

# Teacher

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## One school's plan for preventing plagiarism

by Gavin Hainsworth

*"Don't let someone's work evade your eyes. Don't forget why the Good Lord made your eyes. So plagiarize, plagiarize, plagiarize!"* — Tom Lehrer (1968)

It's been three decades since satirist Tom Lehrer penned his anti-anthem to success in the publish-or-perish world of academia. Academic dishonesty is as old as schooling itself (one of my most cherished possessions is a turn-of-the-century civics text in which students found answers written by their predecessors). Erosion of social values in the last quarter of the century make the axioms of "cheaters never prosper" and "honesty is the best policy" seem the anachronisms of a quainter age, and not the mottos of the next millennium.

The age-old problems of cheating and plagiarism resurfaced at my school out of a motion from an English teacher to our staff committee. He wondered whether others in the school shared his perception of an increase in plagiarism. (North Surrey Secondary, with 1,500 students from over 35 nationali-

ties, is, in many ways, representative of most large, modern, suburban second-

*"Only 15% said they saw no increase in plagiarism; while 27% said they saw a high increase in the problem over the last five years."*

aries. The school excels at multicultural peace and celebration, technological leadership, academic and sporting success, a democratic and collaborative staff, and sound and supportive administration.) Did we have a plagiarism problem?

The committee struck a task force to survey staff and after collecting and analyzing the results and some research, make recommendations. Staff, task force members, were Larry Bloom, Gail Cooper, Sandra Lablans, Irene Louis and me. Our questionnaire had a high rate of return, with many staff writing detailed observations. When asked if the problem of cheating had, in their view, increased over the last five

years, 66% said "not at all—somewhat," and 34% "pretty much—very much." (25% said not at all; 16% said very much.) This indicated a moderate increase in cheating over the period. More shocking were the perceptions on the increase of plagiarism over the same five-year period. Thirty-nine percent of staff said "not at all—somewhat," and 61% indicated pretty much—very much. "Only 15% said they saw no increase in plagiarism; while 27% said they saw a high increase in the problem over the last five years."

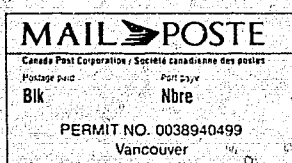
*"Serious" plagiarism commonly included cutting and pasting from CD Rom, changing student names on work, printing from Internet sites without citation.*

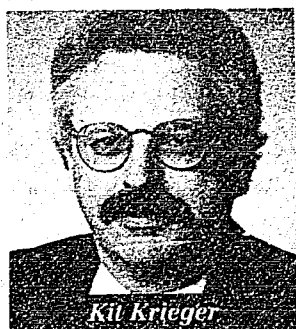
The most common examples of cheating/plagiarism actually experienced and rated as

"serious" and "less serious," were much as any practised teacher might expect. The most common serious cheating was copying during tests, and the sharing of test information between blocks by students, and "less serious" cheating being the copying of homework, wandering eyes in tests, and crib notes. "Serious" plagiarism commonly included cutting and pasting from CD Rom, changing student names on work, printing from Internet sites without citation. The most common "less serious" plagiarisms were poor citation of sources and inability to paraphrase or put ideas into one's own words.

Surprising worrying new trends were the accounts of serious cheating (by single respondents) of selling past year's exams and workbooks, changing teachers' marks and workbooks, stealing answer keys, writing exams for others, and extortion of others to talk about tests or do assignments. "Serious" plagiarisms included examples of Internet sell sites (3), mass copy groups (1), having university friends or French immersion students do assignments (1), and employing tutors to complete

See PLAGIARISM page 5





Kit Krieger

I am writing to you on the eve of our ratification vote. Recent weeks have been both exhilarating and exhausting, a time of late-night sessions at the bargaining table and early-morning flights to locals around B.C. Now thousands of teachers will cast their ballots to determine the outcome of our second round of provincial bargaining.

I am proud of the gains we have made in this agreement, particularly the new class-size limits for K-3 and the new contractual protection for non-enrolling teachers.

For example, since 1995, the number of teacher-librarians has decreased 11%, while enrolment has increased almost 4%. In real terms, that means almost 100 fewer librarians and about 30,000 more students. The new agreement will reverse this terrible attrition by adding funding for 145 teacher-librarians.

ESL services are another concern. The latest wave of immigration to our shores has resulted in a 17% leap in ESL enrolment since 1995. At the same time, ESL staffing has risen by a mere 2%. Under the new agreement, 78 new ESL teachers will be hired to enhance the learning of our newest British Columbians.

The achievement of ratios for non-enrolling teachers is a landmark achievement. It protects members and educational services that have been particularly vulnerable to attrition because of underfunding over the last decade. Only 13 of 75 local agreements accorded protection to non-enrolling teachers. As a social studies teacher, I can be confident that when my term as president ends I will return to a school with librarians, counsellors, ESL, learning assistance, and special education resource teachers to support the work of students and my teaching colleagues.

Building on our previous transitional agreement, the new contract establishes a stable foundation for public education and creates new province-wide standards for quality and equity of service to students.

Approximately one hour after the moving rendition of the feminist anthem "Bread and Roses" and the celebration of the 25th anniversary of the BCTF Status of Women Program, delegates at the 1998 BCTF AGM approved the adoption of an integrated model for the delivery of social-justice programs. The motion carried by 51%. For many female teachers throughout the province who have dedicated much of their political energy to changing the working conditions of their female colleagues and to creating a climate of equity in our schools, the AGM decision was a bitter blow. What should have been a celebration seemed more akin to a wake.

Much has changed for women and girls in schools in B.C. in 25 years. Many of the changes resulted from societal changes and many resulted from the work and voices of women in the school system. However, much work remains to be done. Women continue to be written out of the history books, and women's studies courses must be fought for on a school-by-school basis by any teacher with the reserve of energy to do so. Sexual harassment of female students may be more prevalent in our schools today than it was 25 years ago. Violence against female students continues. *Feminism* is still an unutterable word on many school staffs.

Whatever form the integrated model of social justice takes, remember that equity for girls and young women in our schools has not yet arrived. We teachers have a responsibility to provide a safe and equitable environment for this 50% of the population that we teach. It is difficult to see under this proposed new structure, how teachers working on women's issues will continue to have a voice and will be listened to with respect for which they have so ardently struggled over the past 25 years.

**Maeve Moran**  
Vancouver

### Will integration work?

Can you imagine the reaction of secondary teachers if they were told that their English Department, Math Department, and French Department were to become one department to be more efficient; that instead of dealing with these subjects, in a piecemeal fashion, they would be integrated to end any duplication of educational services to students; and that, after each of these departments had studied the proposed plan and responded that

they could not support the plan in any way, management had pushed it ahead anyway.

That's virtually what happened at the BCTF AGM. We no longer have an anti-racism committee and a status of women committee, made up of volunteers devoted to ending racism and sexism. The networks of people trained over the past 25 years in locals will be shut down. We now have one committee of nine people, who will deal with sexism, racism, children's rights, homophobia, poverty, violence, First Nations education, and any new emerging social issue to which members feel the BCTF needs to respond. One person from each local will meet with the Social Justice Committee. In my local, that means that one person is responsible to bring forward the concerns of 4,400 teachers.

SW and PAR have repeatedly requested more staff time and meeting time to deal with members' concerns about incidents of racism and sexism in their school districts. If the BCTF Executive is truly interested in supporting the work of these committees they should listen to the people they appointed to advise them. The recommendation was passed by 12 votes, effectively dividing the Federation in half. This is not a widely supported plan.

To reduce the number of committee members involved, to reduce the staff time, and to increase the workload can only be interpreted to be a reduction in the commitment of the BCTF to ending racism and sexism in B.C. schools. Issues of poverty, violence, homophobia, and First Nations education will not be addressed properly either.

**Karen Kilbride**  
Surrey

### We need status of human rights

I am a teacher on call, and something has bothered me for some time. When I read *Teacher*, I feel it should be about all teachers.

The Status of Women I feel divides our union. I have heard talk from principals, teachers, and TAs, all male, who find that this is a double standard. If there was an article on the Status of Men, I feel that there would be an uproar.

I go to many elementary schools that have only one or two male teachers. As a primary teacher, I have been discouraged from going into the lower grades. I have been told by some of the older teachers that men cannot show compassion. Yet when I get into a class, I come out with a good rapport with principals, teachers, students, and parents. To survive, I have had to work in the secondary schools. I have noticed

that, in general, males hire males, and females hire females. I do not think this is a conscious choice, but it is noticeable in my records. I am not the only one who has noticed this. Last year a male teacher, with a primary degree, who graduated with me was teaching high school, for he found it hard to get into the first years as he called it. If the promotion of women over men continues, there will be little representation in the schools. That lack of the role models is the reason, in my opinion, why 80% of the honour role is female.

I would feel better if there were a Status of Human Rights. That way there could still be the encouragement of female principals, and secondary teachers, without making men feel bad. Men should not be the only gender to understand that the roles are changing; it should go both ways. Again, if there were only men in the elementary schools, would there be a push to change things? I think so.

In short, I feel that I should not be ashamed every time I read *Teacher*. Tell us about the advances of humans—female and male.

Just because a decade ago things were not fair does not mean that it is right to punish the next couple of generations.

**Roger Aubin**  
Victoria

### This PLAP is a FLOP!

Recently our school children in all Grade 7 classes across this province have been writing the ministry assigned Provincial Learning Assessment Program (PLAP) tests to evaluate their skills in reading and writing. As a Grade 7 language arts teacher, I was required to administer these exams to all of my students.

I am writing, not to protest the idea of provincial testing in general, but to draw attention to the chosen topic for the writing-assessment portion of the exam. The assignment read *Write about what is most important about your home and tell why*. My firm disappointment with this topic choice comes from several levels. Unfortunately but true, many of our students are often faced with extremely emotional issues these days surrounding their home environments. As this *no choice* topic was read out there was visible body language expressing genuine discomfort from several young "victims." Knowing some of the backgrounds of neglect, separation, and possibly even abuse, I can only extend my sympathies for offering this as an exam writing topic. It was at its best rather unimaginative and at its worst extremely insensitive.

Even for those who are privileged enough to come from excellent home environments, the topics was hardly appealing. This age group can offer highly creative written expression in a variety of genre including science fiction, fantasy, adventure, real issues, and even poetry. In order to fairly assess their true writing potential would it not be fairer to offer some choices? As I briefly glanced at the written offerings I noticed many uninspired pieces reflecting an uninspiring topic. To me it was a shame to find that some truly great writers were not buying into this one. Let's offer choice if we want to discover the rich writing potential of our students!

I have to wonder at this point what will be assumed by the results of this narrow-minded test. As a teacher I am concerned about being required to administer a test that has little value and may even be somewhat emotionally harmful.

Basic skills of reading and writing are very important. However, to be truly accurate and fair with our assessment we must continue to bear in mind the emotional or inspirational value of the given topics. This PLAP was a flop!

**Heather Tufts**  
Saanich

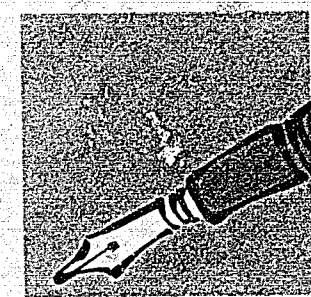
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Or, are you a retired teacher or a teacher on leave who no longer wishes to receive copies of the newsmagazine?

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## Write to us

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

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## Yours for the asking

### Once again 4th graders are becoming first aiders

Since 1995, St. John Ambulance has offered *We Can Help*, a program of First Aid and Safety Awareness for Grade 4s. Through the generous support of The Grand Lodge of Ancient Free and Accepted Masons of B.C., the program is available free of charge to all Grade 4 students in the province. "We are pleased to make this program available to all children in Grade 4," said Clark Gilmore, the past grand master of the Masonic Family of B.C. "We believe the knowledge the children gain from the *We Can Help* program will be of great value in the years to come."

"We've all seen stories in the papers about how a young child, through quick action, is able to save someone's life. Well, now we are able to teach Grade 4 children some elementary first-aid skills and safety awareness so they can help in an emergency situation," said Bridget Milsom, director of training for St. John Ambulance.

For more information, contact St. John Ambulance, B.C. Provincial Headquarters, 6111 Cambie Street, Vancouver, BC V5Z 3B2, (604) 321-2652, F: (604) 321-5316.

### Preventing sexual assault—the CD ROM

A new and unique CD-ROM is available from Metropolitan Action Committee on Violence Against Women and Children (METRAC). A versatile and user-friendly teaching/learning technology, Preventing Sexual Assault is packed with immediately useful material.

This resource is for teachers, students, counselors, therapists, social workers, parents, administrators, shelters and assault centers, researchers, and libraries. The cost is \$49 (CD-ROM only) or \$99 (CD-ROM with manual).

Order from METRAC, 158 Spadina Road, Toronto, ON M5R 2T8, (416) 392-3135, F: (416) 392-3136, [metrac@interlog.com](mailto:metrac@interlog.com), [www.metrac.org](http://www.metrac.org)

### Journée mondiale de l'alimentation trousse d'information

Oxfam Canada vous propose la trousse d'information 1998 de la Journée Mondiale de l'Alimentation.

Oxfam Canada/Projet Acadie, 96 ave Norwood, bureau 311, Moncton, N.-B., E1C 6L9, F: (506) 859-7182, [courriel:moncton@oxfam.ca](mailto:courriel:moncton@oxfam.ca)

## Staff rep elections

Is electing a staff rep more like twisting the arm of the newest staff member at the school or guilting the current staff rep into continuing? At this time of year, school staff reps are looking for someone to take their places. If your staff is one where everyone dodges the role, consider the following when choosing or endorsing your school staff rep.

Is this the person I would want with me if I am having a problem with my administrator?

