       |
| Counsellors        | – 10% |
| ESL teachers       | – 20% |
| Special education  | – 18% |
| Teacher-librarians | – 23% |

Due to their underfunding, 92 neighbourhood schools have been closed, displacing 14,000 students. Another 27 neighbourhood schools are threatened with closure for next year. That will displace another 5,000 students.

—Peter Owens

*The next provincial election is May 17, 2005. For more information, visit [www.bctf.ca](http://www.bctf.ca).*

# Another world is possible: World Social Forum, Mumbai, India



*A butterfly is one of nature's most beautiful creatures. So is a child. The butterfly flits from flower to flower for its sustenance.*

*Our children move constantly for their livelihood. Butterflies have very short lives. Street children have very brief childhoods.*

— Butterflies: A Program of Street and Working Children, New Delhi

by Jill Wight

A young woman hands me a brochure that asks "Did you have a happy childhood?" I read, "Many children living on the streets cannot even dream of one." Images of children, living on the street, working on the street, denied any semblance of a childhood, are just some of the images that flood back to me when I recall my recent journey to India.

My husband and I were in Mumbai (formerly Bombay) to attend the fourth annual World Social Forum, January 16-21, 2004. The first three forums were in Porto Alegre, Brazil. With 80,000 participants registered, it was the experience of a lifetime for me, a history and social studies teacher.

World Social Forum brings together academics and activists, mostly from the South, to analyze the failures of globalization and to build both regional and global movements to bring about a better world; hence the theme of the forum, *Another World is Possible!* The opportunity to learn about peoples' struggles from the people themselves was a humanizing and humbling experience. Did you know that after 25 years of war (dating back to the Soviet invasion), there is only one Kindergarten class in all of Afghanistan? One workshop entitled, "The New

Triad: India, the United States, and Israel" provided a sobering analysis of U.S. strategic interests in West Asia and of the new relationship of the Indian government, with its nationalist Hindu ideology, with fundamentalist Christians and Zionists in other parts of the world. I say "sobering" in that growing anti-Muslim propaganda worldwide was discussed throughout the forum. The rise of religious intolerance astounded me; it caught me unawares as I considered my privileged position in a country where teaching human rights education is not a subversive activity.

Despite the seriousness of the plenary and workshop topics, the mood of the forum was carnival-like, with its cacophony of sounds and kaleidoscope of colours. Groups from all over the world, but predominantly South Asia, engaged in impromptu protests against, for example, Coca-Cola's privatization of water in Kerala. Street dancers dressed in traditional regalia celebrated the spirit of camaraderie that pervaded the entire proceedings. And street performers conveyed the ongoing struggles of the Dalit (Untouchables) to be accorded equal treatment within Indian society.



The most powerful workshop I attended was the one organized by the Teacher Creativity Centre in Palestine and the National Teachers' Federation of Quebec. I learned of the ongoing struggle of Palestinian teachers to build a new, popular, and democratic education system. Teachers talked of the challenges of

*My thoughts took me back to the struggles of the people of South India against the privatization of water to Coca-Cola there.*

delivering an education to students within the context of the ongoing violence in the West Bank. In the last three years, 850 schools have closed. Some have been destroyed; others are being used as military bases. Many parents have stopped allowing their children to attend school because children, 2,500 of them in the last three years, are being injured in crossfire as they pass through as many as 10 to 15 checkpoints, taking hours just to get to school. Children complain of an array of medical problems; as well, they experience a lack of security and belonging that should be every child's right. Teachers note an

increase in violence among family members, as well as in schools, as the entire population struggles with rage, hatred, humiliation, and depression. How does one teach the rule of law when no rule of law exists in everyday life?

In response to this horrendous situation, the Teacher Creativity Centre is organizing an international conference, "Globalization, Education, and Social Change," in Ramallah, Palestine, for October 4-6, 2004. The conference, coinciding with World Teacher Day, will educate participants about the challenges faced by Palestinian teachers as well as about the need to develop human rights curriculum and methodology for use in the occupied territories. This is but one example of how talk is moving to action, as World Social Forum participants committed themselves to acts of solidarity well beyond the confines of the Mumbai Exhibition Grounds.

Back in the classroom now, I feel re-energized as I work to translate my experiences and new understandings for my students. As I stood before my History 12 students hours after my return to B.C., I held before me an article from that morning's *Vancouver Sun* that suggested a possible connection between a UBC contract with Coca Cola and the shutting down of water fountains on campus. My thoughts took me back to the

struggles of the people of South India against the privatization of water to Coca-Cola there. My understanding of the impact of globalization seemed more than merely academic, the connections clearer than ever.

Corporate globalization must be replaced by global strategies that include the more than 100 million primary-age children who do not attend school. They are the children who instead are embraced by organizations like Butterflies, small grassroots organizations that offer hope for those forgotten by the likes of the World Trade Organization, World Bank, and International

*"I have no time for pessimism; there is too much to be done..."*

Monetary Fund. One plenary speaker shared her perspective on current global problems in this way. She said, "I have no time for pessimism; there is too much to be done. I must be optimistic about the future. Maybe later there will be time for pessimism." In those few words, she summed up the mood of the 70,000 Indians and 10,000 foreign delegates who attended this year's World Social Forum.

Jill Wight teaches at Aldergrove Secondary School, Langley.



*Despite the seriousness of the plenary and workshop topics, the mood of the forum was carnival-like, with its cacophony of sounds and kaleidoscope of colours.*

*Groups from all over the world, but predominantly South Asia, engaged in impromptu protests against, for example, Coca-Cola's privatization of water in Kerala. Street dancers dressed in traditional regalia celebrated the spirit of camaraderie that pervaded the entire proceedings. And street performers conveyed the ongoing struggles of the Dalit (Untouchables) to be accorded equal treatment within Indian society.*

## Ten new BCTF lesson aids

**1 LA1071 The ABC's of English Grammar: A Twenty-First Century Handbook**, Ron Rothnie, M.A. 140 p. ©2003. Self-directed study containing basic information and rules of grammar, practice exercises, an answer key, a glossary, and an index. The objective of the book is to offer basics in the English language so learners can refresh, improve, or even gain new skills in spoken and written English. Grades 6 and up. **\$22.95**

**2 LA2002 The Interactive Social Studies Classroom** Student Centered Publications, 163 p. ©2004. The information in this book helps shift the responsibility for learning to the student and it develops a classroom where the student is an active participant. The book includes a rationale for incorporating the interactive process, a detailed explanation of the steps of the process, and forms for use when implementing the process, teacher evaluation, peer evaluation, and student reflection. Includes over 124 assignments for Grades 8–11 social studies. Activities also teach students social responsibility, academic and employment skills. Grades 8–11. **\$29.95**

**3 LA2037 The Middle East—Wall Map** Knowers Ark Educational Foundation, 69 cm x 91 cm map, ©2004, Second Edition. This full colour, double-sided, wall map/poster is a fact-packed education course on Middle Eastern issues and conditions and can be used for a fast-track orientation to Mid-East fundamentals. Side 1 is a high-resolution satellite image of the entire region from the Mediterranean to India. Side 2 includes detailed maps and charts of Iraq and Israel/Palestine; pre-1948 Palestine; Ancient Palestine-maps and historical chronology of 16 conquests since 1500 BC; West Bank; Gaza Strip; Oil and Gas; US Military Bases; International Treaties; Water systems-watersheds, pipelines, wells and desalination plants. Grades 4 and up. LA 2037A—Folded Wall Map **\$18**, or 2037B—Laminated Wall Map **\$35.45**

**4 LA9282 Our World**, Sonja E. Schild, 63 p. ©2003. This workbook includes worksheets, maps (26 blackline maps and eight colour maps), a project evaluation form and an answer key. It is suitable for elementary schools, home schooling, ESL students, and students with special needs. The first half of the workbook teaches students the basics of world geography using maps, charts, and illustrations. The second rein-

forces and tests students on the subject matter using pictures, crossword puzzles and games. It requires research and encourages creative thinking and problem solving. Grades 3–7. **\$26.95**

**5 LA3048 Calculus Manual 1: Function Definitions for Students**, E.E. Engstrom, 45 p. ©2003. This award-nominated calculus manual, "eye candy for calculus students" includes three chapters (with calculator computations). Chapter 1: functions, limits and rates of change; functions; function limits; strategy to use tangent lines to parabolas as slope predictors. Chapter 2: derivatives, derivative chain rule, derivative as rates of change, trig functions, derivatives of exponential and logarithmic functions, differentials, approximations, linear/quadratic, linear approximations, applications, derivatives: graphing/curve sketching, antiderivatives. Chapter 3: integral calculus, indefinite integrals, fundamental theorem of integral calculus, integration numerical. **\$18.95**

**6 LA8458 Math Activities on the Computer, Grades 1–3**, Produced by Evan-Moor Educational Publishers 80 p. ©1998. This illustrated book presents lessons that help young students practice mathematics concepts while they learn about and use computer drawing and keyboarding skills. Includes step-by-step directions for 26 lessons; reproducible templates for lessons; user-friendly manual; and computer skills checklist. Note that the book is produced in the USA and may contain some USA references. **\$19.95**

**7 LA8578 Take It to Your Seat Science Centers, Grades 3–4**, Produced by Evan-Moor Educational Publishers 192 p. ©2004. This resource includes 14 self-contained centers for science and literacy skills, are easy to make with step-by-step directions and include full-colour covers and tasks cards. Topics include science vocabulary, space, animals, plants, simple machines, energy, human body and forms of matter. The book is produced in the USA and may contain some US references. **\$22.95**

**8 LA9321 Butter Churns and Stern Wheelers**, Christine Galbecka and Alix MacNiel, 46 p. ©1999. This resource book about a farm boy's adventures in 19th century British Columbia includes readings and activities for Grade 4 and 5 students.