Does this person handle difficult situations and people intelligently and effectively?

Can I trust this person to keep information confidential?

If required, would this person act as an advocate for me in a meeting with a hostile parent?

Can this person find basic information for me in the collective agreement or answer basic questions about the local and the Federation?

The staff rep is the legal entity of the union in the school, equal to the principal. No one else in the school can represent you in an inquiry or a disciplinary meeting with the principal or the superintendent.

Don't tackle the newest teacher on staff in September. The staff rep should be wise, experienced and trusted by the staff at the school.

This spring, select or elect your staff rep with care. Give your staff rep the support he/she needs during the year and expect him/her to carry views and information to and from the local and the Federation.

— Kathleen MacKinnon

## Research

### Computers and poverty

British Columbia has the highest rate of home Internet access in the country, according to the Household Facilities and Equipment Survey conducted by StatsCan in May 1997. About 18% of households in B.C. (269,000) have Internet connections; Ontario and Alberta are next at 15% each. The study estimates that 13% of all Canadian households (1.5 million) use the Internet, almost double last year's rate of 7%.

B.C., Alberta, and Ontario also have the highest rate of home computer ownership, with more than 4 in 10 households reporting they own a computer. Nationwide, 36%, or 4.2 million households, have a home computer—600,000 more than last year. In 1992, only 20% of households in Canada had a computer.

In the midst of this bounty of technology, B.C. Campaign 2000 released its 1997 report card on child poverty in the province in a press conference at the BCTF building. The findings? One in five B.C. children (more than 180,000) lives in poverty. Janice, a single mother on social assistance, said a computer at home is essential but impossible for her daughter, who is a grade ahead of her age group at school and does very well with computers. Janice's monthly income of \$1,167 is far below the poverty line.

The survey included only home Internet access; it excluded computers used solely for business. Internet usage at work or in schools, libraries, and other public places was also excluded.

— Anny Schaefer, BCTF Research

Source: Statistics Canada, *The Daily*, (November 27, 1997). "Household facilities and equipment 1997."

### School-board policies on school fees

No school board is allowed to charge school fees unless it has in place established policies and procedures to facilitate participation in activities by school-age students resident in the district who would otherwise be excluded due to financial hardship. This requirement is set out in Ministerial Order 125/90, amended by M292/97.

Despite this legal requirement, a quarter of school districts do not have current policies that meet the intent of the ministerial order, according to an analysis of school district policies carried out by the BCTF's Research Department.

The analysis also shows that a student from a family with limited income could face quite different opportunities in different school districts.

Many policies direct school personnel to deal with these issues sensitively and ensure that students are not excluded. Some, however, use less dignified phrases like "indigence" and "genuine hardship."

Students in some districts are excluded from taking elective courses if they cannot pay the fees. In other districts, students who face hardship can have the fees waived. This clearly creates inequality of opportunity for students, based on where they live.

The full report, which includes an analysis of how each board policy fits the criteria laid out in the ministerial order, is available on the BCTF Web site at: [www.bctf.bc.ca/publications/Research/reports/98EI03.html](http://www.bctf.bc.ca/publications/Research/reports/98EI03.html)

A hard copy of the report is available, on request, from Anne Field, Research Department, [afield@bctf.bc.ca](mailto:afield@bctf.bc.ca)

— Larry Kuehn, [lkuehn@bctf.bc.ca](mailto:lkuehn@bctf.bc.ca)

## Top 10 BCTF lesson aids

**1** What Do You Think? A Kid's Guide To Dealing with Daily Dilemmas. Linda Swartz. 184 p. ©1993. This book is written to help kids and their parents to look at issues from more than one perspective and to clarify their thinking about conflict resolution, values, morals, getting along with others and discovering themselves. The book asks kids "What Do You Think?" about ordinary things like sharing space, sparing feelings, talking on the phone and respecting privacy and more difficult issues like abusing drugs, cheating on a test, and following the crowd. Ages 9–16, LA 2320—\$14.95

**2** First Nations Art Projects and Activities. Butch Dick and Karin Clark, First Nations Education Division, Gr. Victoria SD. 171p., 1994. Resource book includes 13 lessons in basic shapes and designs at the jr. and secondary level and 17 projects at the elementary level. LA 3205—\$33

**3** A Toothy Tongue and One Long Foot—Nature Activities for Kids. Diane Swanson. 92 p. ©1992. Book leads children through dozens of adventures in their own backyards with clear, step-by-step instructions, illustrations for each seasonal activity, and emphasis on respect for the creatures they meet. LA 8561—\$10.95

**4** Multiple Intelligences. National Education Assn. of the U.S. 96 p. ©1996. Book shows how to tap each student's unique learning capabilities. How to incorporate Howard Gardner's theory of multiple intelligences into daily learning activities is outlined. The innovative curricula outlined in this book teaches students that it's not how smart you are—it's "how" you are smart. LA PD164—\$15.95

**5** Beans and Their Buddies. B.C. Agriculture in the Classroom Foundation. 134 p. 1993. Resource designed to introduce primary students to the world of food production—that is, plants and animals. This resource book corrects misconceptions. Excellent reproducible pages are included in a cerlox-bound book. Recommended by B.C. Ministry of Education. Grades 1–4. LA 8514—\$18.95

**6** Atmosphere. Anne Lister and Ken Walters. 43 p. 1990. Through participating in the activities developed in this unit, students have opportunities to learn English while thinking and learning about the atmosphere. Visuals and graphic organizers assist teachers and learners to organize their thoughts about the atmosphere and to represent these thoughts visually. K–3. LA ESL101—\$11

**7** An Integrated Unit on the Aztecs and the Mayas. Carmen Kuczma and Marilu Adamson. 69 p. 1995. Developed for teachers who wish to integrate the study of the Aztecs and/or the Mayas into other curriculum areas. A variety of student activities, and ideas for developing students' critical thinking skills as well as enrichment activities are included. The unit helps students be more aware of the global education principles of interconnectedness, awareness of other perspectives and appreciation of other cultures. Intermediate. LA P235—\$8.25

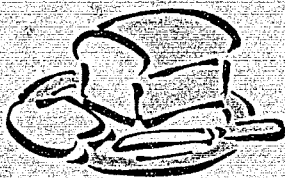
**8** Seeking and Maintaining Employment. Vancouver School Board. 114 p. ©1995. Includes 16 lessons designed to prepare students to acquire and keep a job and to progress along their desired career path. Lessons contain learning outcomes, an introductory information activity, teacher info notes, an activity-based learning activity, a reflection activity and student handouts. Students will prepare a showcase employability portfolio as an integral part. Recommended by the B.C. Ministry of Education. Grade 10–12. LA 2208—\$30

**9** The Chrysalids: A Novel Study. Debbie Bouska. 10 p. ©1997. This novel study includes pre-reading activities, chapter questions, and post-reading activities. Secondary. LA 1014—\$2

**10** Innovative Discipline. National Education Assn. of the U.S. 96 p. ©1994. This book offers discipline strategies that not only work but also improve the whole culture of the school. Six first-person stories from elementary and secondary teachers across the country relate, step by step, how they tackled a specific restructuring challenge. The positive behaviour techniques in this book are highly successful because they foster both self-respect and respect for others. LA PD161—\$15.95

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

To order any of the above lesson aids, enclose a cheque payable to the BCTF or authorized purchase order to BCTF Lesson Aids Service, 700-550 West 6th Avenue, Vancouver, BC V5Z 4P2. GST and postage/handling are included in the prices. Orders are sent by return mail.



# Global Perspectives 12

by Ken Lorenz

**D**oes counting 18 senior students, 3 supervising teachers, and 2 volunteer dentists, 19 hours by plane to get to Jakarta, then Central Java, and from there, a remote village called Ngentakrejo, nestled in dense jungle, one hour shy of the Indian Ocean sound like your normal field trip? Such is the nature of teaching Global Perspectives 12 at Richmond Secondary School.

In its 5th year, the course is aimed at students interested in international projects and Third World relief work after graduation. Many students who come from families who have worked overseas on projects in developing countries, have sponsored children, or have worked in organizations such as the Red Cross, CUSO, Oxfam, and UNICEF. They come from a globally conscious family environment. It was clear to me that our present curriculum had not specifically addressed the needs of these students who might be interested in pursuing this line of interest at a school level.

Global education is not a new concept; global awareness has long been a desirable outcome of student learning in a variety of subjects. The purpose for implementing Global Perspectives 12 in the Richmond Secondary curriculum was to give students a more concentrated, focussed, and detailed study under a prescribed guideline, such as: A "developing country" is selected in April or May, contacts are made (usually in a remote area of the country), and a work project is established before the course begins in September. The first month of study deals specifically with understanding what it means to become a global citizen. The document I use as a teaching aid was created by now retired SFU Professor Maurice Gibbons *Toward a Universal Curriculum for a Global Generation*.

The course has three phases: first, students begin learning about the country they will be travelling to and working in. Nine- to twelve-hour units in geography, history, sociology, political science, economics, religion, language, and fine arts are taught. This concentration gives students the opportunity to understand the country and the people they will be visiting. This approach not only makes them more mindful, respectful travellers, but also minimizes culture shock. Stepping off the plane, they feel more comfortable because they know what to expect, and how to respond to the varied cultural differences they will encounter.

Phase Two of the program is the actual field trip. Since the program's beginning, students have studied, travelled, and worked in the rainforests of



Richmond Secondary School students in Indonesia helping to construct school and playground equipment.

Ecuador, South America, in a deaf/mute orphanage in Lai Thieu, South Vietnam, in a co-op village in the Central Highlands of Guatemala, and most recently in the jungle of Ngentakrejo, Central Java, Indonesia.

The team of supervising teachers is essential because going to a developing country can be high-risk travel. The teacher of the course is the project co-ordinator and also during class sessions will introduce students to the various vaccinations needed including the orally taken malaria pill. Safety issues are dealt with extensively. As in most districts, a female sponsor teacher is required, and at Richmond Secondary, ESL teacher and long-time traveller Gwen Schuck handles all travel arrangements. The third supervisor is General Currie Elementary School teacher Kathy Lavery.

She has a much needed background in nursing, and is often one of the busiest people on the trip, taking care of medical needs commonly associated with travelling in undeveloped regions.

## Taking the classroom on the road

For our experience in Indonesia, while the course was in progress, students were fundraising for a project the village had identified for us. Our goal was to raise \$11,000 for educational and playground materials. The materials were purchased here, sent by cargo and oceanliner in January to Jakarta, and then were taken to the village to be there for us when we arrived in March.

Students spent five days performing a number of activities. Some worked on the building and construction of six main playground struc-

tures including swings, sand-boxes, tree houses, two ground-level playhouses, and a Pagoda-shaped games room. Others were given the opportunity to assist in some jungle medicine by working alongside our two volunteer dentists, Dr. Satim Kamani and Dr. Kevin Gee, who treated about 80 patients in five days. Another group assembled 24 pieces of multi-purpose classroom furniture made and donated by technical-education students. BCIT instructor Phil Esworthy has been a keen supporter of our program over the years.

One of the most important elements of the entire experience comes when the village people work alongside our students. Two different cultures working together for a common cause, having fun, cutting through the language barrier with smiles and other signs of recognition of friend-

ship, is truly global education.

On the last day in the village, when all the project work was completed, a special ceremony was conducted. Close to 1,000 people attended, many in traditional Javanese costume. They came to honour us and our efforts. It was an emotional experience. Village representatives and the students made speeches, gifts were exchanged, and a plaque that recognized all schools and organizations back home that donated to this project was nailed to one of the structures we built. There were a lot of tears on that last day as our bus pulled out of the village. It was a quiet ride back to our accommodations in Yogyakarta as we all reflected on our accomplishments and the friends we had made in a short time.

"Global Education means learning about those issues that cut across national boundaries and about the interconnectedness of systems, cultural, economic, and political. Global Education also involves perspective taking. It means the realization that while individuals and groups may view and live life differently, they also have common needs and wants."

—R. Haurey

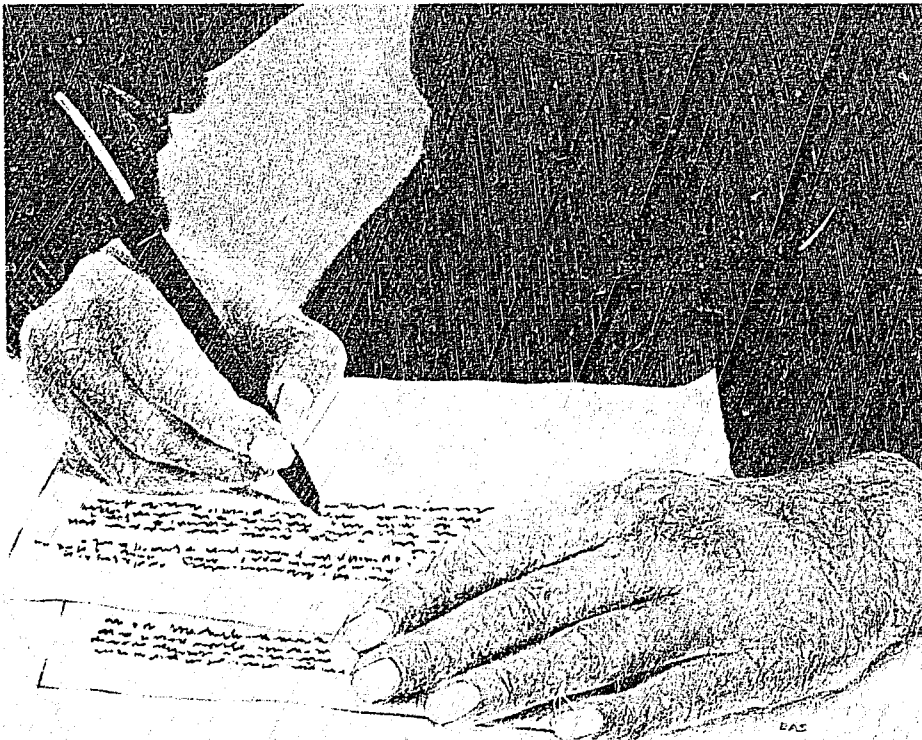
When students return from their field trip, there are exercises and evaluations. During the field trip, students are required to keep a journal, and it helps to bring things back into perspective. Many slides and photographs are taken, and students are required to make presentations to interested classes and to organizations and supporters within the community.

One of my personal goals is that students will want to become involved in the global community after graduation. For those going on to post-secondary education, we finish the year by introducing them to career options that include college and university programs offering courses in internationalism. How does one become a Canadian ambassador or consulate worker? What can one do with a degree in political science? How can one get involved with the United Nations, the Red Cross, Oxfam, or Amnesty International on a volunteer basis?

Global Perspectives 12 has provided the greatest number of challenges over my 23 years teaching. But it's worth it! To build citizens and leaders for the 21st century, we as teachers must continuously strive to offer instruction that helps students to learn to see through the eyes, minds, and hearts of others."

Ken Lorenz teaches at Richmond Secondary School, Richmond.

A professional development session is being organized for the October '98 PD day. Registration information will be sent to your school in early September.



PLAGIARISM from page 1  
assignments (2).

The increased pressure to achieve high grades to enter post-secondary schools, and the increased homework load obviously tempt students to increase their chances of higher grades. That is a danger of a system that increasingly views assessment as bigger, better, more frequent examination.

In looking for pro-active solutions, our task force ventured onto new ground. Every school we contacted had little or no specific policy, and all awaited with interest whatever we could find out. One district administrator even praised our leadership and courage to begin exploration and solution-finding. We worried about being characterized as a "bad school" for even asking questions. North Surrey does have a policy of denying honour roll to any students who "obtain marks by fraudulent means"—in addition to the traditional policies of dealing with referred problems through parent involvement, counselling, and administration. Using

...our task force arrived at clear definitions of terms to include in the school's Code of Conduct and orientation materials.

the technical tools at our disposal for dialogue with U.S. and Canadian schools struggling with the problem and discussion within the school, our task force arrived at clear definitions of terms to include in the school's Code of Conduct and orientation materials.

### Plagiarism

The unacknowledged use of another person's work (written or visual) and the presentation of that work, in whole or in part, as one's own, or assisting in the act of plagiarism by allowing one's work to be used in this fashion.

### Cheating

Any attempt by a student to complete an examination or assessment by unfair means. Unfair means may include any one or more of the following:

1. Obtaining or providing unauthorized information during an examination through verbal, visual, or unauthorized use of books, notes, text, or other materials.
2. Obtaining or providing information concerning all or part of an examination prior to the examination.
3. Taking an examination for another student, or arranging for another person to take an exam in one's place.
4. Altering or changing test answers after submittal for grading, altering or changing grades after grades have been awarded, or altering or changing other academic records once these are official.
5. Making any other attempt to improve grades using means that have not been or would not be approved by your teacher.

All teachers agreed to teach and discuss these definitions in their classes and Teacher Advisory Program (TAP) blocks. They agreed to report significant violations of these infractions to the office, where they would be kept in discipline files, with escalating consequences for repeat offenders.

More significant, the staff committed itself to the task force's findings of successful strategies to address the problem before discipline becomes necessary.

*More significant, the staff committed itself to the task force's findings of successful strategies to address the problem before discipline becomes necessary...*

- Increase awareness as to why plagiarism and cheating are unacceptable.
- Teach, don't assume, standards of citation, and the needs for multiple sources.
- Provide frequent check-points, and give marks for outlining, rough notes, and several drafts, as well as the final product.
- Give assignments that ask students to do analysis, rather than simply report, and strongly value this critical-thinking component.
- Make two or more versions of the same test, and perhaps colour code by block or row.
- Having reviewed tests, collect them, and keep them until the end of the year, or permanently.
- Change seating order during tests.
- Collect summary study notes before tests, and give students marks for having submitted them.
- Develop examinations that ask students to apply rather than repeat what they know.
- Develop guidelines, monitor, and mark, for group work.

*Shared expectations, improved practice, and clear consequences are only a beginning.*

- Treat instances of cheating and plagiarism seriously and promptly, imposing clear consequences.

Shared expectations, improved practice, and clear consequences are only a beginning. Cultural mores that "see plagiarism and cheating as "helping others" need to be questioned and redirected. Honesty needs to be more than its own reward, or cheaters will prosper!

Gavin Hainsworth teaches at North Surrey Secondary School, Surrey.

# The MAI: down but not out

by Murray Dobbin

The plan by the world's largest corporations to debilitate governments and downsize democracy has hit a major snag. The MAI—the Multi-lateral Agreement on Investment—was supposed to be signed at the end of April. But an unexpected level of popular opposition to the deal, in Canada and elsewhere, has scuttled that deadline. The 29 countries of the Organization for Economic Cooperation and Development announced April 28 that they were going to take six months to do some behind-the-scenes mending before formal negotiations resume.

The MAI is not dead. Transnational corporations (TNCs) who designed this deal are determined that it go ahead. But the six-month delay is seen by both sides as a major, perhaps historic, victory for community, labour, and advocacy groups. The Council of Canadians, led by Maude Barlow, has been in the forefront of the struggle since the council obtained and released world-wide the first draft of the MAI in February 1997. Opposition in Canada, and later in France, plus divisions within the political forces in the United States, have caused major rifts among OECD countries, spoiling the previously genteel atmosphere of secret negotiations of this rich countries' club.

The MAI, negotiated in complete secrecy for two years, has been called a bill of rights for TNCs. It bestows on corporations the status of nation state. It effectively guarantees that corporations can expect a certain return on investment, immune from laws and regulations that governments might consider in the interest of communities and citizens. From job creation to

*Corporations have the right under the MAI to sue governments for passing legislation that has the effect of expropriation.*

environmental protection, from public education to health care and the nurturing of Canadian culture, measures that governments have taken for decades would violate the MAI.

Corporations have the right under the MAI to sue governments for passing legislation that has the effect of expropriation. In international case law, expropriation includes any government action that diminishes the value of an investment. That could be any investment. That could be any workers, use local products, or protect the local environment. Efforts to prevent tobacco

*Efforts to prevent tobacco companies from targeting children could be challenged as expropriation through regulation.*

companies from targeting children could be challenged as expropriation through regulation. Closing down a gas station for polluting the water supply could trigger a suit for future lost profits. The list of measures that would violate the MAI would fill a book—the agreement includes nine entire categories of government actions that would be disallowed.

An agreement is only as good as its enforcement provisions, and the MAI is unprecedented in that department. Corporations suing governments do not go to a Canadian court. They can use an appointed panel of three

*The government (federal, provincial, or municipal) whose law is being challenged has no right to appear before the panel.*

trade lawyers. Their decisions are made in secret, their deliberations are never made public, their decisions are binding on government, and there is no appeal. The government (federal, provincial, or municipal) whose law is being challenged has no right to appear before the panel.

For teachers charged with preparing the next generation for an adult world, this deal is particularly disturbing, for its effects, if it is signed, will last a full generation: at least 20 years. Citizens concerned about democracy would be well advised to make their voices heard. For if the MAI is passed, our democratic institutions will be reduced to mere rituals: bread and circuses, sans bread.

Murray Dobbin is a social activist, journalist, and author, most recently of *The Myth of the Good Corporate Citizen* (Stoddart).

He conducts a workshop: Globalization and the Future of Public Education. Contact him at (604) 739-8560 or murray.dobbin@bc.sympatico.ca

• Write to Trade Minister Sergio Marchi and Prime Minister Jean Chrétien expressing your concerns about the MAI.

• Write to Premier Glen Clark supporting his government's opposition to the MAI. Join in MAI Not! activities in your community.

# Ethnic and economic divisions

by Paul Orlowski

Teaching working-class teenagers for the past 12 years led me to research the mechanisms and conditions in which racism is allowed to exist and even flourish. I wondered how the highly touted global economy was influencing the social relations of East Vancouver's youth. The resulting ethnography, an M.A. thesis at UBC, took 18 months to complete. But the insights and revelations I gained from it will help make me a better teacher and a better person for much longer.

The 25 participants, all of them working-class senior students, were from First Nations, Chinese, Vietnamese, European, or Indian families. Students were interviewed individually, in small groups, and then all together. The 750 pages of interview transcripts, together with observations and informal conversations, led to an analysis that, although somewhat shocking, offers hope to all public educators who wish to lessen racism.

The study explored how these adolescents construct their identities in terms of race and social class. By the students' own accounts, the home was the strongest influence on their perceptions of "Other." Not surprising, all the participants were extremely aware of their race or ethnicity. Almost all felt that racism was increasing in Vancouver. This was so even though, except for the First Nations students, they were only able to recognize overt racism.

The Native students were all very aware of institutional racism their people have had to endure such as the residential school system and the B.C. laws prohibiting them from owning property or a business. They were also acutely aware that systemic racism has moved in to replace these defunct laws, acting as a "hidden" structure in our society that keeps many Native people at a low socio-economic level.

All five White participants had already been greatly affected by the New Right movement. They complained

about Native land claims and "privileges" but reserved their most bitter criticisms for Vancouver's recent wave of immigration, especially from Asia. All of their claims had an economic link. Asian immigrants were driving up real-estate prices, using "our" tax dollars for welfare, and taking all the jobs. This apparent racism, however, was founded upon a fear of competition they had with their Chinese counterparts in the arenas of academia and employment.

Similar to India's caste systems, East Asian cultures have also developed a hierarchy, one that seems to be based on wealth, topped with people from Hong Kong while the Vietnamese are mired at the bottom, possessing less status than the Mainland Chinese. The Asian students, each one a first-generation Canadian, were extremely influenced by these cultural hierarchies. Furthermore, most of their parents strongly discouraged friendships with First Nations and White people because of what they perceived to be too strong an emphasis on leisure rather than work.

*...most advocated cutting taxes and social programs, unable to articulate the ways in which they benefit from taxes.*

Almost all the participants considered themselves to be middle class, even those with parents on welfare. Consequently, they have bought into neoconservative middle-class arguments put forth by the corporate media, ideas that only further oppress the strata of society that these students and their families occupy. For instance, most advocated cutting taxes and social programs, unable to articulate the ways in which they benefit from taxes.

All the Asian students expressed a respect for the wealthy that was beyond what any of the Native or White youth expressed. All five White

students opined sheer disdain for the wealthy. All the Natives and some of the Whites expressed sympathy and understanding for the poor, including the homeless with substance-abuse problems.

The study demonstrated the shortcomings in the present curriculum in terms of race, social class, and economic issues. In other words, the participants seemed to have little idea of how power works in our society. Consequently, during times of economic strife—today for Canada's working class—racist tensions escalate. Most women are very aware of how gender has been used to limit or enhance a person's life chances. Unfortunately, many graduates of the school system are blind as to how one's race and class act to elevate or oppress one's standard of living.

*If we don't help students realize what they and their families have in common with their peers from other races, we can expect to see a further rise in racism within this strata of society.*

Teachers must take the lead in making students aware of social-class issues. Countless studies demonstrate how class greatly shapes people's experiences, values, expectations, and future lives. If we don't help students realize what they and their families have in common with their peers from other races, we can expect to see a further rise in racism within this strata of society. It's too late to change the attitudes of most adults. We still have a chance with the youth of today and tomorrow. And if teachers are successful, we will see a future with less racism among the working class and throughout society.

Paul Orlowski teaches at Spectrum Senior Secondary Alternative Program (affiliated with Van Tech), Vancouver.



Student asks additional questions after history class.

## Krieger captivates kids in the classroom

by Nancy Knickerbocker

*You say you want a revolution  
Well, you know,  
We all want to change the world...*

—John Lennon

Kit Krieger has faced crowds of colleagues and hordes of reporters, but the toughest audience is the one teachers face every day. "I'm nervous because I'm rusty. I haven't taught for awhile," the BCTF president confides to Suzanne Duke, the West Vancouver Secondary English teacher whose classes Krieger will teach for the morning.

The students in Duke's Grade 10 English class are studying *Animal Farm*, George Orwell's classic allegory about the failure of the Russian revolution. They have learned about the idealism of the early Soviet revolutionaries, whose dreams were betrayed by Stalin's reign of terror and his alliance with Hitler.

"Can we, by understanding the past, better understand our own society to make sure the future unfolds as it should?" Krieger asks. A spirited discussion ensues about free will and choice, the fundamental qualities of human nature, and whether one can alter the course of history.

"For example, I'm Jewish," Krieger tells the class. "Forty-two of my relatives died in the Holocaust. What if I could go back in time and I saw Hitler. Should I kill him, knowing what he did?"

The students are keen to respond—mostly in the affirmative—and it turns out that several of them have spent quite a bit of time playing around with that very question. "There's a computer game about that, called *Command and Conquer: Red Alert*," says one boy. "In it, Einstein goes back in history and kills Hitler, but then Stalin causes and wages the Second World War anyway."