Focused on the B.C. Lower Mainland, the readings, exercises, and activities allow students to develop their critical thinking skills, extend their understanding of local history, and relate their life experiences to events in the story. Grades 4–5. **\$13**

**9 LA9328 Ontario: Land and People**, Bill MacDonald, 40 p. ©2000. This resource book, designed for Grades 4–6 readers, is filled with information and activities on the Niagara Escarpment, the Great Lakes, Sainte Marier-Among-the Hurons, the Loyalists, rural-urban changes, growing fruit in Niagara, inside a gold mine, pollution, Toronto and much more about Canada's most populated province. This book includes information and reproducible activities that develop reading comprehension skills through such topics as climate, natural resources and provincial capitals. Numerous maps are included to develop map skills. Grades 4–6. **\$14.95**

**10 LA2050 Sweatshops: Clothes**, Victoria International Development Education Association, 28 p. ©2001. This booklet examines who makes the clothes we wear, looking behind the labels to the realities of the most globalized industry in the evolving global economy. This resource book is a tool for education and action in the classroom, in campus, in the union movement and for the general public. This booklet is part of VIDEA's Sweatshops series focussing on the global production line and linking producers and consumers. Grades 8 to Adult. **\$7.50**

Many curriculum resources and information are available at [www.bcaltm.ca](http://www.bcaltm.ca).

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 Ave., Vancouver, BC V5Z 4P2 or telephone 604-871-2180 or toll free 1-800-663-0163, Local 2180, with a Visa or Mastercard. GST and postage/handling are included in the prices. Orders are sent by return mail. Lesson Aids office and display room hours: 9:00–5:00 Mon. to Fri. from Sept. to June; 8:30 to 4:30 Tues. to Fri. during July and Aug.; 9:00–12:00 on Sat. during Sept., Oct., Jan., and Feb. [bctf.ca/LessonAids](http://bctf.ca/LessonAids)

## PALAEO WEEK for teachers

July 19-23, 2004

A learning vacation just for educators!

Enjoy five days of field studies in geology and palaeontology. Take part in a real dinosaur excavation, make your own fossil cast, and explore the unique Alberta badlands!

**\$400.00 / teacher**

INCLUDES ALL SESSIONS, FIELD TRIPS, PROGRAM MATERIALS, LUNCHEONS AND EDUCATIONAL RESOURCES. TAXES INCLUDED. PRICE DOES NOT INCLUDE ACCOMMODATION.

CONTACT US FOR MORE INFORMATION

DIAL: 1-888-440-4240 (in N.America) E-MAIL: [tyrrell.bookings@gov.ab.ca](mailto:tyrrell.bookings@gov.ab.ca)  
PO BOX 7500 DRUMHELLER, AB T0J 0Y0

ROYAL TYRRELL MUSEUM

## Scholars in Residence

UBC's Faculty of Education is pleased

to announce this summer's series

of courses and public presentations

by scholars from the international

education community.

For more information about these courses, please visit <http://educ.ubc.ca/scholars/>



Faculty of Education  
THE UNIVERSITY OF BRITISH COLUMBIA

## Yours for the asking

### Free CAPP and Planning 10 resources

*bc.tobaccofacts* K–12 unit plans

*bc.tobaccofacts* is a tobacco-prevention resource developed and tested by B.C. teachers and the Ministry of Health and approved by the Ministry of Education. It is totally congruent with Personal Planning Grades 4–7 and Career and Personal Planning 8 and 9. Each grade level has lesson plans, overheads, student handouts, criterion-referenced evaluation forms, and background reading. Posters and brochures are also included.

A new *bc.tobaccofacts* will be available in September to accompany the Planning 10 curriculum.

*bc.tobaccofacts* 2003 evaluation results are now available for teachers.

### Video: Barb Tarbox: A life cut short by tobacco

This powerful antitobacco video can be used with the *bc.tobaccofacts* program in Grades 7 to 10. It features interviews and presentations given by Barb Tarbox, a 42-year-old former model from Alberta who was diagnosed with terminal lung cancer after a lifetime of smoking. She made it her mission

during the last months of her life to warn young people about the dangers of tobacco. More than 50,000 young people from across Canada heard her emotional address. Her antitobacco message lives on in this video. It is available in both English and French.

To order materials and resources, call Prevention Source BC, toll-free at 1-800-663-1880, or order online at [www.preventionsource.bc.ca](http://www.preventionsource.bc.ca).

### Law Courts Education Society

Two important new web sites for students:

- A kids' guide to separation and divorce (ages 5–12)
- A teen guide to parental separation and divorce (pre-teen and teen)

If one of your students is going through parental separation or divorce, you may find these web sites useful. They provide clear and objective information in a way that appeals to young people.

To visit the web sites, go to [www.familieschange.ca](http://www.familieschange.ca).

The Ministry of Attorney General developed the web sites with financial assistance from Department of Justice Canada.

## 88? Don't wait!

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 [bctf.ca/pensions/salary/LT-WithdrawalForm.shtml](http://bctf.ca/pensions/salary/LT-WithdrawalForm.shtml) to the BCTF Income Security Division.



## A Snapshot of Great Canadian Ideas

[www.unb.ca/spans](http://www.unb.ca/spans)

Along with homes and communities, schools are an important site for influencing the nutrition and physical activity habits of students. In response to increased concern about the health status of young people and the connections between student's physical health and academic achievement, interest is growing in strategies used by schools to promote student health. Researchers at the University of New Brunswick in partnership with Health Canada have launched a web site designed to provide interested individuals and/or groups with valuable resources to facilitate their efforts to improving physical education, physical activity and/or healthy eating in schools.

## Accelerate Your Teaching Effectiveness!

### The Summer Teacher Institute

Our 15th Annual Summer Teacher Institute for new and experienced teachers will be held at the Inlets Center in Calgary. The Inlets Center is located on the western edge of Calgary overlooking the mountains to the west.

Participants at this week long event will participate in a series of workshops that have been energizing teachers across North America since 1989. Each workshop is focused on helping teachers develop fluency with researched-based practical strategies and materials that are immediately applicable in any classroom.

#### Day Long Workshops:

- September - Getting the year started right!
- Managing Student Diversity - Meeting student needs in classrooms with multiple skill levels.
- Active Learning Solutions - How to maximize student success using a collaborative and co-operative learning process.
- Integrating Technology into the Classroom - How to make effective use of computer technology; including web sites, software and hardware.
- Proactive Classroom Management - How to get and reward the conduct you want rather than react and punish unwanted behaviors.

Presented by:



August 9-13, 2004

For more information call: Margann MacGregor at (403) 686-6601 or visit: [www.inlets.net](http://www.inlets.net)

**WILDERNESS EDUCATION PROGRAM**



Engaging young hearts and minds for the preservation and conservation of wild nature through indoor and outdoor education and wilderness experiences.

- In-school presentations
- Nature hikes
- Teacher workshops

K-12. Meets IRP outcomes

[www.wepbc.ca](http://www.wepbc.ca)

Bookings/Information:

e-mail [katy@wepbc.ca](mailto:katy@wepbc.ca)

Tel: 604-732-0509

**EDUCATORS B&B TRAVEL NETWORK**

educators hosting educators since 1986

**WHY 12,000 EDUCATORS TRAVEL WITH US**

- \* NEW FRIENDS
- \* GOOD TIMES
- \* FOND MEMORIES
- \* \$34 A NIGHT FOR 2

"WHY WOULD ANY EDUCATOR NOT JOIN?"

"Great Hosts!"  
"Beyond Price!"  
"We Love It!"

Visit the website to read members travel stories and to join

[www.educatorstravel.com](http://www.educatorstravel.com)

Box 5279 - Eugene, OR 97405  
(800) 377-3480

**INSURANCE INSTITUTE OF CANADA**

**INSURANCE EDUCATION INSTITUTE**

Register Today for an Exceptional Professional Development for Teachers of:

LAW • ECONOMICS • BUSINESS • SOCIAL STUDIES • FAMILY STUDIES • CAREER AND GUIDANCE EDUCATION

Teachers across Canada are invited to explore how insurance issues fit into their curriculum and how insurance careers may suit their students.

July 18 - 28, 2004

Wilfrid Laurier University, Waterloo, Ontario.

To learn more, visit:

[www.iic-iac.org/english/careers/teachers.html](http://www.iic-iac.org/english/careers/teachers.html) or call us at 519-884-0710 ext. 4106

**TUITION, ROOM, AND BOARD IS FREE.**



The 2-day Summer Literacy Institute

**Literacy Connections K-8: Comprehension Strategies**

**Stephanie Harvey & Debbie Miller**

August 26 & 27, 2004

Terry Fox Secondary, Port Coquitlam

\$195/ea or \$175/group of 5

For more information contact:

[kwright@sfu.ca](mailto:kwright@sfu.ca) or [bjkolbus@sfu.ca](mailto:bjkolbus@sfu.ca)



**Field Trips Free IRPs**

Honeybee Centre  
Surrey, B.C.  
604-575-BEES (2337)



**TAKE A SUMMER ADVENTURE**

...to where the kids aren't the only ones who get to play...