To expand the students' understanding of Orwell's thought, Krieger uses a series of overheads to introduce them to Isaac Deutscher's seminal 1949 work, *Stalin: A Political Biography*, which analyzes why revolutions fail. Typically revolutionary move-

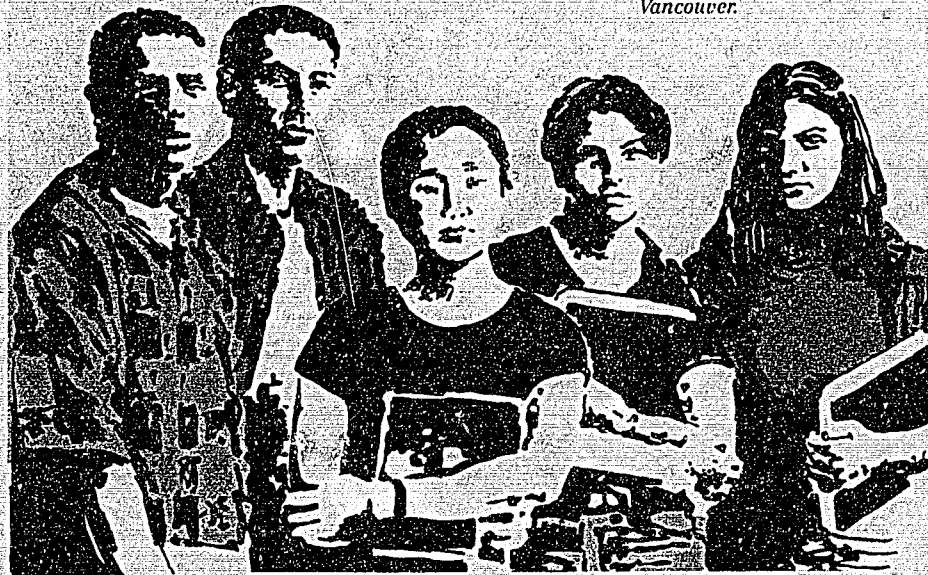
ments triumph in a phenomenal burst of popular energy, impatience, anger, and hope, says Deutscher. But inevitably civil war ensues as the people struggle against defenders of the old regime. Many of the visionary heroes are killed and new leaders arise, creating a new (often corrupt) elite. Gradually, the people lose faith in the revolution because of its inability to create a new society. The country's economic and social structures fragment and decline. The revolutionaries cling to power even though they are no longer supported by the masses, and they begin to suppress dissent, exercise arbitrary power, and ultimately become every bit as authoritarian as those they overthrew. "And that's how it continued [in the Soviet Union] until 1989," says one of the students. Exactly. The youngsters are engaged and curious, throwing out questions like "What role does propaganda play in a revolution?"

Krieger then has a question of his own: "How many of you have heard of the Beatles?" The kids roll their eyes. Everyone has heard of them. "The Beatles are awesome," says one boy, as if Krieger should know that already. So he cranks up the tape deck pretty loud, and sings along to John Lennon's "Revolution," while the kids read the lyrics from a printed handout. They talk about Lennon's revolutionary message: that the means and the end are one and the same, that "when you talk about destruction, don't you know that you can count me out."

"I'm pleased with the way you grasped these difficult concepts," Krieger tells the class as the bell rings and they begin packing up their pencils and books. The kids give him a friendly round of applause on the way out the door.

Krieger says that after being elected to lead the BCTF, "I made a commitment to myself to try to find one day a month to teach." Why? "Because B.C.'s head teacher should teach." He most recently gave a class on the Holocaust to students in Prince George.

Nancy Knickerbocker is the BCTF's media relations officer.



## B.C. Safe School Centre opens

The first Safe School Centre in Canada will officially open its doors for business in May '98. Located in Burnaby, B.C., the centre will work in partnership with a variety of education and community agencies and organizations to address a range of school and community safety issues.

The centre is a joint initiative of the Ministry of the Attorney General, the Ministry of Education, and the Burnaby School District. The impetus for such a co-ordinated, provincial approach to violence prevention came after years of "foundation laying" through many avenues including the BCTF 1994 Task Force on Violence in the Schools and the Interministry Committee on Youth Violence and Crime.

B.C. Safe School Centre Director Mitch Bloomfield supports the need for provincial co-ordination of a comprehensive school and community focus on safety. The centre will have a wide provincial outreach, encouraging and co-ordinating resource development, training, information-sharing, and research supporting promising practices currently under way in B.C. schools and communities.

Bloomfield is also pleased that Terry Waterhouse, formerly the violence prevention co-ordinator for the Vancouver School Board, has joined the centre. He is managing the development of a comprehensive resource collection and the publication of several resource documents, and he will oversee future training and conferences.

Calls for help from teachers, parents, the community, and school administrators have been flooding the centre's phone line since its inception. Topics include harassment, racial conflict, family violence, personal safety, crime prevention, bullying prevention, and violence among teen girls.

"Awareness and interest are high," said Bloomfield, "and our challenge is to address the priorities through relevant services and school/community partnerships. The goal of this centre is to provide the tools and training to help communities take charge of the issues and work together to keep schools safe and supportive places for everyone."

The government of B.C. is behind this initiative, announcing an investment of one million dollars in the coming year to support a variety of projects in three key areas:

- Development of early intervention and conflict resolution resources to help schools and families address social and safety issues.
- Training and resources for educators and community members.
- New programs and information to support youth at risk.

The BCSSC Steering Committee members have been active since January in a number of areas:

- Compilation and screening of existing resource materials.
- Development of a province-wide bullying prevention program for all schools.

- Development of a conflict resolution/peer mediation resource for elementary and secondary.
- Development of a resource list of training support
- Construction of a Web site and electronic communication
- Development of regional conferences/workshops for '98-'99
- Networking and connecting with organizers of existing successful programs

The B.C. Safe School Centre reports to the Inter-Ministry Committee on Youth Violence and Crime, chaired by Alison McPhail, Ministry of the Attorney General, community and education partners from the B.C. Safe School Centre Working Group. Nancy Hinds, BCTF staff, is the BCTF representative to the steering committee; Nona Thompson, Vancouver teacher, is the BCTF representative on the Safe Communities Committee.

The B.C. Safe School Centre provides a welcome opportunity to pull together the variety of violence-prevention initiatives and resources that have evolved in pockets all over B.C. and to co-ordinate them for greater impact. It will work with its various partners to ensure quality, accessible programs and resources for all schools and communities that need them.

**B.C. Safe Schools**  
5325 Kincaid Street,  
Burnaby, BC V5G 1W2  
(604) 660-SAFE (7233)  
1-888-224-SAFE (7233)  
F: (604) 664-8382

— Nancy Hinds

## UPDATE FROM MINISTRY FOR CHILDREN AND FAMILIES



### School-based programs for children and youth

Early intervention and supports for children and families are the best approach to preventing future problems. That's why the Ministry for Children and Families (MCF) has launched *Building Blocks*, a long-term promotion, prevention, and early support strategy. Whose goals are to:

- build on individual and family capacity
- mobilize communities to support children and families
- define and create a family-supportive, child-centred service delivery system.

School-based programs are a key component of *Building Blocks*. As part of this strategy, the ministry offers a variety of programs and services for students who may be at risk, to help them become effective learners before learning difficulties result in failure and low self-esteem.

Educators and parents both play an integral role in ensuring that students get the healthy beginning they deserve. In recognition of this, several key programs initiated by the Ministry of Education (e.g., school meals, early academic intervention, and community schools) have been incorporated in the Ministry for Children and Families.

The *school meal program*, now more than six years old, is one of the most successful. Accessible to all children in participating schools, the program serves meals to more than 50,000 children in the current school year. Children in the program demonstrate improved health, more regular attendance, increased self-esteem, reduced aggression, and increased readiness to learn.

School meal programs, early academic intervention programs, and city school programs received more than \$20 million in funding last year as part of a *social equity envelope* designed to address the effects of poverty, hunger, and other risk factors on children. Continual funding for these programs is now determined by each MCF region. Information can be found in *Investing in All Our Children, a Handbook of Social Equity Programs*, available through local school districts.

More than 70 *community schools* around the province provide another support for learners of all ages. Each school's goal is to strengthen the existing school program by offering an expanded range of learning opportunities for children, youth, and adults in

their neighbourhood and community to increase awareness and involvement in life-long learning.

Many B.C. schools offer a variety of exemplary programs aimed at preventing future problems. In Prince Rupert, Roosevelt Park Elementary School is a community school with both inner-city and school-meal program funding. Together the programs at the school are addressing needs that distract children from learning, allowing the school to concentrate on academic issues, such as a school-wide basic literacy program.

The ministry also works in partnership with school districts to deliver school-based *alcohol- and drug-abuse-prevention programs* to students. This year alone, more than 50,000 students in 37 districts are taking part in the programs, aimed at helping children and youth make informed and healthy choices about what is right for them.

And because we all have a role to play in *keeping children safe*, the ministry recently updated the *B.C. Handbook for Action on Child Abuse and Neglect* and published *Keeping B.C.'s Kids Safe*—both guidebooks for recognizing, reporting, and preventing child abuse. Targeted to those who work closely with children and parents, the publications are being distributed to schools across the province.

With its broad-based mandate of protecting, improving, and monitoring the well-being of children and families, the ministry often works in partnership with the Ministry of Education on our collective goal that all children grow up safe, strong, and secure, nurtured by loving families and supported by caring communities.

To this end, the *B.C. Safe School Centre* will play a key role in promoting and implementing violence-prevention programs. The centre was initiated in December 1997 at the Burnaby School District office to support safer schools in B.C. To contact the centre, call 1-888-224-SAFE.

For more information on other school-based ministry programs, contact your local MCF regional operating officer, or explore the ministry's Web page at [www.mcf.gov.bc.ca](http://www.mcf.gov.bc.ca)

— Communications Division, Ministry of Children and Families.

BCTF staff contact for MCF is Nancy Hinds, (604) 871-1840; toll free 1-800-663-9163 (local 1840), [nhinds@bcif.bc.ca](mailto:nhinds@bcif.bc.ca)



## AGM calls for bullying-prevention program

Delegates at the 1998 Annual General Meeting directed the Federation to address the issue of intimidation and bullying among students, by offering a bullying-prevention program to members. The following motion passed:

That the BCTF provide a program to combat bullying in our schools and on our school grounds.

There is no question that

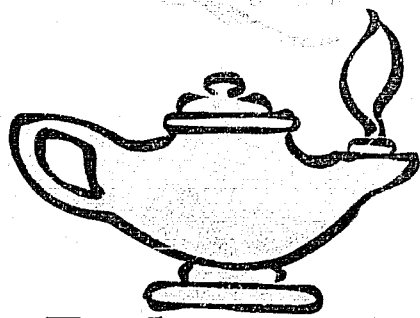
this is a high priority for many in education, and over the past few years districts and individuals have created bullying-prevention programs that are grounded in clear principles, school planning processes, and the teaching of pro-social skills, and conflict resolution.

The B.C. Safe Schools Centre heard this focus as a top priority for B.C. and will provide for all schools a province-wide bullying-prevention

resource this spring. The BCTF is discussing with the centre the opportunity of linking teacher in-service education with this quality resource and having something available to schools and staffs in the fall.

Watch for the BCTF circular seeking PD associates.

Contact Nancy Hinds for more information, (604) 871-2283, local 1840 or [nhinds@bcif.bc.ca](mailto:nhinds@bcif.bc.ca)



## Exploring roles of teachers in the 21st century

**"T**eaching in the 21st Century: Roles of Teachers" was the theme of the annual Quality Teaching Conference, held April 4 in Richmond.

More than 200 teachers from throughout B.C. took the opportunity to rethink the place of teachers in our rapidly changing society. Key issues for discussion included:

- The impact of technology on teaching and learning
- The purpose of public schools—training or education?
- Leadership in education
- The new gender issue: Reconceptualizing maleness
- The 21st-century teacher
- Today's classroom composition
- Curriculum, assessment, and accountability
- Globalization and public schools
- Can school be a school and a social service agency?

BCTF President Kit Krieger offered an address on the changing role of teachers. "I have always considered teaching to be the most difficult and important job there is," he said. "Unfortunately, many people underestimate the complexity of our work."

Krieger noted that education today, as always, involves a search for meaning and understanding. "As teachers, we build students' capacities to understand, question,

manipulate, accept, interact, and reflect. We help them to negotiate the balance and tension between the individual and the group, between thought and action, between the concrete and the abstract, between the certain and the speculative, between the arts and sciences, and between order and chaos."

While the essential purpose of teaching is timeless, the social context for our work has changed fundamentally. Krieger said the four most important contextual influences on the work of teachers are:

- The growing diversity of the student population
- The tensions between the needs of the students and the needs of the system
- The conflict between professional and bureaucratic cultures in schools
- The intensification of teachers' work.

In the past, he noted, students' educational prospects were predetermined by academic and technical streaming. "Today, on the other hand, we see it as our role to ameliorate—not to institutionalize—class, gender, and other disparities."

Krieger expressed concern over the growing demands for system-wide accountability, evident in the expanded use of standardized mass testing. Increasingly these demands "collide with what teachers

know is best for students." He is disturbed that the Ministry of Education plans to include personal identification numbers on PLAP tests and allow teachers to use those tests to assess individual student achievement. "Teachers in B.C. must assertively oppose this move," he said.

Although teachers today are better trained than ever, they face more external controls than their predecessors did. He lamented "the ascendant value of management and the descendent value of pedagogy in administration."

The intensification of teachers' work may be attributed to many factors, such as the rapid pace of curriculum change, the advent of new technologies, and integration of students with special needs. In the past, a wide array of social problems were either ignored by schools or dealt with by other institutions. Today, teachers are on the front lines, dealing with poverty, violence, child abuse, sexism, racism, and homophobia, he said.

Krieger concluded by affirming that teachers must articulate a positive vision for public education and for the profession. "Nobody knows better than teachers the solutions that will work in our schools," he said. "It is from within our ranks that the vision for education in the 21st century will emerge."

## Nobel prize-winning activist holds out hope for peace

**U**niversity of Victoria professor Dr. Mary-Wynn Ashford brought a message of "hope in a changing world" to more than 200 participants in the BCTF's annual Quality Teaching Conference. A physician and educator, Dr. Ashford is former vice-president of International Physicians for Prevention of Nuclear War, the organization that won the 1985 Nobel Peace Prize. She has written extensively on war's impact on women, and the roots of violence among youth.