Cycle the Loire Valley and discover the delightful villages, chateaux and vineyards of France, sail along the Nile on a traditional felucca in Egypt, hike along the magnificent Great Wall in China, cruise along the stunning Turquoise Coast of Turkey, or follow the footsteps of the Incas and discover the lost city of Machu Picchu in Peru. Explore Worldwide offers hundreds of trips, appealing to all ages, interests and fitness levels to over one hundred countries.

Call today for your free 160-page copy of the Explore Worldwide brochure.



Westcan Treks / Fresh Tracks  
1847 West 4th Ave, Vancouver, BC Tel. 604-734-1066 1-800-663-5132

[www.westcantreks.com](http://www.westcantreks.com)



**MAKE LEARNING A TRULY WILD EXPERIENCE**



**AT THE GREATER VANCOUVER ZOO**

For more details check out our website at [www.greatervancouverzoo.com](http://www.greatervancouverzoo.com)  
Contact us at [edu@greatervancouverzoo.com](mailto:edu@greatervancouverzoo.com) or 604-856-6825 ext.28

**AutoSkill**

A helping hand for literacy

**Ready to Teach Your Students 'With' Technology?**

**AutoSkill Academy of READING®**

Basic→HS entrance Reading acquisition/recovery software

Included Student Training strands:

- Phonemic Awareness • Visual Matching • Auditory-Visual Matching
- Comprehension (including Life Skill's content) • Oral Reading

**AutoSkill Academy of MATH®**

Basic→HS entrance Math acquisition/recovery software

Included in Student Training strands:

- Numeration • Addition • Subtraction • Multiplication • Division
- Fractions • Equations • Measurement • Geometry • Graphing

**Why AutoSkill Software?**

- Canadian software with a 5-star independent rating
- Windows/\*Mac (Mac Math Spring/04); stand alone/networked
- Individualized instruction for single user/small group/class
- Grade 2-6 mainstream/remedial/gifted/ESL applications
- Jr/Sr/Adult core upgrading/ESL resources
- Comprehensive tracking/recording/reporting features
- Integrated placement, screening and diagnostic training
- Manageable student time requirements
- Flexible staff training options
- No annual/renewal fees or modules to purchase

Contact: Eric MacInnis, M.Ed  
Edu-Skills Services Inc.  
Ph: (403) 844-8490  
Fx: (403) 844-8480  
[eric\\_edu@telusplanet.net](mailto:eric_edu@telusplanet.net)



Visit AutoSkill at [www.autoskill.com](http://www.autoskill.com)

**APPLY ONLINE NOW** to receive priority consideration for positions in 2004! ★★★★★★★★★★★★★★ **CODE:60346**

**TEACH IN THE USA!**

VIF places qualified teachers in ten U.S. states, including Florida. You'll receive round-trip travel,\* a competitive salary, benefits, a full orientation, and unparalleled support. It's the best way to see the world while gaining cultural experience and professional development. Minimum requirements include teaching or related professional experience and teacher certification. Elementary Education, Math, Science, Special Education, French, Japanese and ESL teachers are encouraged to apply. E-mail us at [canada@vifprogram.com](mailto:canada@vifprogram.com) or visit [www.vifprogram.com](http://www.vifprogram.com). It'll change your life – as well as the students' – forever. ★★★★★★★★★★★★★★



\* Not available in Florida

**Environmental Education**



**FALL 2004 - NEW CERTIFICATE PROGRAM**

UBC's Faculty of Education and Evergreen offer a new 15-credit certificate program on creating and sustaining greener school grounds. It will involve:

- real-life school ground projects from food gardens to natural plant and animal habitats
  - nature studies, place-based & community-based education
- The first course is offered in Fall of 2004. For more information or to register, see

[www.oep.educ.ubc.ca/cert/cert\\_environmental.html](http://www.oep.educ.ubc.ca/cert/cert_environmental.html)  
[www.evergreen.ca](http://www.evergreen.ca)

or call UBC: 604-822-2013 or Evergreen: 604-689-0766

UBC intends to offer all continuing education courses, however it does retain the right to cancel courses with insufficient enrollment.



**The Great Canadian Shoreline Cleanup**



September 11-19, 2004

Join thousands of volunteers across Canada as we clean up our rivers, streams, lakes, and ocean shorelines. Supplies, educational materials and support are provided free of charge.

Register your school group for this national conservation event before August 14.

Call: 1-877-427-2422 (toll-free)

Web site: [www.vanaqua.org/cleanup](http://www.vanaqua.org/cleanup)

A VANCOUVER AQUARIUM CONSERVATION INITIATIVE



**LOWER MAINLAND HIGH SCHOOL TUTORS REQUIRED**

for one-to-one in-home tutoring after school hours

Earn extra money!

**Teachers' Tutoring Service**

A collective of BC Certified Teachers

**604-730-3410**



**BCTF Members!**  
Finally a Summer School you will ENJOY

**Kokanee Springs Golf Resort Presents...**  
**Summer Golf Schools**

5 nights in the Lodges of Kokanee  
5 days of lessons with our PGA professionals  
5 days of golfing with power carts  
Available: July 4-9, July 11-16, July 18-23,  
July 25-30, Aug. 15-20, Aug. 22-27

If you are a BCTF member, ask for our Special rate of **\$599 per person (reg. \$690), based on double occupancy, taxes extra. Max. 8 per professional, so grab a friend or bring a gang.**

Phone 1-800-979-7999 for full details or visit our web site  
[www.kokaneesprings.com](http://www.kokaneesprings.com)

 University of British Columbia  
Faculty of Education  
Department of Educational Studies

**MASTER OF EDUCATION DEGREE**  
In Educational Administration & Leadership  
On-campus and Cohort Formats

Dr. Wendy Poole, Coordinator  
[wendy.poole@ubc.ca](mailto:wendy.poole@ubc.ca) (604) 822-5462

[www.edst.educ.ubc.ca/programs/mea.html](http://www.edst.educ.ubc.ca/programs/mea.html)

Realize Your Leadership Potential

## TRAVEL/VACATION

**MAUI** Privately owned, beautiful fully furn. 2 bd., 2 bath condo, across from Kamaole beaches. Great complex, great location. 250-598-6955, F: 250-598-6965.

**KIHEI, MAUI** Large selection of fully equipped condos. Great beaches. Near shopping centre. Call Alf 604-291-1751, Fax: 604-291-9773, [kihei@telus.net](mailto:kihei@telus.net)

**WHISTLER** waterfront 1 bd. fully stocked condo. Newly renov., cozy, bright. 3 min. drive to village. Sleeps 4, Carol 604-209-7220.

**BLACKCOMB** Luxury, sleeps 4. ski in/ out. 604-929-6589, [www.at-blackcomb.com](http://www.at-blackcomb.com)

**FRANCE** privately owned, beautiful furn. 1 bd. central Paris; Provence lovely furn. house close to Avignon. Wkly/mthly. 604-738-1876 or 604-298-3904, [ir\\_roland@hotmail.com](mailto:ir_roland@hotmail.com)

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

**WHISTLER GETAWAY** Pinecrest Estates, 5 bd. 1400 sq.ft. cabin. sauna, deck with BBQ, fully equip. kitchen. D/W, W/D, wood stove (wood provided). Rates from \$170/nt. (seasonal). [glush@shaw.ca](mailto:glush@shaw.ca) or Jill or Gerry 604-936-3346.

**TOFINO** Chesterman Beach across the street. Cozy cottage, fully equip., avail. year-round, \$100/night (seasonal), \$80 off season. 604-581-3178.

**SUNSHINE COAST** (Halfmoon Bay) cozy cedar cottage, sleeps 4-6, fantastic ocean view, F/P, BBQ. Call 604-885-7606 or [www.blackberrycottagebc.com](http://www.blackberrycottagebc.com)

**QUEEN CHARLOTTE ISLANDS.** Fabulous "motherhip" kayaking, wilderness adventure, unforgettable experiences. 1-888-559-8317, [www.island.net/~archipel](http://www.island.net/~archipel).

**BLACKCOMB** Luxury 2 bd/loft, 3 bath, sleeps 7, ski-in/out. 604-940-0156.

**LONG BEACH** Furnished 2 bd. suite, sleeps 6. Pets on approval. Near Ucluelet, 10 min. drive from Pacific Rim Park. 250-726-2311, [www.island.net/~s-kayak](http://www.island.net/~s-kayak)

**WHISTLER** 1 bd. condo (Whistler Creekside) sleeps 4, F/P, hot tub, swimming pool, sauna. Kitchen fully equip. Undergr. parking. Close to lift and stores. Call early to book and avoid disappointment. Call Jan at 604-530-0958.

**MAYNE ISLAND** Sunny retreat, 2 bd. & loft, fully equipped, N/S, 1 blk. from Dinner Bay Park. Call 604-264-1855, 604-838-5995.