In her keynote address, Dr. Ashford analyzed some of the profound losses suffered by many citizens in contemporary society: loss of spirituality, of rootedness, of love, of work, of hope, of respect. She also reported on research that documented a marked decade-long decline in the value 15- and 16-year-olds place upon such qualities as honesty, respect, and politeness. Conducted on 1,500 teens in Sooke School District, the study revealed that placing little value upon politeness was the single best predictor of which students will be violent.

"Can we, as teachers, alter these dynamics?" she asked. "How do we deal with this evidence that the situation is worsening, despite our best efforts?"

She spoke of an "inner imperative" that compels people to act for the good in the face of such disastrous circumstances as the Nazi Holocaust. Like those who had the courage to respond to the refugee on the doorstep, we must "break the silence in dark times," Dr. Ashford said.

She encouraged listeners not to feel overwhelmed by the

global changes that affect all of us in "the Coca Cola culture," and to "resist the domination of money and seek deeper meaning in life." We must all commit "to living a life consistent with saving the planet," she said. "The ethic of each person does matter."

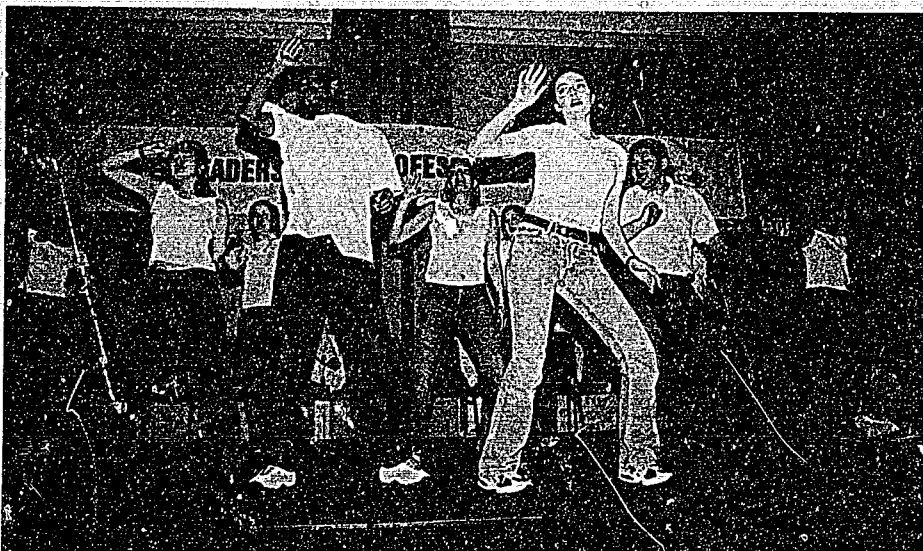
She spoke of the need to embrace non-violent strategies to contribute to the great social movements of our century: the environmental, women's, peace, and human rights movements. Dr. Ashford espouses the doctrine of voluntary simplicity, which "exhorts us to leave behind the need to buy" and, like Gandhi, to "live simply so that others may simply live."

Since the fall of the Berlin Wall, the world has lived with a false sense of security, she said. Despite the end of the Cold War, the U.S. and Russia still have 20,000 nuclear weapons facing each other on high alert.

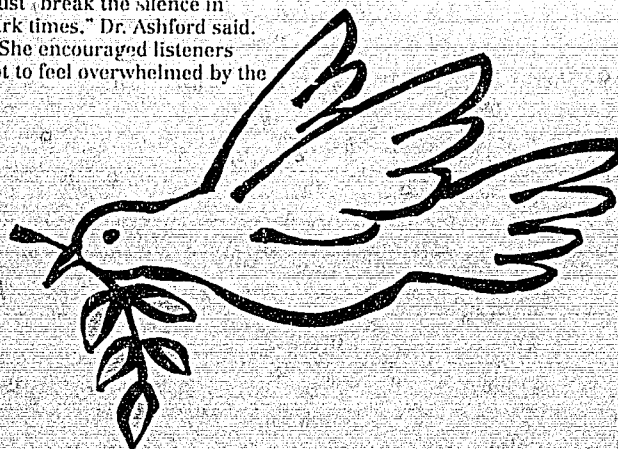
"We are still only 12 minutes from the end of the earth," she warned, and no disarmament talks are taking place at present.

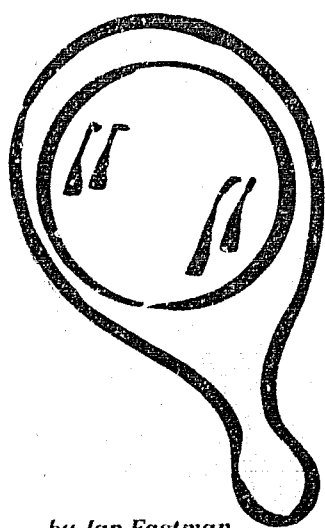
However, this year's international ban on land mines has encouraged peace activists in their struggle to rid the world of nuclear weapons. There are many signs of hope, she said, from the recent World Court ruling that defines nuclear weapons as illegal under international law, to the increasing numbers of political leaders, generals, scholars, journalists, and everyday citizens who have begun taking action for peace.

—Nancy Knickerbocker



Members of Vancouver Youth Theatre wowed the crowd with their award-winning musical play on the struggles of ESL students.





by Jan Eastman

**T**he Canadian Teachers' Federation is an alliance of 13 provincial and territorial teachers' organizations representing more than 246,000 elementary and secondary teachers in Canada's publicly supported schools.

CTF is committed to ensuring that Canada's schools model and promote an appreciation of diversity. Through Canada's schools, families, communities, parents, teachers, and students work toward replacing ignorance with understanding and hostility with respect. Fostering the development of mature, responsible citizens requires an atmosphere that is safe, respectful, and honest.

As the attached policy indicates, CTF believes that

# Students need mirrors and windows

the concept of human rights extends to the rights of children. The right to have a child's family treated with respect is fundamental. Unfortunately, some children discover that they are part of families that are excluded or feared. Children need opportunities to authenticate their own experiences and appreciate the diversity of others' experiences. Modern curricula have recognized that students need exposure to diversity if they are to contribute to a dynamic and changing world. Encountering only "traditional" families in classroom materials is no more appropriate than encountering only "white" families.

This requirement is sometimes referred to as "mirrors and windows." At every age, students need curricula and materials that validate or "mirror" their experiences. They need to see themselves in what they learn about. But mirrors are not enough. "Windows" afford opportunities to see beyond personal experience and opinions. Windows can be explorations of art, history, theatre, geography, literature, or current events.

Both mirrors and windows must be placed at the correct height if they are to be useful.

Good curriculum is appropriate to children's developmental stages. Encouraging good citizenship among primary students is different from exploring changing definitions of citizenship with older students—but the lessons of respectful listening learned in Grade 1 may lay the foundation of appreciating democracy's compromises in senior school. The appropriate heights may change, but the need for curricular mirrors and windows does not.

The suggestion that when it comes to family diversity—in particular, to same-sex parents—children are better off without mirrors and windows is flawed. Lacking the tools, children find substitutes. Gossip, prejudice, and half-truths flourish under such circumstances.

When schools are silent in the face of prejudice and hatred, the silence is understood as complicity. Schools can't avoid dealing with issues such as homophobia. They can either remain silent, or they can attempt to foster attitudes that encourage respect and discourage ignorance. No sensible person would conclude that striving toward this goal means teaching the political history of the Canadian Charter of Rights and Free-

doms to young children. Such mirrors and windows would be far too high. There are other, appropriate, ways of gently encouraging even very young students to see their own families, and other students' families, as worthy, caring environments.

Judging the age and subject appropriateness of materials such as books is part of the skill and responsibility of teachers. They require the autonomy to act on their professional judgment.

Teachers need to be free to select mirrors and windows if Canada's students are to develop into mature adults who appreciate the rights and responsibilities all citizens share.

Jan Eastman is president of the Canadian Teachers' Federation.

This is a copy of the letter sent to Joseph Arvey, legal council, suing the Surrey School District over the banned-books issue.

## CTF Policy 5.7

### 5.7 Teachers, Children's Rights and Education

#### 5.7.1 Children's Rights

5.7.1.1 All children have the right to the protection, care, and affection of adults who are responsible for them. (1988)

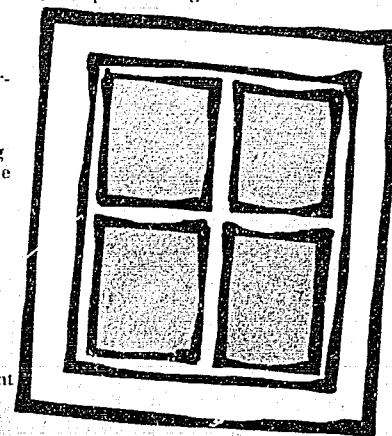
5.7.1.2 All children have the right to an environment which fosters their physical, emotional, social, ethical, aesthetic, and intellectual development. (1988)

5.7.1.3 All children have the right to an appropriate free public school education. (1988)

5.7.1.4 All children have the rights, privileges and benefits offered and obligations identified by the Canadian Charter of Rights and Freedoms, subject only to such reasonable limits as can be demonstrably justified in a free and democratic society. (1988)

5.7.1.5 All children have the responsibility, within the limitations of their developmental stage, to respect the rights of others. (1988)

5.7.1.6 All children have the right to be presumed competent, within the limitations of their developmental stage. (1988)



# Making space for women's history

by Jane Turner

**"W**hy are there only men in this picture?" I asked my

students. The boys and girls were looking at a picture in their text of Louis Joseph Papineau painted by C.W. Jefferys. A crowd was gathered around him as he delivered an oration on the need for responsible government in Quebec. The students studied the picture, and one ventured a response.

"These men are angry that they don't have the right to vote."

"Yes, that's true, I replied, 'but why does the painting show only men? Where were the women of Quebec?'"

"Oh, there weren't any women in history," a student blurted out.

On numerous occasions and in a variety of ways, students in my secondary social studies classes have articulated similar sentiments. After years of studying history through their social studies courses, students have come to believe that women are not part of history. Coulter (1989) noted a similar finding in her work with high school students. Women are either completely absent from historical narratives, or their presence is described in ways that are insignificant to the important events of history.

The invisibility and marginalization of women in history is a problem keeping the study of history from realizing its full potential. We study history to understand and inform our present circumstances and to provide insight into actions we might take. Both the current and the proposed social studies curricula for B.C. include history as an integral part of the social studies curriculum for similar reasons. Students need to understand the past in order to participate fully in the present and prepare them-

selves for their future needs and those of society. But what does history lose if it is constructed around only half of humanity? If women are absent or marginalized throughout history then two problems occur: female students are denied the opportunity to learn about their particularized pasts, that of their foremothers, and the history that is studied by all students is only a partial reconstruction of the past.

History centred around men's lives, activities, and events does not represent a history for all. It is argued that only white, middle class, heterosexual men count in history and that non-white, non-middle- and upper-class men as well as women have been removed from our view of the past. Only by our including women in history (in their historical relationships with and to men and society) will girls and boys in secondary social studies be able to understand their pasts and will the past hold significance for the present, a present that includes females.

In a recent attempt to revise the social studies curriculum in B.C., Moira Eckdahl, a secondary social studies teacher in Vancouver, noted that "despite advice from several sources to consult with women scholars on the

language of outcomes which would explicitly write in women's history, no such consultation ever happened." Nor were proposed changes to the course of studies that would be inclusive of women accepted. Topics more inclusive of women's experiences and open to feminist history, such as a "conflict/resolution," were rejected in favour of the more traditional subject headings, such as "war."

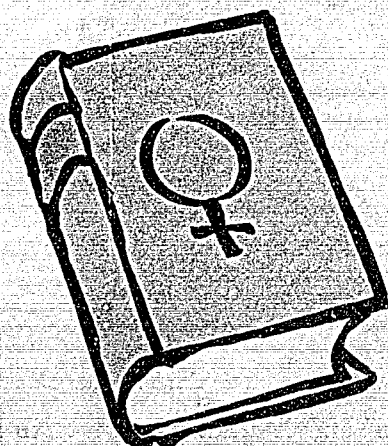
Even when acknowledgment is given that women helped shape the world in the past, acknowledgment is cursory. A major encyclopedia updated its entries to include the name of Emily Greene Balch, but the entry was but a few lines. Evidently the encyclopedia did not value the peace work done by Balch, even though she and several other women suggested a permanent arbitration body before the League of Nations was established and Balch herself received the Nobel Peace Prize in 1946. A quick check of the indexes of three texts appropriate for the History 12 curriculum in B.C.—Haberman, 1997; DeMarco, 1987; and Howarth, 1989—finds no reference for Emily Balch, even though all three texts deal specifically and supposedly in depth with the topic of the search for peace.

Would history be different if

women were a more decisive and dominant factor in its construction and interpretation? How would history and the work of historians change if historical reconstruction focussed as much on the traces and accounts left by women as on those left by men? History would tell a complete story of the past. Instead of revealing only part of the picture (for example, that only men were interested in responsible government) history that included women would let students understand that men and women worked in conjunction with and in relation to one another.

Including women's experiences in history curricula extends and changes our understanding of the past, providing a new and different interpretation of the past and a starting place for re-visioning history. Women were active participants in the past, witness the recent front-page article in the *Vancouver Sun*, January 5, 1998, detailing the recent spate of histories about women warriors. All history needs to reflect women's participation in its pages so that students may understand the richness of our collective past.

Jane Turner teaches at Burnaby North Secondary School, Burnaby.



## Health and Safety

### Violence prevention

by Lynne Sinclair

**V**iolence prevention is one of the BCTF's top priorities in the health and safety program. The other, indoor air quality, was covered in the April 1998 issue of *Teacher*. BCTF studies, research, and experience indicate that violence prevention is of growing concern to teachers.