**WHISTLER**, Alta Lake Getaway. Tranquility, only min. from the village. Sleeps 6, F/P, canoe. Call 604-850-1017 or 604-941-7302. Visit [www.members.shaw.ca/ruhl](http://www.members.shaw.ca/ruhl)

**WHISTLER** Creekside townhouse. Sleeps 8, 2 baths, view of Alpha Lake. 604-535-3447.

**DISCOVER FRANCE ON TWO WHEELS!** Explore the river valleys of France, cycle through fields of sunflowers, past magnificent chateaux and picturesque villages. Guided by the unbound enthusiasm of a Francophile teacher, the 10-day tours depart July 7th from Burgundy; and July 20th and 31st to the Loire. [www.travellers-tale.com](http://www.travellers-tale.com), E-mail [info@travellers-tale.com](mailto:info@travellers-tale.com) Exclusive to Panorama Travel 1-800-320-3377, BC Reg #2683.

**QUALICUM BEACH.** Dandelion Cottage. offers a private holiday suite. 1 bd., full kitchen, quiet and peaceful. 1/2 block to beach. Daily or weekly. 250-752-5127 [www.geocities.com/dandelioncottageca/](http://www.geocities.com/dandelioncottageca/)

**MAYNE ISLAND.** Sunny retreat, 2bd. & loft, fully equipped, N/S, 1 blk. from Dinner Bay Park. Call 604-264-1855, 604-838-5995.

**WHISTLER** condo. Sleeps 4, views, close to village, all amenities. 604-943-9423.

**TIBET** cultural trek/tour. 30-days July 2004. Small group. Nepal, Mt. Kailas, Lhasa, Katmandu. [www.facetofacetraveltours.com](http://www.facetofacetraveltours.com) 250-247-7652.

**GABRIOLA COTTAGE** Private, 2 bd., sleeps 6, kitchen, yard, sandy beach access, ideal for young children, N/P, N/S. \$725 wkly. Call 250-247-9883, E-mail [boysens@shaw.ca](mailto:boysens@shaw.ca), [www.gabriolacottage.netfirms.com](http://www.gabriolacottage.netfirms.com)

**EDUCATORS B & B TRAVEL NETWORK** \$34 a night for two! 6,000 B&Bs worldwide. Educators hosting educators since 1986. "A great service, we were overwhelmed by the kindness and hospitality of our hosts!" David & Alice, both professors, Halifax, NS. See our complete membership directory and join online at [www.educatorstravel.com](http://www.educatorstravel.com) Box 5279, Eugene, OR 97405, 1-800-377-3480. Fun, Friends, and adventure with fellow educators!

**KELOWNA** Executive lakefront house, downtown, fully equipped, private dock, boat lift, sleeps 6-8, quiet area, avail. year round, [ManhattanPointVacations@shaw.ca](mailto:ManhattanPointVacations@shaw.ca), 250-762-8138.

**PARKSVILLE** Fully furnished townhouse, Rathrevor Beach. 3 bd., 3 bath, steps to sandy beach. [members.shaw.ca/twoodrent18](mailto:members.shaw.ca/twoodrent18), 250-727-6985.

**TRAVEL DEALS FOR TEACHERS**  
[www.memberstravel.ca](http://www.memberstravel.ca)

**COTSWOLDS-ENGLAND** 2 bd. cottage, 2 wks minimum, [cotswold@coultter.plus.com](mailto:cotswold@coultter.plus.com)

**TOFINO** Join us in the annual celebration of the migration of the Pacific Gray Whale: mid-March to mid-April. Ideally located on Clayoquot Sound, Cannery Retreat is a perfect base for the Whale Festival. Cannery Retreat is a fully equipped 1 bd. loft condo. Steps from restaurants, galleries, shops and whales! Adult oriented. N/S, N/P. Minimum 2 days. 1-888-492-6662.

**HORNBY ISLAND** Comfortable 2 bd. cabin for weekly rental during summer 2004. See <http://members.shaw.ca/scombs/cabin.html> for details.

**OKANAGAN** Vacation home, 2 bd., spectacular view, lake, beach, 0.7 acres, fully equipped, covered deck, laundry, min. from golf, tennis, 12 wineries. Rent by week July/August \$875. 250-498-4539.

**LOOKING FOR VACATION HOMES?** Visit beautiful Quadra Island. From cozy cottages in the woods to waterfront homes, check our choices [www.quadraislandvacationrentals.com](http://www.quadraislandvacationrentals.com)  
**www.gabriolavacations.com** Several oceanfront homes or cottages avail. starting at \$795/wk. or \$280/2 nights plus taxes. Call for detail at 250-247-8577.

**CHILCOTIN-WILD HORSE COUNTRY** Lakefront log cabins in beautiful Nemaiah Valley. Excellent fishing and hiking. Cabins \$70/nt. \$420/wk. ph/fax: 250-468-9948, [www.konilakeresort.com](http://www.konilakeresort.com)

**WHISTLER** 1 bd. condo in Creekside area. Very affordable rates. Comfortably sleeps 4. Call 604-209-7027 or e-mail [jo-anne.hibbert@telus.com](mailto:jo-anne.hibbert@telus.com)

**SAVARY ISLAND** 2 bd. deluxe water-view duplex, 100 level yds. to sandy beach. N/P. June-Sept. \$500-\$650/wk. 250-248-9215. Web: [www.vanislenset.net/savary](http://www.vanislenset.net/savary)

**PARKSVILLE BAY WATERFRONT** Private cabin: panoramic view, 1 blk to town. N/P. July/Aug. \$550-\$650/wk. 250-248-9215. Web: [www.vanislenset.net/maxwell](http://www.vanislenset.net/maxwell)

**ORCA-STRAIT** your summer with orcas of Johnstone Strait, N.Vancouver Is. spectacular wildlife cruises. Always an adventure. 250-245-4862, [www.bluefordcharters.com](http://www.bluefordcharters.com)

**RURAL** 5 bd. renovated farmhouse near Nelson, BC. Private sandy beach on Kootenay Lake. Bicycles, canoe, seasonal fruit. \$1575/wk. [www.nelsonbc.ca/adriennes/adriennes.html](http://www.nelsonbc.ca/adriennes/adriennes.html) Call 250-505-5031.

**SUN PEAKS RETREAT.** Almost new 2 bd. townhouse for rent in glorious Sun Peaks resort. House fully loaded, private hot tub on deck. Sleeps 6-8. Golfing, mountain biking, fishing, swimming, tennis, skiing. Year-round rates starting from \$120. Contact [italia@telus.net](mailto:italia@telus.net)

**INVESTMENT OPPORTUNITY** half share in 2 bd., 2 bath condo at Sun Peaks. Many extras. Call 250-554-6898 or 250-579-8879 for details.

**QUADRA ISLAND** waterfront view properties available weekly. March-Oct. Variable rates. 1-800-661-9441.

**lakeokanaganvistas.com**

**SAILWEST CHARTERS.** Tired of watching others enjoy our spectacular marine environment? Learn to sail! CYA "Cruise and Learn" packages for the Gulf Islands, San Juans, and Desolation Sound. [www.sailwest.ca](http://www.sailwest.ca), 250-755-1033.

**SHUSWAP LAKE.** Semi-waterfront trailer. June through Sept. Beach, dock, deck, BBQ. Near golf and marina. Sleeps 2. \$400/wk. 604-536-8647.

**SHUSWAP LAKE.** Semi-waterfront 3 bd. house. June through Sept. Beach, dock, boat anchorage, sundecks, BBQ. Near golf and marina. Sleeps 6. \$950/wk. 604-536-8647.

**PRAGUE** Painting, Photography, Workshop, Guided Tour or BnB, max. 8 persons, 1-2-3 wks/monthly, starting July 1. Lani 604-929-5414. [lani.jeffrey@shaw.ca](mailto:lani.jeffrey@shaw.ca), [www.laniportfolio.com](http://www.laniportfolio.com)

**WEEKLY RENTAL** Silva Bay, Gabriola Island waterfront 4 bd. home on 1 wooded acre. 2 bath, stone F/P, fully equip. kitchen, 1500 sq.ft. deck, overlooking the bay, and 60 ft. private wharf. Excellent for family get togethers. Lots of islands to explore, salmon to catch, seals and eagles to watch. 1 bd. studio also avail. Reduced rates May, June & Sept. 604-948-0070.

**RENT OR BUY** 1992 Parkmodel Trailer, Mt. Baker Foothills. Addition, Deck, Furnished, Landscaped, [www.laketyee.org](http://www.laketyee.org), [j.p.cambrey@shaw.ca](mailto:j.p.cambrey@shaw.ca), 604-538-6979.

**WATERFRONT HALFMOON BAY** 3 bd., 1600 sq.ft. home or 4 rm. rustic cottage on 1.5 ac. in Halfmoon Bay on Sunshine Coast. Just 15 min. from Sechart. Includes use of private dock and dinghy. Close to general store and government dock. 604-294-0033 or [www.krazymoosie.com](http://www.krazymoosie.com)

**WHISTLER** Waterfront 1 bd. fully stocked condo. Newly renovated, cozy & bright. 3 min. dr. to village. Sleeps 4. Carol 604-209-7220.