Violence is defined in the WCB Regulation as "the attempted or actual exercise by a person, other than a worker, of any physical force so as to cause injury to a worker, and includes any threatening statement or behaviour which gives a worker reasonable cause to believe that he or she is at risk of injury." *A threat against a worker's family that is a result of the worker's employment is considered a threat against the worker for the purpose of 4.27. When an employer is made aware of such a threat, the employer is required to notify the worker and to notify the police. The employer is also required to co-operate in any investigations necessary to protect the worker or the worker's family. Anyone who becomes aware of a threat made against another worker's family must report it to the supervisor or employer.* Worker-to-worker violence is covered by another section, 4.24 "Workplace Conduct" and by our collective-agreement language on harassment. Violence can be culpable or non-culpable, but it is still violence from which the employer must protect workers. An example of non-culpable behaviour; students with special needs who involuntarily kick, bite, or strike people.

Each school district is required by WCB Regulation, Part 4, Sections 4.27 through to 4.31, to prevent or minimize the risk of violence to workers. A violence-prevention program must include a risk assessment of each workplace. Some districts have completed only a district-level risk assessment. That does not

comply with the WCB Regulation. Each workplace is different—different design, different composition of students (special needs, the existence of gangs, evidence of racism, family violence, and different socio-economic backgrounds, to name just some factors that must be considered in a risk assessment at the school level. The risk assessment of a workplace is to include previous experience in that workplace, occupational experience in similar workplaces (which should be supplied by the employer), and the location and circumstances in which work will take place. It is vital that all teachers in the workplace and all other workers be consulted and participate in the process, particularly the health and safety committee in the school, which should review the risk assessment and either approve it or suggest improvements.

After a proper assessment of risks to workers has been completed, the employer must establish policies, procedures, and work-environment arrangements to eliminate the risk of violence to workers. A key element in a school violence prevention program is that teachers, students, parents, and guests be made aware of behavioural expectations and consequences should those expectations not be met. If elimination of violence is impossible, the employer must minimize the risk. The employer must also establish procedures for reporting, investigating, and documenting incidents of violence.

The next step of implementing a violence prevention program is instruction of workers as to the nature and the extent of the risk of violence from students or others whom they are likely to encounter in their work. Some of the instruction is necessarily individual and some should be provided during work time to the staff as a whole. Teachers on call, student teachers, and students on work experience also need to be briefed prior to any

assignment. While the Young Offenders Act (YOA) prohibits the release of a specific charge or conviction and the proceedings of a hearing, an employer must provide enough information to teachers to protect them. The YOA and the WCB Regulation work in concert with the Freedom of Information and Protection of Privacy Act (FOI). Section 25 of the FOI requires the disclosure of information, without delay, about the risk of significant harm to the health and safety of people. Teachers exposed to potentially violent persons have a right to pertinent information about those persons, sufficient to appreciate and respond to that risk; the teachers to whom the information is released are then under the same constraints as the employer with regard to disclosure. No application to the employer or to the FOI Commissioner is necessary; in these circumstances, the employer must disclose the information without delay.

The collective instruction of workers provides the means for recognition of the potential for violence; the procedures, policies, and work environment to minimize the risk to workers from violence; the appropriate response to incidents of violence, including how to obtain assistance; and procedures for reporting, investigating, and documenting incidents of violence.

Work environment arrangements range from putting a gate in the office between the front counter and the wall to restrict entry to the work area, providing well-lit entrances and exits, to ensuring that all personnel wear identification badges.

Some of the policies of the violence prevention program may be established by the district, with individual schools including other policies as necessary. One key policy is a clear, unequivocal statement that opposes violence of any kind. A key policy

for teachers is one that guides them as to when it is appropriate to physically restrain students. In addition, there should be an emergency plan in place so that, for example, should a bomb threat be made to the school, there is a communication code word or phrase and an evacuation plan, or should a person with a gun be sighted, there is a plan of lock-up and security. A crisis-management team that is trained in handling critical incidents (district based or school based), is another component of violence prevention because people trained in anger or violence diffusion can often prevent violence from occurring.

With regard to reporting, some districts have developed a "Violent Incident Report Form," and others use the report form used for other accidents or incidents. A separate form would flag violent incidents as part of an evolving violence prevention program. For example, a description of the offender is important information. Such reports help form the basis for continually updating both the risk assessment and the policies and procedures. They also form the basis for a WCB claim, should a teacher suffer injury or harm as a result of an incident. It is vital that teachers report incidents of violence—to ensure a better awareness of the potential for violence, provide information to develop better policies and procedures, and ensure that everyone is aware of the risk, behavioural expectations, and consequences. The employer is required by the Regulation to take corrective actions in response to the report. The report will help to establish any subsequent refusal to work or WCB claim. The employer is also required to advise a worker who reports an injury or adverse symptom, to consult a physician of the worker's choice. The WCB Regulation requires workers to report violent incidents. Section 4.31.1 states "Incidents of violence must be reported..." Failure to abide by this regulation could leave you liable to personal penalties should you not report a violent incident. If the supervisor or employer is at fault by not being in compliance with the violence prevention section, they may be individually or collectively penalized.

If you experience a violent incident you should have access to critical-incident debriefing, through the Employee and Family Assistance Plan (EFAP), a specialist in the district, or a professional of your own choice to minimize the psycho/social impact of the incident. The debriefing will document the assistance that was required. If you are filing a WCB claim, inform your supervisor and your doctor, who both must fill out WCB forms. Your supervisor must also provide you with a WCB form you should fill in with the assistance of either a member of the health and safety committee or your local president. The two most common reasons for denial of a WCB claim is lack of detail in an original claim and delay in filing a claim.

Other sections in the WCB Regulation also assist in violence prevention. For example, Section 4.21 "Working Alone or in Isolation" requires written procedures for checking on the well-being of the worker and instructions to the worker. WCB recognizes violence as an occupational hazard. It is specifically included in the Regulation and is required to be part of the overall Occupational Health and Safety Program. As with indoor air quality, we have the tools; we have the skills; we have the needs. Let's ensure violence-free, healthy and safe schools for us and for students. If we lead as we have in so many areas, communities will follow, and our world will be safer.

Lynne Sinclair is the BCTF staffperson assigned to health and safety.

## Don't ask me, "How long until you retire?"

by Norm Gleadow

**I**t is time for the BCTF to offer non-retirement seminars. Recently my wife came home and announced that she is not going to retire from teaching until she is 75 years old. She was irritated by the staffroom question: "How much longer until you retire?" When she made it widely known that she is going to wait until 75, staffroom interest waned.

Her pronouncement struck a responsive chord in me. There seems to be an age where people begin to look at you in a calculating sort of way... How much longer is

he/she going to last? The retirement question is a manifestation of that look.

All of my professional life, except for a few years lost in the wilderness of administration, I have been a teacher. I like teaching. It is part of me. So I am now going to join my wife and retire at age 75. Wow! Does that decision ever simplify my life! I can laugh light heartedly at the doom-and-gloomers predicting the demise of the CPP. I'll never have to collect. The furrows in my brow caused by trying to figure out how to accumulate an extra \$600,000 in my RRSP over the next five years by

saving \$3,500 per year in order to provide an extravagant income for life have disappeared. I don't have to worry about how much money I'll be able to make manufacturing antique doorstops and boot removers to supplement my pension. I won't have to golf more than four or five times a year, or spend more than a week on a tropical beach. I'll never need to join the polyester set in Arizona, and never need to feel guilty about not joining a church committee.

I have a wonderful job! I teach subject material I enjoy to kids I like. I can teach full

time or take some blocks off. If I become ill, I am protected. If I want to plan on a one-year mini-retirement, I can enroll in a deferred salary-leave plan. I work in a warm, well-equipped, and convenient workplace with really nice people. Why would I want to retire?

Am I complacent, bubbling along on a pink froth of misplaced optimism? Nope. None of us can afford to be complacent. I am very much aware of the debt I owe to the many people on past and present bargaining teams who have contributed so much to making my job so rewarding. I

am also aware of the strains of, and belligerent attacks on, our jobs and our contributions. As well, I have those days when I want to stay under the covers rather than go to school and when the dog knows enough to stay under the deck when I come home.

I'd rather teach than do anything else. So BCTF, offer a non-retirement seminar to help me stay happily in the classroom. And, colleagues, please don't ask me when I will retire, how old I am, or the size of my RRSP.

Norm Gleadow teaches at Chateleux Secondary School, Sechelt.

by Dianne Twombly

Depending on where you teach, you may have had a colleague or two return from an illness or absence from work and take on just a small percentage of his/her former workload. The remainder of the job is covered by a TOC while the teacher continues to work 20, 40, 60, or even 80% of the former teaching assignment, as he/she gradually returns to work. It's what's known as *accommodation*

### *They work hard to do the best teaching job they can...*

employment. They haven't yet recovered from their illness or disability, and their reduced work hours are part of their rehabilitation plan—a component of their therapy aimed at helping them regain their health and return to a full assignment. Accommodation employment is one of the most valuable tools in helping ill and disabled teachers get back to work safely and in the best health possible.

Accommodation employment means that a teacher in receipt of Salary Indemnity Plan benefits may return to his/her normal employment duties on a reduced assignment basis for up to 20 school months while still disabled or ill. When supported by the doctor, accommodation employment is recommended for teachers who have begun to recover but have not recovered sufficiently to return to a full teaching assignment. Though the pain may be too great or the physical strain and exhaustion too overwhelming or the psychological issues too immense to allow full-time work, the teacher is willing and able to try coping strategies that will eventually allow him/her to overcome these barriers and return to the former assignment. What better setting to try these strategies than in the workplace itself. That's where accommodation employment comes in.

With the approval of the teacher's physician and the Salary Indemnity Plan administrator, the teacher is able to return to work on an accommodation basis while remaining on SIP benefits and maintaining active involvement with the rehabilitation consultant, who can guide him/her through the process. The rehabilitation consultant liaises with the district representative and local president so that the appropriate work arrangements can be made, meets with the principal to discuss the accommodation necessary, and helps the teacher to maintain a manageable schedule, taking into account the teacher's capabilities, limitations, and goals.

Accommodation employment gives the teacher on salary indemnity:

- An opportunity to test limitations and abilities, both physical and psychological, and to gradually build strengths in the work

environment until he/she is able to manage the full assignment.

- The chance to mix with colleagues and students after an illness that may have been isolating.
- An opportunity to make a contribution, build self-esteem, and become gradually reinvolved in work he/she cares about and draws meaning from.

Are there problems with accommodation employment? Of course there are. Often, the accommodation employment schedule has to be adjusted. It is difficult to guess how someone will manage in the workplace until he/she has actually given it a try. The rehabilitation consultant can help the teacher to avoid painful and discouraging setbacks—relapses in symptoms caused by taking on too much, too soon—by helping to set realistic goals and fine-tuning the return plan if things aren't working out as expected. To avoid disruptions for the students, teachers on accommodation employment must make extra efforts to ensure top-notch co-operation with TOCs, and often plan their workload increases at natural breaks, even if it means extra demands on them.

Probably the biggest problem for teachers on accommodation employment, however, is a lack of understanding and support from those around

them. Most of us could use a break, and most of us would love to cut our work week down. But for the teacher attempting a graduated return, the time away from work is spent working through issues like pain, fatigue, or psychological trauma—issues that may not be obvious to colleagues, supervisors, or parents, but that require constant energy and effort if the teacher is to recover. What may appear to be a relaxing lightened load is actually a difficult struggle for teachers trying to cope with their illness or disability while still making a contribution in the classroom and working to improve their condition. The time they are at work is but one small part of their rehabilitation. They work hard to do the best teaching job they can for the limited time they can, while also working at home, at physiotherapy, in counselling, and with various specialists to

*...it's so important that teachers attempting a graduated return to work have the full support of those around them.*

overcome their barriers so they can return to a full workload as soon as possible.

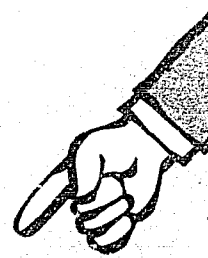
Right now, districts have a duty to provide accommoda-

tion employment to teachers who are disabled, so a suitable placement is guaranteed for those who need it. But following through with accommodation employment can be tough. That's why it's so important that teachers attempting a graduated return to work have the full support of those around them. Providing accommodation employment

*...to help dedicated and valuable teachers to return to health and productivity...*

may be a district's duty, but it's also a way for all of us to help dedicated and valuable teachers to return to health and productivity, and to get them back into the schools—where they belong—as soon as humanly possible.

Dianne Twombly is a rehabilitation consultant with D.B. Hanson and Associates Inc.



### **Factor 88? Age 64?**

#### **Reminder: SIP-Long Term**

Teachers who have reached the age of 64 or the factor 88, age plus contributory service with the teachers or municipal pension plan, may voluntarily withdraw from the BCTF Salary Indemnity Plan: Long Term. If you have reached age 65 or factor 90, you are no longer eligible for long-term benefits and *should* withdraw.

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Watch for more information in September.

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# Boys' and Girls' conference

by Sarah Letain

**O**n April 17, 1998, Grade 7 students from all over New Westminster had an introduction to their teen years at the first annual Grade 7 Conference held at New Westminster Secondary School.

The day was filled with informative and entertaining seminars geared toward 12- and 13-year-olds, covering issues that affect today's youth. Several workshops were gender specific; others had both boys and girls in attendance. Seminars included Mediation, The Esteem Team, Safe Teen, and TCO (Taking Care of Ourselves, Taking Care of Others), a dramatic look at life on the streets.

Safe Teen promotes personal safety, assertiveness and self-confidence. Using role plays and audience participation, the kids think about and share things that make them uncomfortable and how to deal with those and other stressful or potentially harmful situations. The girls' group discussed issues such as asserting feelings instead of acting aggressively or shrinking from conflict.