**OKANAGAN LAKESIDE HOME** by week, June to Oct. Large deck & dock. 604-937-3095, [c\\_jordan@shaw.com](mailto:c_jordan@shaw.com)

**DEEP BAY/VAN. ISLAND** waterfront, 3 bd., all amenities, Excellent beach. Peaceful. N/P. N/S. 604-943-7848.

**FRANCE** south languedoc small village house available for rent June/July/Aug., [swanshouseinfrance.com](http://swanshouseinfrance.com)

**STICKS and STONES** country cottage, Galiano Island, BC. Located in a quiet wooded setting, a modern, self contained, child and pet friendly cottage. Reasonable rates 1-877-303-3546 (toll free). Boat and Moped rentals discounted 10% for registered guests. [www.galianoadventures.com](http://www.galianoadventures.com)

**KELOWNA** Basement rm. kitchen & bathrm. Clean and comfortable with outside entrance. Weekly rental, May to Aug. \$150/wk. Ph/Fax: 250-763-7918, [paritha@shaw.ca](mailto:paritha@shaw.ca)

**ARTISTS' WORKSHOP:** Land Sea Charters hosting two 2-wk. voyages with artistic director Yvonne Maximchuk aboard the M.V. High Seas Drifter on the mid-coast of B.C. June 23-July 6 and Aug. 24-Sept. 6, 2004. See our website: [www.landseacharters.com](http://www.landseacharters.com). Email [info@landseacharters.com](mailto:info@landseacharters.com) or write Box 408, Sointula, BC VON 3E0 or ph: 250-974-8047.

**HORNBY ISLAND** Jewel of the Gulf Islands. Beautiful modern Japanese inspired West coast home. Open space plan. Kitchen, dining rm, living rm, 3 bathrms, 2 bd. with ensuites attached, wood burning F/P, outdoor shower situated in inner courtyard. Casual yet magical. 5 min. walk to sandy shores. 250-751-1963 or 604-732-3860.

**PARKSVILLE** Rathrevor Beach vacation! 2 bd. oceanfront condo, fully furn./equipped. Sandy beach, golf, trails. 250-949-6702.

**SUMMERLAND** cosy self-contained log studio suite, min. from the Okanagan's finest beaches, T/V, F/P, W/D, BBQ, queen log bed plus sofa bed. \$560/wk. July to Sept. Email for photos. [pepperdines@shaw.ca](mailto:pepperdines@shaw.ca), 250-494-9809.

**SEASIDE SUMMER COTTAGE** Quadra Island, very private & peaceful, great view, sleeps up to 8, full kitchen & bath, ocean access with canoe. Great base to do Quadra, Cortes, and islands. \$750/wk. for 4, \$10/night for additional guests. Call Pat/Sonya 250-285-2807, [sonpat@connected.bc.ca](mailto:sonpat@connected.bc.ca)

**KAMLOOPS** Log Home Bed and Breakfast. [www.bccanada.com/7837.html](http://www.bccanada.com/7837.html)

**KELOWNA** lakeshore, 1 bd. suite. Cooking facilities. Private. 250-868-0444.

## Italian Campaign Victory in Europe D-Day Liberation of Holland



Over the next twelve months, Canadians will commemorate the 60th anniversaries of a series of events which defined who we are as a nation and what we can accomplish together.

These anniversaries represent one of the last opportunities for large numbers of WWII veterans to participate in the commemoration of the proud history they helped create.

Celebrate these defining moments in the Story of Canada by hosting a Memory Project veteran to talk with your students about the anniversary, and share his or her own personal story of service and sacrifice.

Participating schools and community groups can win great prizes - books, computers and more!

Call the Memory Project at 1-866-701-1867 or email [memory@dominion.ca](mailto:memory@dominion.ca) to host a veteran visitor in the weeks surrounding these important dates in our historical calendar.

[www.thememoryproject.com](http://www.thememoryproject.com)



The Memory Project is an initiative of the Dominion Institute - a nationally registered charity dedicated to the promotion of Canadian history.  
Ce programme est également offert en français.

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

Vancouver Westside Residential Specialist



Dexter Associates Realty  
604-263-1144



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.

Client testimonials: "integrity," "flowed effortlessly," "documents meticulously prepared," "would unreservedly recommend her."

Make use of my 12 years experience to get the results *you* deserve.

**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](mailto:brackhaus@dexterrealty.com) [www.dexterrealty.com](http://www.dexterrealty.com)

# CLASSIFIED

**DISCOVER COLONIAL MEXICO** Visit UNESCO sites in Guanajuato, Oaxaca, Yucatan. Small groups, memorable experiences. EXPLORING retirement opportunities in San Miguel TOUR: July 11-19. [www.detours.biz](http://www.detours.biz), 604-736-2911.

**OKANAGAN** home on acreage, 10 min. drive from golf course, beaches and town. Fully furn. sleeps 6. Avail. July/Aug. \$750/wkly, \$2000/mthly. Also suitable for equestrian (max. 2 horses) Call Christa 250-494-4173 or [cklingler@ekno.com](mailto:cklingler@ekno.com)

**VACATION TIME** choose Cameron Lake in Coombs' Holiday Country, Vancouver Island (enroute to Long Beach, Pacific Rim and adjacent to Parksville & Qualicum Beach). Comfortable fully-equipped cottages in forested retreat, sleep 6, sun decks with BBQs overlooking sandy beach. Seasonal & specialty rate available. 250-248-6655 or [sharoncg@shaw.ca](mailto:sharoncg@shaw.ca).

**SALTSRING** Fully furnished 2400 sq.ft. 3 bd. waterfront home. \$1200/wkly. 604-942-7321, [jmoliver@telus.net](mailto:jmoliver@telus.net)

**CULTUS LAKE** 3 bd. cottage, 150 ft. to lake. N/P, N/S, avail. July \$700/wk. Phone 605-464-2890 or [delia\\_cooper@telus.net](mailto:delia_cooper@telus.net)

**COZY STUDIO WHISTLER** by River of Golden Dream, F/P, TV/VCR, fully equip. Sleeps 3, N/S, N/P. Avail. wkly, wkends and summer. Call Suzanne 604-931-8535, [sbilodeau@sd43.bc.ca](mailto:sbilodeau@sd43.bc.ca)

**SUNNY OKANAGAN** Guest room in Kelowna Mission. Lake view, pool, sauna. 3 wineries within 3km. \$500/wk. 250-470-9596.

**WHISTLER** "Veg" out by the pool! Soak in the hot tub! Enjoy summer at our 2 bd. condo. Stroll to the village. 5 days \$500 Mon-Fri. Wkends \$125/day. 604-926-4315.

**PUERTO VALLARTA** Beautiful, large, 2 bd. furn. condo, downtown, 3 blks from the Malecon (beach). Reasonable wkly rates, N/S. 604-608-4268, [dbemc@hotmail.com](mailto:dbemc@hotmail.com)

**SUNSHINE COAST** Cozy 1 bd. oceanfront suite in heritage home. Good dock. Enjoy Skookumchuk rapids, hiking, fishing, kayaking. \$400/wk. N/S. Susan 604-467-3978.

**GALIANO ISLAND** retreat. Escape to a quiet, serene 2 bd. getaway with views of Georgia Strait. Read, write or simply relax for a wkend, week or month at Manzanita Place. Call Margaret Ann at 604-309-6738 or email [margaretann.com](mailto:margaretann.com). See photos at [www.margaretann.com](http://www.margaretann.com)

**NANAIMO** heritage home, views, yard, grand piano, sleeps 5, centrally located, N/S, N/P, \$100/day, \$650/wk., June to Aug., 250-753-2827, [elorenz@island.net](mailto:elorenz@island.net)

**PROTECTION ISLAND** (Nanaimo) cozy cabin in cedar grove, 1 min. to beach, fully equipped, sleeps 7, ideal for children, \$85/day, \$550/wk., May to Aug. 250-753-2827, [elorenz@island.net](mailto:elorenz@island.net)

**NANOSE BAY** Harmony Breezes Retreat. . . on the beach. Beautifully furn. rooms with private baths, delicious breakfasts, glorious sunsets. Located near fabulous dining and shopping. Singles and couples welcome. Ideal for personal retreat. \$80 per. 250-468-7711.

**KELOWNA/VERNON** Furn. home 3+1 bd., 3 bath. Waterfront. Avail. Sept. 1 to June 30. \$1500/mo. incl. util. Wkly rentals. June-Aug. Contact [wllie\\_smith@telus.net](mailto:wllie_smith@telus.net) or 604-522-1282.

**GABRIOLA ISLAND** Stones-Throw Cottage at Drumberg park. Everything for your comfort. Unique, spacious, F/P, decks, gardens, hot tub. Wkly \$805. Reserve [karenca@stones-throw.ca](mailto:karenca@stones-throw.ca) 250-247-9392. Visit [www.stones-throw.ca](http://www.stones-throw.ca)

**SOOKE** Self-cont. 2 bd suite, full kitchen, bath, priv. entrance. Full breakfast included. [www.barkingcrow.ca](http://www.barkingcrow.ca), 866-642-1876.

**DENMAN ISLAND** canoes and kayaks. [www.denmanislandcanoesandkayaks.ca](http://www.denmanislandcanoesandkayaks.ca), [melodie@denmanpaddling.ca](mailto:melodie@denmanpaddling.ca), 250-335-0079 or 250-702-0530.