Most groups attending the Safe Teen workshops were quite comfortable and eager to participate. They were a (temporarily captive audience before they raced off to the next mini-seminar, excited by the atmosphere and interested in what they might learn next.

The mediation groups for boys and girls were run by

students from New Westminster Secondary School who are part of the Peer Mediation Team. They showed skits of positive and negative ways to deal with anger, discussed the anger cycle, and had participants establish what sort of personalities they acquire when faced with confrontation or conflict.

One student from Richard McBride Elementary School commented on fitting into the category of competitor. "It's cool to be a competitor because we get what we want; except sometimes we get ourselves into trouble."

Most of the boys agreed that anger is natural and healthy, but that it should be controlled. One boy, a self-declared compromiser, stated, "Compromising is good; except that we don't get to fight." The majority agreed that fighting isn't worth the energy it requires. They all seemed to enjoy the workshop and were as attentive as any group of 12- and 13-year-old boys can be.

The girls' mediation group was equally positive. One student from Lord Kelvin Elementary School shared her appreciation with a big smile.

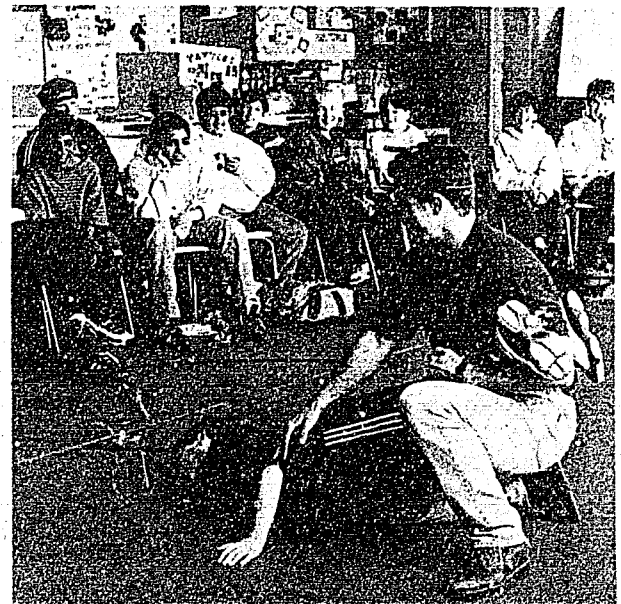
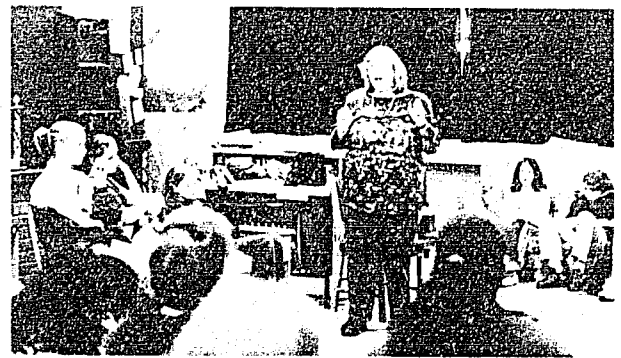
"It was very interesting. I really liked the role plays, and I liked learning about where our anger comes from and how to live with it." The students left the mediation seminars with their questions answered and a little bit of anger management under their belts.

The Esteem Team workshop, provided for boys only, was presented by a member of the Canadian Wrestling Team. The main focus was on finding and emulating positive role models and on how the boys could act as role models for their peers. Peer pressure—how to avoid it and how to deal with it—as well as making decisions, setting goals, and following dreams, were topics important to the boys. With some audience participation, several role plays and a few wrestling moves, the group appeared interested, involved, and open to the advice of their presenter.

The seminar TCO Squared, seemed to hit home with a lot of kids. Some of the issues discussed were life on the streets, the threat of pimps, and other recruiters that youth should be wary of. Skits, open discussions, and role plays entertained, taught, and involved the students. A Queen Elizabeth Elementary School student commented, "It was really supportive; there was a lot of excellent advice. It was funny and entertaining, but informative at the same time."

The workshops were well led and organized. The kids had fun and learned a lot. The first annual Grade Seven Conference was an absolute success.

Sarah Letain is a Grade 11 student at New Westminster Secondary School, New Westminster.



(Top) Sandra Friedman leads the workshop "Girls in the '90s."  
(Bottom) Justin Abdul, Esteem Team national wrestler, "Ups & Downs of Relationships."

## Doctor, lawyer, ostrich farmer?

by Karen Kilbride

**W**hat do an architect, a TV host, an aircraft maintenance engineer, an ostrich farmer, a lawyer, a judge, and a superintendent of schools have in common?

They all joined the students of Georges Vanier Elementary School, in Surrey, to learn about choosing careers and setting life goals. The staff of Georges Vanier organized a full day for primary and intermediate students to attend 40 different career presentations. The students learned about educational requirements and personal and family needs.

Many of the presenters were parents of the children attending the sessions. The children enjoyed seeing their parents in a new light. As one student put it, "People came from our community to turn on a light for very neat and different jobs."

Karen Kilbride teaches at Senator Reid Elementary School, Surrey, and provided these photographs of the Careers Day at Georges Vanier Elementary School, Surrey.



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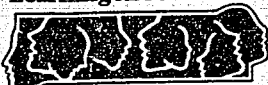
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**CHINA: your choice!** July 3-17: Ancient Capitals Tour! Shanghai, Suzhou, Zhouzhuang, Kaifeng, Zhengzhou, Luoyang, Xian, Beijing! In the footsteps of Marco Polo! Only \$2399. CDN. July 31-Aug. 10: Beijing & Xian: modern/ancient capitals! Great Wall, 6,000 Terra Cotta Warriors, Tiananmen Square, Forbidden City, Temple of Heaven, Xian City Wall, more! Beijing Opera/Tang Dynasty Shows. Only \$1699. CDN. Aug. 7-21: Historic Tour: Shanghai, Suzhou, Zhouzhuang, Qufu, Mt. Tai, Jinan, Beijing. Only \$2,099. CDN. Aug. 10-21: Yangtze River Cruise: the Three Gorges!! Qutang, Wu and Xiling Gorges will be forever under waters of the Yangtze dam. Beijing, Chongqing, Wuhan, Shanghai. Only \$2999. CDN. Interested? Questions? All trips dbl. occ., 1st cl. hotels, all meals, Van-Beijing rtn. Itineraries? Call: j.a.m. learning services (604) 805-2171 or [jamlearn@radiant.net](mailto:jamlearn@radiant.net)

**VICTORIA.** Ivy Oaks B & B. Centrally located, close to UBC, hardy breakfast, park-like setting, educator's character home. \$75/night (250) 383-1918.

**COURTENAY, VAN. IS.** New 2 bd, 1.5 bath, 1/2, 6 appl., fully furn. townhouse. Recreational capital: golf, ocean, mtns, lakes, rivers. Avail. July 1-Aug. 23/98 \$1,200 obo. (250) 897-1421.

**SHUSWAP LAKE.** \$600/wk. 3 bd. cottage located just off the lakeshore with direct access to beautiful sandy beach. (250) 791-6394.

**SOUTH OKANAGAN.** Lovely, private, large 3 bd. house on Tuc-el-Nuit Lake. No power boats. Canoe & all linens provided. 2 kitchens, sleeps 8 easily. Wkly. or dly. rates (250) 498-6556 for reservations.

**YELLOW POINT, VAN. IS.** waterfront retreat available for summer or longer. Garden condo, sleeps 6! Beach, dock, fishing, crabbing, pool, tennis. NS, July 1-Aug. 21. \$2,000. (250) 791-5722 (evenings).

**FOR RENT/EXCHANGE**

**OSOYOOS WATERFRONT.** Quiet 10 acre orchard with 500' beach. Walk to everything, Sept.-June. Call for details (604) 926-2828.

**STICKS N' STONES, GALIANO.** Quiet location, modern, self-contained cabin, all amenities, wood stove, water/beach access. Weekend week or monthly rates. Ralph/ Rocky (604) 522-3339 or via compulink 44.

**SHUSWAP LAKE Cabin.** Scotch Creek area, near provincial park. \$600/week. Avail. June-Sept. (250) 374-1666.

**HALFMOON BAY.** Waterfront 4 rti. cottage on 1.5 ac. on the Sunshine Coast. Just 15 min. from Sechelt. Incl. use of private dock. Close to general store and government dock. Avail. for weekends and holiday rental. (604) 294-0033.

**EXCHANGE OR RENT** beautiful house in Richmond, upscale, executive area, office, 3 bd., 2.5 bath, gorgeous, private yard with large deck and hot tub. 5 min. to historic Steveston, dyke trails, and beaches on Fraser River/Georgia Strait. 25 min. to downtown Vancouver, UBC, US border, or island ferries; on express bus lines; by very responsible couple for lake front residence on Skaha, Okanagan.

Shuswap, Christina, Osoyoos, Tofino, or Cultus Lake, etc. Dates are open and flexible within June 27-July 4 or Aug. 15-Sept. 3 (604) 274-2300.

**QUALICUM BEACH.** Bright, comfortable, fully furn. 3 bd. home, walk to beach & town. Fenced backyard, great place for children & small pets.

**FOR RENT/EXCHANGE**

**FOR RENT/EXCHANGE**

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**FOR RENT/EXCHANGE**

Wkly/mthly. rates for July/Aug. 98.  
Lois (250) 752-2655.

**WHITE ROCK.** Garden cottage near beach, quiet street, lease our home, fully equip., 1 bd., 1.5 bath, avail. July and/or Aug. NS, NP, \$1000/mo. incl (604) 538-6898.

**KITS/POINT GREY.** Furn. 1 bd. pent-house avail. May-July 31, (604) 737-7181.

**VANCOUVER.** Quiet west end suite. View of False Creek. 15 min. to UBC. Sublet fully furn. 1 bd. July 1-Aug. 30. \$1,400 total. (604) 689-7822.

**PEACHLAND.** Large 4-level split home with 3 bd., 3 bath, in sunny Okanagan from Sept. 98 to June '99. Couple on year's sabbatical. Bays and terms flexible-furn. or unfurn. (250) 767-2884.

**YALETOWN** condo for rent by mo. or wk. during July/Aug. 98. Near new 1 bd. in downtown Vancouver. Fully furn. Cat welcome. Near everything! Will rent for \$1100/mo. or \$550/wk. Call (604) 683-2903.

**NORTH VAN.** Large, renovated furn. 1 bd., view, central, phone, TV, utilities, daily/weekly/monthly rates. (604) 988-6323.

**SUMMER SUBLET.** 1 bd. apt. in character house. Vancouver west side. Avail. June 29-Sept. 4. \$1000 OBO. (604) 875-9567.

**NORTH VAN.** 3 bd., NS, NP, avail. Aug. 1-31. \$1,000. (604) 929-5037.

**HOUSE/PET SIT.** Victoria area from Sept. 98, reliable, non-smoker woman. (604) 535-5194.

**PENTICTON.** School year 98-99. Beautiful and spacious family home, fully furn., 5 bd., 4 bath. Lovely deck overlooks Skaha Lake and Neighbouring vineyards. A paradise to live in! 1-acre property within city limits. NS. \$1,000 plus util. (250) 770-7750 (w). (250) 492-4997 (h).

**VANCOUVER.** 1 bd. Kits condo near beach. Avail July/Aug. (604) 737-7181.

**PARKSVILLE.** 1 or 2 yr. lease. 2 bd. townhouse steps to beach, 20 min. from Nanaimo and 1 hr. to skiing @ Mt. Washington. Adult strata, lovely gardens, lots of wild life. (250) 248-6359. \$600/mo.

**VANCOUVER.** 1 bd. apt., central location. July 20-Aug. 22 or possibly Aug. 30. \$550/mo. (604) 730-9113.

**SUMMER SUBLET.** Large 1 bd. condo near Granville Island avail. wkly. or mthly. for July & Aug. W/D. \$800/mo. (604) 872-7515.

**PORT COQUITLAM.** 1 bd. & den furn. condo for rent July 1-Aug. 31. Possible to rent a bit earlier or later. \$800/mo., NS, NP. Incl. util., parking. Mike (604) 945-7596.

**VANCOUVER.** Non-smoking west side condo owner looking for part-time renter. Terms, conditions and rent negotiable, starting Sept. (604) 738-4220.

**VANCOUVER.** Fabulous Kits Point. 1 blk. to beach. Large double bedrm., ensuite bath, TV, bar fridge, top floor smart duplex. 10 min. to UBC, downtown. Share rest of home, garden, with teacher owner. \$900. (604) 736-7225.

**VICTORIA.** Furn. 2/3 bd. main flr. Quiet dead-end on Cordova Bay ridge between Elk Lake and the sea. 15 min. to Uvic. Avail. June 15-Sept. 1. \$850/mo., NS, NP. Incl. util. (250) 658-1881. goho@inetex.com

**HOUSING? GOING ON VACATION?** Mature teacher looking to housesit, take care of pets/plants/yard. Vancouver area. Provides security. Lots of experience & references. Gary (604) 708-9343.

**NORTH VAN.** Spectacular 180° view of Vancouver. Spacious fully furn. 1 bd. apt. with large patio, parking, cable, util. incl. 15 min. to downtown. \$800/mo. July 15-Aug. 31. (604) 980-7916.

**CABO SAN LUCAS.** Newer large deluxe studio, kitchenette, views, beach, balcony, pool/spa, walk downtown. (604) 879-1497.

**NORTH VAN.** Summer rental. Furn. 2 bd. & office house. Newly remodeled, hardwood flr., large fenced backyard. Avail. July & Aug. Dates flex. (604) 986-7186.