**SHUSWAP LAKE** Cabin, sleeps 4-6, lake-view, wkly rental June-Sept. 604-525-9558.

**LAKE ERROCH** cozy cottage, 1.5 hr from Vancouver, 30 min from Harrison. Sleeps 4-6, golf, hike, fish nearby. 604-525-9558.

## FOR RENT/EXCHANGE

**VANCOUVER** Clean, bright, quiet, centrally located condos at Robson & Bute. 1 bd. \$75/single, 2 bd. \$85/single. Daily/weekly/ mthly rate, 604-608-4268, [dbemc@hotmail.com](mailto:dbemc@hotmail.com)

**VICTORIA** BC fully equipped 1 bd. condo nestled between downtown and Cook Street Village facing Beacon Hill Park. [www.3.telus.net/victoriacondo](http://www.3.telus.net/victoriacondo) or 1-866-222-0406

**KITSILANO** house, 3 bd. plus 2 bath, garden. Avail. Aug. 1 to Dec. 20, \$1400/mo. N/P, close to UBC. 604-738-1876, e-mail: [ir\\_roland@hotmail.com](mailto:ir_roland@hotmail.com)

**CROWNISLE GOLF RESORT** Comox Valley. Executive California 2 bd., 2 bath, office. Fishing, Hiking, Golf, skiing. N/S. \$1250/mo., 1 yr. min. 250-338-8580. [spa-sport-clinics@shaw.ca](mailto:spa-sport-clinics@shaw.ca)

**KITS** condo, 1 bd. available July-August. Near beach. Call 604-737-7181.

**VICTORIA** Lovely family home for the month of July. [Trotterfamily@shaw.ca](mailto:Trotterfamily@shaw.ca)

**PORT COQUITLAM** 1 bd. and den condo. \$650/mo. July and Aug. Call 604-727-3001.

**VICTORIA** Teacher couple, N/S, with small child, seeking furnished accommodation for July and August. Please call 780-485-2588.

**NEW WESTMINSTER** 3 bd. home, central GVRD location, SFU 15 min., available July & August. 604-525-6731, [drickbell@vsb.bc.ca](mailto:drickbell@vsb.bc.ca)

**WHITE ROCK** Beautiful fully furn. 1 bd. suite plus den avail. for rent. Located near Crescent Park on the 2nd level of a separate building on acreage. Incl. 5 new appliances, cable, heat, electricity, ADSL, 35" TV, all cooking utensils, linens, etc. Suitable for 1 N/S, pet free adult. \$1000/mo. 604-538-6668, e-mail: [dale-rita@telus.net](mailto:dale-rita@telus.net)

**CAMPBELL RIVER** Oceanview 3 bd. house for exchange with VERNON area. July 3-11, [wlr@telus.net](mailto:wlr@telus.net), 250-286-6162.

**VANCOUVER** 1 bd. furn. loft apt. available June, July, August, September. Convenient: bus, seabus, skytrain, Chinatown, Gastown. Quiet. Secure parking. Mountain/harbour views. 1 mo. min. Discount for longer. \$1500/mo. Contact: [LManelia@yahoo.ca](mailto:LManelia@yahoo.ca)

**VANCOUVER** accommodation. E.13th. Caregiver needed for cats and garden while away. Rent free July 9 to 30. 604-874-1615.

**VICTORIA** Lovely character 2 bd/2 bath home, Oak Bay area. Central to buses, shops, beaches, UVic. July/August rental \$950/mo. Includes laundry, utilities. 250-595-7572.

**BURNABY/SFU** area: 3 bd/3 bthrm furn. family home, outdoor pool, hot tub, on skytrain/bus route; Avail July 4 to Aug 3. N/S, N/P. Rent neg. email: [Igraham604@shaw.ca](mailto:Igraham604@shaw.ca)

**VICTORIA** Trendy 3 bd., 2 bath dplx. Central Oak Bay border location. July, N/S, N/P. \$1000/mo. 250-592-4563.

**ROYAL ROADS U. VICTORIA** Self-contained furn. garden suite. Internet, cable, phone, N/S, N/P. Ideal for mature student or teacher. Trails, beach, bus, 20 min. to downtown. Avail. July. Min. 2 mo. \$750/mo. includes all utilities. [pharris@sd62.bc.ca](mailto:pharris@sd62.bc.ca)

**PORT MOODY** Bed & Breakfast. Waterview, ensuite, on bus route. \$40/day. 604-936-9806 or after 8 p.m. 604-469-1254.

**VICTORIA** Fernwood. Lovely 3 bd. character home. Fir floors, sundeck, garden. UVic sum. session, July 3-27. \$900. Must be very quiet and meticulous. [india\\_ink@shaw.ca](mailto:india_ink@shaw.ca)

**VANCOUVER** Nice 1 bd. apt. available July/August. \$200/wk. 604-730-0461.

**NORTH VANCOUVER** Try living in cohousing community ([www.cohousing.ca](http://www.cohousing.ca)) Fully equip. 1 bd. condo near transit. Avail. July 1 to Aug. 31. Util. incl. \$1000/mo. 604-990-8021

**VICTORIA** for rent July-Aug. house near UVic 250-598-8791, [bdkreye@shaw.ca](mailto:bdkreye@shaw.ca)

**ACCOM. WANTED** Slovan, New Denver, Kaslo area Aug. 1-15. Rent or exch for Victoria apt. 250-812-1594.

**KITSILANO** shared accom. Master suite for rent now until Dec. Furn. \$850/mo. Doing masters at UVic this summer if you are interested in an exchange? 778- 885-1712, [harlowmichelle@yahoo.ca](mailto:harlowmichelle@yahoo.ca)

**VANCOUVER** West End. 2 bd/2bath. modern condo with deck. Sleeps 4 (adult oriented) beautifully furn. Modern kitchen. 1 blk to Robson St. Avail. July 14 to Aug. 3. 604-642-0303. [mackie06@hotmail.com](mailto:mackie06@hotmail.com)

**LANGLEY** Charming Victorian home avail. July 23-Aug. 27. Rent neg. in exchange for loving care of two house cats. 604-253-6331.

**RICHMOND** condo. July 1 to Aug. 31. 2 bd., 2 bath, garden suite on dyke in Steveston. 604-241-4800, e-mail: [jrutherford@richmond.sd38.bc.ca](mailto:jrutherford@richmond.sd38.bc.ca)

**VANCOUVER** Cute, 1 bd. apt. d/town, near beach. Everything provided, parking. July 1 to Aug. 15. 604-669-3181 or [sylon@shaw.ca](mailto:sylon@shaw.ca)

**NORTH VANCOUVER** 3 bd., 3 bath, 2 family rm. furn. house, July-Aug. N/S, N/P. References, \$2000/mo. 604-929-2449.

**VICTORIA** 4 bd., 2 kit. in Oak Bay. Avail. July, Aug. & Christmas. \$2200/mo. \$750/wk. 250-384-3499. [want@shaw.ca](mailto:want@shaw.ca)

**VANCOUVER** 1 bd./den condo, huge patio. 5 min. from d/town Vancouver. Mid July-Aug. time neg. \$1200. 604-875-8717.

**VICTORIA** bright bedroom, spacious shared areas, 15 min to UVic, 250-704-0071, [valmoir@telus.net](mailto:valmoir@telus.net)

## RESOURCES

**GRAPPLE-GET HOOKED** on prefixes, suffixes and roots! Teaching how words work? Here's a fun new way to learn! GRAPPLE allows up to five players to form words combining cards from three separate decks. Who can get rid of all their cards first? Find out more at [www.serendipitygames.net](http://www.serendipitygames.net)

**MANUAL FOR PARAGRAPH & ESSAY WRITING** Designed for teachers/parents of weaker or remedial students. To order, send \$10.75 plus \$1.60 postage to Avstan Publications, #18, 8533 Broadway St., Chilliwack, BC V2P 5V4. Ph/Fax: 604-792-0839.

**SCIENCE ACTIVITIES** for the visual learner. Designed for Junior Science and Senior Biology in B.C. To order, phone 604-852-0923 or e-mail [davidhague@uniserve.com](mailto:davidhague@uniserve.com), [www.visuallearner.ca](http://www.visuallearner.ca)

**NEW HARDCOVER** Canadian Communications Technology textbook. Print and CD-ROM versions for students and teachers. Visit [www.digitaloverdrive.ca](http://www.digitaloverdrive.ca) or call 905-332-5712

**RHYME, READ & WRITE**© . . . teaching early literacy skills K-2 through the magic of rhyme. Reproducible materials for teachers and students. Over 60 theme-related rhyme packages. \$10 ea. or 3/\$25 plus shipping. [theupboard@dccnet.com](mailto:theupboard@dccnet.com), [www.theclassroomcupboard.com](http://www.theclassroomcupboard.com)

**HONEYBEE CENTRE** for unforgettable field trips and free IRPs. Call 604-575-BEES (2337) Surrey, BC

**ALPHASONGS** 26 songs produced by Kindergarten teacher/professional musician. Designed to help beginning readers master alphabet, phonemic awareness. Blues, rock, country, pop. Positive effect on reading. Useful in Kindergarten, Grade 1, ESL, speech. \$20 plus S&H. Paul 604-850-6748, f: 604-850-5370, [info@annieape.com](mailto:info@annieape.com)

**SPELLING BY PATTERNS** for Grades 2/3. complete spelling program for easy and immediate implementation. Includes teaching guide, sequenced spelling lists, activity sheets, and is based on current leading curricular research. \$20 incl. S&H. F: 250-545-5563 or [www.members.shaw.ca/creeksidepublishing](http://www.members.shaw.ca/creeksidepublishing)

**NEW MATH KITS** for intermediate classrooms. [www.edumathresources.com](http://www.edumathresources.com)

## MISCELLANEOUS

[www.localtutorlink.com](http://www.localtutorlink.com)

**RETIRING?** Undecided about the Joint Life Option? Order *Choosing the Right Options*, a straightforward guide/workbook for selecting the best option for your situation. Cost: \$15 (taxes incl.) Mail Ken Smith, 5120 Ewart St., Burnaby, BC V5J 2W2 or BCTF Lesson Aids.

**MASTER OF SPECIAL EDUCATION** by coursework offered by Flinders University of S. Australia is recognized by the B.C. Teacher Qualification Service. The degree is available entirely in distance mode. Applications are invited now for commencement of study in 2004. More information at: <http://ehlt-online.flinders.edu.au/bc> or from the program coordinator, [Bernice.Burnip@flinders.edu.au](mailto:Bernice.Burnip@flinders.edu.au)

**TRAVEL & TEACH ENGLISH OVERSEAS.** Jobs \$\$ guaranteed, great pay. TESOL certified in 5 days in-class (or online or by correspondence). Attend a free info seminar. Free info-pack. 1-888-270-2941, [www.globaltesol.com](http://www.globaltesol.com)

**VARIETY-THE CHILDREN'S CHARITY OF BC** Working with children is your special passion. Leave a legacy in your will for BC's special kids. It will be your gift of a lifetime, providing you and your estate with significant tax benefits. Confirm now or call for more information. Speak with Peter Chipman, toll free 1-800-381-2040 or e-mail: [peter.chipman@variety.bc.ca](mailto:peter.chipman@variety.bc.ca)

**TEACHERS** work online. \$500-\$2000+ PT/FT, [www.agoldmineonline.com](http://www.agoldmineonline.com)

**FOR SALE.** '98, 25' Aerolite family trailer. v.g. cond., sleeps 6, bunks, fully equip. One family owner. \$13,500. Surrey 604-535-3447.

**LIVE IN THE GULF ISLANDS!** Beautiful retirement environment on Gabriola Island! Easy access. Only 20 min. from Nanaimo. Visit online at [www.realestate-gabriola.com](http://www.realestate-gabriola.com) to see for yourself! Buy now, retire later! Email: [jheira@realestate-gabriola.com](mailto:jheira@realestate-gabriola.com) or phone 1-800-205-8080. Jheira Springford, Coast Realty (Gabriola Village).

**NEW CARS & LIGHT DUTY TRUCKS** for teachers to purchase at the lowest dealer cost. All factory incentive programs can be arranged. All vehicles will be registered to you, the purchaser. The New Car Purchase Plan for BC teachers was established in 1973 by Robert Montgomery. Call toll free 1-800-307-4808 or send a fax 1-888-307-1230. Give me your best price and I will better it. That is a promise!

**2004 USBORNE BOOKS** Catalogue. E-mail [scameron@istar.ca](mailto:scameron@istar.ca) or call 1-800-757-7977 to receive the 2004 catalogue. School orders over \$100 receive 20% in free books.

**DUTHIE BOOKCASES** make ideal graduation presents. Beautifully handcrafted in solid BC hardwoods, they are built to last for many generations of life long learning. View the complete line of bookcases at [www.duthiebookcases.com](http://www.duthiebookcases.com) or at Duthie Books, 2239 West 4th Ave., Vancouver.

**UK TEACHER EXCHANGE** Primary teacher year 5 (9-10 yrs) req. 1 yr. exchange with Vancouver/BC teacher through [www.lect.org.uk](http://www.lect.org.uk) scheme. Accom. avail. in Brighton. [www.tourism.brighton.co.uk](http://www.tourism.brighton.co.uk) Suit single/couple or family. Manojo: [in\\_brighton@hotmail.com](mailto:in_brighton@hotmail.com)

**www.findAtutor.ca** Simply the best way to find a tutor. Students looking for tutors, tutors looking for students. Providing a comprehensive listing service for tutors in Canada. We are encouraging listings from throughout BC. To advertise tutoring, or to search for a tutor, go to: [www.findAtutor.ca](http://www.findAtutor.ca)

**REUNION LORD BYNG GRADS OF '64** 40th Reunion, Sept. 11-12, 2004. Information and list of missing grads on our web site [www.thosevents.ca/lb64reunion/](http://www.thosevents.ca/lb64reunion/) or contact Maureen MacDonald at 604-871-1891.

For information on advertising, go to [bctf.ca/ezone](http://bctf.ca/ezone) or contact Kathleen Smith, [ksmith@bctf.ca](mailto:ksmith@bctf.ca)

# PD CALENDAR

## MAY 2004

**1** Vancouver. Investigating Our Practices 2004, 7th Annual Conference. Teachers from different educational contexts convene at UBC to share their investigations, understandings, and questions, Neville Scarfe Building, 2125 Main Mall, UBC. \$20 (students \$10) includes refreshments and lunch. Contact Judy Paley, 604-822-2733, [judy.paley@ubc.ca](mailto:judy.paley@ubc.ca), [oep.educ.ubc.ca/wcs/c\\_investprac.html](http://oep.educ.ubc.ca/wcs/c_investprac.html).

**6-7** Vancouver. All Together Better Health: Progress in Interprofessional Education & Collaborative Practice, an international conference for health practitioners and academics to enhance knowledge and skills, share innovations, deepen understanding of positive outcomes, and determine future directions for collaborative research. Coast Plaza Hotel & Suites. Contact Heather, 604-822-2801 f: 604-822-4835, [ipsec@cehs.ubc.ca](mailto:ipsec@cehs.ubc.ca), [interprofessional.ubc.ca](http://interprofessional.ubc.ca).

**7** Kitimat. B.C. Primary Teachers' Association (BCPTA) regional mini-conference featuring Trevor Calkins: Power of Ten, Nechako Elementary School. Contact Margaret Sanou, [hsanou@telus.net](mailto:hsanou@telus.net).

**7-8** Richmond. Catalyst 2004, B.C. Science Teachers' Association (BCScTA) conference for K-12 science educators, Vancouver Airport Conference Resort. Keynote by James P. Delgado, executive director, Vancouver Maritime Museum. Contact Tim McCracken, 604-668-6430, f: 604-668-6132, [tmccracken@richmond.sd38.bc.ca](mailto:tmccracken@richmond.sd38.bc.ca), or Karen Morley, f: 604-582-7956, [morley\\_k@fc.sd36.bc.ca](mailto:morley_k@fc.sd36.bc.ca), [bctf@BCScTA](mailto:bctf@BCScTA).

**13-15** Ottawa. CTF National Conference, Moving from a Cult of Testing to a Culture of Professional Accountability. Plenary sessions by Alfie Kohn, Ken Leithwood, Lorna Earl and Anne Rodrigue, Andy Hargreaves, and Lise Charland. \$428 includes continental breakfasts, lunches, materials, and GST. Reduced-rate hotel reservations at Ottawa Marriott (1-800-853-8463). Visit [www.ctf-fee.ca](http://www.ctf-fee.ca)

**15-16** Vancouver. French and Spanish Immersion Weekend at UBC. \$250 includes meals. Teachers can use their Tuition Fee Certificate toward the fee. Contact 604-822-0800, [www.languages.ubc.ca/lg/french.html#2](http://www.languages.ubc.ca/lg/french.html#2).

**21** Kamloops. Off the Beaten Path: New Directions in Language Arts, B.C. Teachers of English Language Arts (BCTELA) Regional Conference, Norkam Secondary School. Many workshops within four strands: media literacy, poets in the classroom, speechcraft, and global education & social justice. Contact Dave Ellison, 250-542-3361, [davidaellison@hotmail.com](mailto:davidaellison@hotmail.com).

## JULY 2004

**5-7** Victoria. Geotechnology Institute for Grade 6-12 teachers interested in learning, or advancing their understanding of, Geotechnology (GIS, GPS, Remote sensing [satellite imagery], digital images, file management) for use in the classroom, St. Michaels University School. Contact Lindsay Thierry, 250-370-6117, [EdExtension@smus.ca](mailto:EdExtension@smus.ca), Cheryl Murtland, [cmurtlan@smus.ca](mailto:cmurtlan@smus.ca), or Kirsten Davel, [kdavel@smus.ca](mailto:kdavel@smus.ca), [www.smus.ca/programmes/extension](http://www.smus.ca/programmes/extension).

**5-22** Quebec City. Institut de Français, UBC à Québec, French Bursary Program for Teachers, a French-immersion program for all teachers and administrators interested in learning or improving their French language skills. Contact [www.languages.cstudies.ubc.ca/quebec](mailto:www.languages.cstudies.ubc.ca/quebec), toll-free 1-866-528-7485

**12-14** Creston. Assessments for Career Choice and Job Success, a series of assessments to assist practitioners to understand themselves and therefore better understand the students they work with (includes minor assessments for students' self-discovery), College of the Rockies. Includes a catered lunch and tour of Creston Valley Wildlife Centre. Contact Rand Archibald, [rarchibald@cotr.bc.ca](mailto:rarchibald@cotr.bc.ca), Kathy Tompkins, [ktompkins@cotr.bc.ca](mailto:ktompkins@cotr.bc.ca), 250-428-5332.

**12-23** Burnaby. The Arts, Culture and Education Institute at Simon Fraser University: how culture shapes artistic expression, how the arts shape culture, and the implications of a focus on culture for arts education. The conference will include presentations, hands-on workshops, performances, and teaching demonstrations. Contact Loree Lawrence, [lolaw@telus.net](mailto:lolaw@telus.net).

**19-21** Creston. Fetal Alcohol Spectrum Disorder, a workshop with Barbara West on understanding FAS, planning effective interventions, rethinking behaviours, and planning for a useful future, College of the Rockies. Includes a catered lunch and tour of Creston Valley Wildlife Centre. Contact Rand Archibald, [rarchibald@cotr.bc.ca](mailto:rarchibald@cotr.bc.ca), Kathy Tompkins, [ktompkins@cotr.bc.ca](mailto:ktompkins@cotr.bc.ca), 250-428-5332.

**26-28** Creston. Building Self-Management Skills, exploring intrapersonal and interpersonal skills for working with students, family, and co-workers, College of the Rockies. Includes a catered lunch and tour of Creston Valley Wildlife Centre. Contact Rand Archibald, [rarchibald@cotr.bc.ca](mailto:rarchibald@cotr.bc.ca), Kathy Tompkins, [ktompkins@cotr.bc.ca](mailto:ktompkins@cotr.bc.ca), 250-428-5332.

## AUGUST 2004

**1** Burnaby. Canadian Network for Environmental Education and Communication (EECOM) conference, hosted by the Environmental Educators' PSA (EEPSA) at Simon Fraser University.

**9-13** Maple Ridge. Science World's Loon Lake Science Camp for Teachers, Malcolm Knapp Research Forest. \$325 + GST. Registration fee covers food and accommodation, and participants receive a travel subsidy. Contact 1-800-363-1611 or 604-443-7552, or Caedmon Nash, Science World, 1455 Quebec Street, Vancouver, BC V6A 3Z7, 604-443-7440, f: 604-443-7430, [cnash@scienceworld.bc.ca](mailto:cnash@scienceworld.bc.ca).

**19-20** Surrey. B.C. Teachers for Peace and Global Education (PAGE) presents the Living Values Education Program, a UNESCO-supported resource for teaching social responsibility in an integrated manner across the school curriculum, Surrey Conference Centre. \$50. Contact Beata Hittrich, 604-433-9765, [bhittrich@hotmail.com](mailto:bhittrich@hotmail.com), or Gudrun Howard, 604-517-1350, [canada@livingvalues.net](mailto:canada@livingvalues.net), [www.livingvalues.net](http://www.livingvalues.net).

**26-27** Port Coquitlam. Literacy Connections: Comprehension Across the Curriculum. Thursday: all-day sessions with Stephanie Harvey and Debbie Miller; Friday: choice of sessions with respected B.C. educators. Terry Fox Secondary School. Contact Barbara Kolbus, 604-291-5795, [bjkolbus@sfu.ca](mailto:bjkolbus@sfu.ca), [www.educ.sfu.ca/fp/elnetwork](http://www.educ.sfu.ca/fp/elnetwork).

## OCTOBER 2004

**21-22** Vancouver. Computer-Using Educators of B.C. (CUEBC) Horizons 2004, a conference for K-12 educators, with keynote speaker Dave Jonassen, David Thompson Secondary School. \$99. Contact Wayne Ulian, [wulian@vsb.bc.ca](mailto:wulian@vsb.bc.ca), [cuebhorizons.ca](http://cuebhorizons.ca).

**21-22** Vancouver. B.C. School Counsellors' Association (BCSCA) Conference, Building Community...With Heart, Coast Plaza Hotel on Denman. Featuring Gabor Mate and Michelle Borba. Many presenters. Contact Jan Pinkerton, [jpinkerton@sd54.bc.ca](mailto:jpinkerton@sd54.bc.ca), Debra Cullinane, [cullinan@sfu.ca](mailto:cullinan@sfu.ca), or Joanel Clarke, [jclarke@deltasd.bc.ca](mailto:jclarke@deltasd.bc.ca).

**21-23** Vancouver. 2004 Joint Aboriginal Education Conference, Reflections of the Past; Responsibilities for the Future, Sty Wet Tan, The Longhouse, and Scarfe Ed. Building, UBC. Conference sponsors: First Nations Education Association (FNEA), Native Indian Teachers Education Program (NITEP, UBC), and Aboriginal Education Advisory Committee (BCTF). Contact Laura Rudland, [lrudland@vsb.bc.ca](mailto:lrudland@vsb.bc.ca).

**22** Richmond. B.C. Social Studies Teachers' Association (BCSSTA) Fall Conference 2004, J.N. Burnett Secondary School. Contact Barb Odenwald, [bodenwald@shaw.ca](mailto:bodenwald@shaw.ca), or Elizabeth Byrne, [rayandlitz@shaw.ca](mailto:rayandlitz@shaw.ca).

**22** Port Coquitlam. B.C. Technology Education Association (BCTEA) Technology Education Conference 2004, Riverside Secondary School. Contact David Romani, 604-941-6053, f: 604-941-2639, [dromani@sd43.bc.ca](mailto:dromani@sd43.bc.ca), [bctf.ca/BCTEA/Conf/](mailto:bctf.ca/BCTEA/Conf/).

**22** Langley. B.C. Association of Mathematics Teachers (BCAMT) Fall Conference, Mathematics Reloaded: Pathways to the Future, Walnut Grove Secondary School. Keynote by David Sufrin and Fort Langley Numeracy Walk with Kanwal Neel and Mignonne Wood. Contact chair John P

# Beyond the chalkboard

## INTO NATURE'S SPHERE



From top: three of the students' creations; below: Brianna Grove-White at the exhibition opening at the Chris Doman Gallery in Saanichton; students, left to right, Brandi Davies, Michelle Paurenteau, Tanya Anctil, Ashley Bradford; detail of creations in progress.

*"Armed with forks, tacks, and welders' brushes, my art class stared down at our newest assignment. The anticipation of challenge gleaming in our eyes was reflected back at us.*

*Our mission was to fashion a flashy alphabet to exhibit in our school."*

— Brianna Grove-White, student

by Thora O'Grady, Mary Howard, and Lily Wallace

Creative opportunities surround us, and often the very best ideas happen over coffee. Sitting in the relaxed atmosphere of a local restaurant, I noticed the menu was creatively presented on a chalkboard. This provided me with the inspiration to have the students use their boundless creativity to produce not only unique art pieces, but also a book of postcards.

Recycling provides many of the materials used in art classes at Cedar Hill Junior Secondary in Victoria. Finding old chalkboards was not difficult. However, on the back of each board, was a wonderful surprise. The bright metallic surface begged to be used as the medium for our project: creating an alphabet and numbers series entitled "Beyond the Chalkboard."

Searching for other materials was a great adventure: treasures were found in thrift stores, garage sales, hardware stores, junk piles, and donations solicited through the school newsletter. Then, designing began with the students playing, decorating and embellishing their names, and selecting letters or numbers. This provided the opportunity to explore the elements of design. Students can readily design on paper, but could they work in 3D? First they make small cardboard models of their chosen work. Now they were ready to move forward on a larger scale.

The metal materials were fun to work with: jewelry, ribbons, chains, and nails. Wire brushes and nails were used to draw, instead of pencils and pens.



Mistakes could not be erased, so they had to be changed using new and creative problem-solving techniques. These presented a very different way of thinking and being creative.

Each class marked the beginning of new discoveries. Look what happens when you change the direction of your wire brush strokes or when you change the depth of the pressure of the tool you are using. Amazing images started to appear!

Then someone just happened to ask if we had any artwork for display. That was the beginning. Three exhibitions followed: an opening event at the Chris Doman Gallery in Saanichton, the Oak Bay library, and Goo Goo Goggles Optical (a business in Victoria).

Display banners advertising the art exhibitions became the inspiration for Lauraine Derman's Grade 3 students at Willow Elementary School. The students were immersed in a community-based environmental studies program, which focussed on ecological responsibility, researching the plight of three locally endangered species, and raising funds for their cause. Their whimsical and insightful poems, about recycling, which occurs in nature, became an important and complementary part of the exquisite postcard book.

Often the public is unaware of what happens in the creative departments of most schools, so how can we get such a positive message out there?

How can we help people become more aware of the potential and success there is within each and every student?

A book was then in the works. Hermann Edler, book designer and graphic artist, suggested bringing the children's poetry and artwork together. All the elements fell into place and the book was off to the printers.

Thora O'Grady, Mary Howard and Lily Wallace teach at Cedar Hill Junior Secondary School, Victoria.

*Images of Numbers and Alphabet, A Book of 36 Postcards* by Lily Wallace & Hermann Edler, ISBN 0-9734290-0-3

For more information go to [www.sd61.bc.ca/school/cedarhill](http://www.sd61.bc.ca/school/cedarhill) or e-mail [wallacelily@shaw.ca](mailto:wallacelily@shaw.ca).

LILY WALLACE PHOTOS