**RICHMOND.** 1 bd. furn. condo to sublet for summer mo. in central Richmond. Bright suite in a quiet building with all appliances, gas f/p, vaulted ceiling. Looking for mature, non-smoker, NP. \$500 util. incl. (604) 279-4206 (evenings)

**TSAWASSEN.** DELTA. Cosy 2 bd. character home. Furn. lovely garden, deck, near beach. 20 min. from Vancouver. July & Aug. \$900/mo. neg. (604) 943-4003.

**WEST VAN.** 5 bd. house, near beach, bus route and golf course, new kitchen & great garden. Avail. June 27 to July 25, 98. (604) 921-9824.

**COQUITLAM.** Near SFU/Mundy Park. Large 3 bd. & studio. Rent, share or trade. July/Aug. (604) 939-4779. \$1,100/mo. or daily.

**RICHMOND.** Furn. 3 bd. duplex on quiet cul-de-sac, large yard, 25 min. UBC. Sept. 98-Aug. 99, \$1,250/mo. plus util., see [www.ubc.ca/~mikejhouse.html](http://www.ubc.ca/~mikejhouse.html) or call (604) 272-2279.

**COQUITLAM.** Furn. 3 bd. house (top fl.) avail. for July/Aug. 98. (\$950/mo). Quiet, established neighbourhood. Close to the West Coast Express, SFU & 1/2 hr. to downtown Vancouver. Ph: Peter Stainton (604) 936-0193 for details.

**VANCOUVER.** 4 blks. from UBC gates. Furn. 1 bd. plus den house, Sept 98-April 99. (604) 222-1724.

**GABRIOLA IS.** Attractive 1 bd. home near hourly ferry to Nanaimo. Owner who has use of separate studio/retreat seeks responsible single long-term tenant. \$450/mo. (604) 461-4269.

**RICHMOND.** 2.5 bd. townhouse. June 27-Aug. 1. Rec. centre, outdoor pool. 25 min. to UBC/downtown. \$1,000. Alan (604) 272-4034.

**VICTORIA.** 2 bd. condo. July 5-Aug 1. NP. 15 min. to Uvic, 10 min. to downtown. \$850 (250) 380-7554.

**VANCOUVER.** July & Aug. furn. clean 4 bd. house close to Oakridge. Langara & UBC. NS, NP. Util. incl. \$2,890/mo. (604) 261-4310.

**VANCOUVER.** Sublet 2 bd. furn. character home. Sept 1/98-June 30/99. Cambie/25th area. \$1,050/mo. plus util. Call Linda (604) 738-0290.

**KITSILANO.** 3 bd. sublet for August. Close to beach and everything. (604) 730-1703.

**VICTORIA.** Furn., 3 bd. top duplex, sunny deck, beautiful garden, quiet, close to Mayfair Mall, 10 min. to Uvic. Avail. Aug. 1-31/98. \$800 incl. John (250) 380-2624.

**SHARE.** Looking for NP to share townhouse. 5 min. from UBC. Start Sept. (604) 222-2338.

**VICTORIA.** 1 bd. apt. quiet, NS. Close to water, downtown & buses. Avail. July/Aug. \$600/mo. incl. (250) 480-0270.

**WHITE ROCK.** Furn. 5 bd. exec. home with hot tub, view, 5 min. to beach, 40 min. to Vanc. Avail. July-Aug. wkly. \$1,000 or monthly. (604) 541-8776.

**MISCELLANEOUS**

**MORTGAGES, NEW OR RENEWAL.** Colleagues, let us find you the best possible mortgage. Fees to the broker and/or lender may be charged, but in the majority of cases (90%+) service is free. 329-3943. e-mail: [tmortgag@direct.ca](mailto:tmortgag@direct.ca), [www.sussexrealty.com/tudodex.htm](http://www.sussexrealty.com/tudodex.htm)

**UNIQUE WILDERNESS PROGRAM.** K-12, ProD days. In-school classes, field trips, workshops, by educator John Clarke, BC's premier explorer & mountaineer. (604) 732-0509.

**TRAVEL-TEACH ENGLISH.** (locally/overseas): 5-day, 40-hr. government approved TESOL (Teacher of English) certification courses. Vancouver, Victoria, Interior. 1,000's of employment contacts. Free information package. Toll free 1-888-270-2941.

**CHANGE YOUR LIFE!** Would you like to make better, all around decisions with the potential of a 6-figure income? Proven home-based business in personal development industry. Under \$2,000 initial product cost with money-back product guarantee! Unparalleled support system. Not MLM or franchising! Global market potential. Call 1-800-279-7848. Ext. 179 or [www.dnamg.com/atlack](http://www.dnamg.com/atlack)

**DRAMAWORKS 98.** A dramatic start to your summer. Theatre Alberta presents Dramaworks 98 July 4-12 at the Citadel Theatre in Edmonton. Offering 18 varied workshops including: Acting, Acting for Camera, Directing, Propmaking, Voice, Design, Improv, Auditioning for Camera, Exploring Creative Expression. Courses are geared to educational, professional, and community theatre practitioners. We also provide a summer youth theatre program called Artstrek 98. For information on these programs contact Theatre Alberta, 3rd floor, 11759 Groat Road, Edmonton, AB T5M 3K6. Ph: (403) 422-8162.

**JOB SHARE.** Elementary teacher on call in lower mainland districts wishes to job share 2 or 3 full days per week. Call 730-9026 to discuss possibilities.

**TEACHER EXCHANGE.** Teacher working with at-risk youth in Victoria wishes to exchange jobs with colleague in Vancouver. (604) 730-8835.

**TEACHER EXCHANGE.** VICTORIA. Come and live in beautiful Victoria. Kindergarten/Primary teacher seeks

exchange to Nanaimo area for one teaching year. (250) 744-1254.

**TEACHER EXCHANGE.** German and Art teacher from Germany (3 yrs. exp. Grades 1-11) wants to teach in Canada. Contact Cornelia Dedeckind, Wallstr. 18, 59302 Oelde, Germany. Tel: 02522960998.

**STUDENT EXCHANGE.** German family wishes one year exchange for their 16-year-old daughter. Parents are teachers, and open to alternatives including use of their home and car for summer holiday in exchange. Information, call Steve O'Neill (403) 777-8680 or check web page [www.edvisison.com/annex/studie/index.html](http://www.edvisison.com/annex/studie/index.html)

**EXPLORE THE OUTDOORS.** Flat-water canoe certification courses, as well as Introduction to Sea Kayaking, and Canoe Tripping. Join us for a guided sea kayaking trip with a focus on educating beginning paddlers. Instructed by teachers with teachers in mind. Alpha Adventures & Education: (604) 986-8449, e-mail: [alpha\\_ae@hotmail.com](mailto:alpha_ae@hotmail.com), [www3.bc.sympatico.ca/alpha\\_ae](http://www3.bc.sympatico.ca/alpha_ae)

**ART RETREAT.** Elementary teachers. Beautiful Powell River, Aug. 18-19/98. Contact Wendy Halliday (604) 483-9162, F: (604) 483-3272.

**LIKE TO RETIRE EARLIER,** healthier or wealthier while still making a contribution? 90 sec. message tells how. 1-888-308-8176.

**MANUAL FOR PARAGRAPH & ESSAY** writing. Designed for teachers/parents of weaker or remedial students. To order send \$10.75 plus \$1.45 postage to Avstan Publications, 8850e Young Rd., Chilliwack, BC V2P 4P5. Phone (604) 792-0839.

**PLASTER FACEPRINTS.** Students can decorate their masks for art or drama! Classroom kit (up to 30 masks with paints and brushes) \$85. Coming this summer: Theatre In A Box! Ad Lib Creations (250) 479-3806.

**CABIN.** Well built 3 bd. cabin on 1 acre lakefront sandy beach lot - North Barriere. Call (250) 554-2766.

**TRUMPETS FOR SALE.** B-Fall Bach Stradivarius (model 43) & Yamaha C. (604) 535-5194.

**POINT ROBERTS COTTAGE.** By owner, 2 bd., electric & propane heat, fireplace bunk-house, fenced yard, 2 blks. from beach with beach rights. Assumable mortgage with US bank. \$70,000 US. Call (604) 420-3023. E-mail: [lhrut@express.ca](mailto:lhrut@express.ca)

**POOL EQUIPMENT.** pool kits, wholesale pricing, ship direct to your address, contact Ken, Factory Direct Pools, Kelowna, (250) 763-4181, F: (250) 717-1798, e-mail: [kjohnson@silkenet.net](mailto:kjohnson@silkenet.net) Teacher-owned & operated.

**WATERFRONT-GREEN LAKE** in the Cariboo. 1/2 acre with a year-round, 3 bd., 2 bath, full basement home. Remodeled kitchen with bright breakfast nook. Picture windows and covered sundeck face the lake. Southern exposure. Garage converted to a studio. Small guesthouse. Incl. all appliances, drapery, satellite dish and system. Fenced. Landscaped, dock. \$219,500. Information: Don Stubbett (250) 395-4586 (res) or toll free 1-800-731-2344. R/EMAX of 100 Mile House, BC V0K 2E0.

**SECRET ISLAND-GANGES HARBOUR** No ferries, no cars just a footpath flanked by wildflowers. 2 bd. west coast home. Safe year-round deep water dock. Aerial tramway, generator, water and septic system. Everything in pristine condition. 15 min. to Ganges on Salt Spring Island by runabout. Present owners permanent residents for 13 yrs. \$247,000. Call Felicity Anne Robinson 1-800-286-9375 or (250) 537-5515. Salt Spring Island and lower Gulf Island waterfront specialist.

**MAYNE ISLAND.** 80' highbank waterfront, 4 min. walk from ferry. Cleared, west facing lot. \$162,500. Call (604) 271-5176.

**PERFECT RETIREMENT** environment! Low crime! Low taxes! Low prices! Easy access! New brochure available! Falling market brings good opportunities! Near beach, summer home \$74,900; 3 bd. full basement, 2400 sq. ft. \$99,000; Cottage in woods, private \$109,000; Newer 2 bd. 2 bath rancher \$124,000; Ocean view 3 bd. basement \$144,000; Picturesque 3 bd., 1 ac. pond, \$169,900; Dodecahedron specialty, 5 ac. private \$219,900; Other specials low as \$63,000. E-mail: [spring@island.net](mailto:spring@island.net), toll free 1-800-205-8080. J. Springfield, Gabriola Village Realty

**JUNE**

1-2 Victoria. Enhancing Communication Skills in the Workplace, University of Victoria, 09:00-17:00, \$275. Contact Ione Wagner, (250) 721-8944, [danderson@uvcs.uvic.ca](mailto:danderson@uvcs.uvic.ca), <http://www.uvcs.uvic.ca/esie/eace>

4-6 Vancouver. Annual B.C. Physical Education Conference, Moving Matters, hosted by the Physical Education Provincial Specialist Association (PEPSA), UBC. Contact Glenn Young (604) 590-2255, F: (604) 590-2588, [gyoung@radiant.net](mailto:gyoung@radiant.net), <http://www.ciao.trail.bc.ca/sd11/rss/pepsa.html>

29-July 3 Langley. Video Production for Secondary Teachers. \$399. Contact Dawne Tomlinson, (604) 530-2141, [dawne\\_tomlinson@bc.sympatico.ca](mailto:dawne_tomlinson@bc.sympatico.ca)

29-July 10 Burnaby. Conceptual Physics with Hewitt, a 2-week summer institute for teachers of physics and physical science, with Paul Hewitt, master teacher and author of Conceptual Physics, Burnaby South Secondary School. Contact Peter Hopkinson, (604) 871-7285, [phopkin@vcc.bc.ca](mailto:phopkin@vcc.bc.ca)

29-July 3 Abbotsford. Canadian Teachers Teaching with Technology. A TI-83 graphic calculator institute, sponsored by Texas Instruments and BCAMT. The presenter will be George Murnaghan from Abbotsford, \$195. Contact Mary-Lee Webster, (604) 864-0220, F: (604) 864-0109, [MarylLee\\_Webster@sd34.abbotsford.bc.ca](mailto:MarylLee_Webster@sd34.abbotsford.bc.ca)

See BCTF Web site: ([www.bctf.bc.ca](http://www.bctf.bc.ca)) for July and August listings.

**SEPTEMBER**

1-2 Richmond. McCracken Educational Services 2-Day Literacy Through Teaching Workshop for K-2 teachers, ESL teachers, and curriculum and resource specialists, 08:00-16:00, Delta Pacific Resort and Conference Centre. \$200 includes GST and lunch. Contact MES, 16A-15531 24th Avenue, Surrey, BC V4A 2J4, 1-800-567-7505, (604) 531-2435, F: 1-888-334-2554, (604) 531-2549.

25-26 Prince George. ESL PSA/TEAL Miniconference, Van Brien Training Centre. Contact Beryl Botham, (250) 562-1355.

25-27 Naramata. The Naramata Conference for Inclusive Education, beyond the talk, featuring Mary Falvey, Norm Kunz, Maggie Lindsay-Tadey, Barry MacDonald. Pro-conference sessions: Pat Mirenda, Navigating the Autism Treatment Maze; Adele Weir, Working with Students with Fetal Alcohol Syndrome; Contact Maureen Docherty (VSB) (604) 713-5211, or Linda Weinberg (Langley) (604) 534-4171, F: (604) 469-1629, [http://www.geocities.com/Athens/Olympus/1031\\_naramata@rogers.wave.ca](http://www.geocities.com/Athens/Olympus/1031_naramata@rogers.wave.ca)

**OCTOBER**

22-24 Squamish. Global Rights = Global Responsibilities (Teaching Citizenship: 50 Years of Human Rights), a conference/retreat sponsored by the Teachers for Peace and Global Education PSA, Camp Squamish. Two night accommodation, use of the pool, six meals, PAGE membership/subscription: BCTF members \$110 and students \$80. Non-BCTF members \$120. Contact Judy Brayden (250) 390-2189, [jbrayden@nanaimo.ark.com](mailto:jbrayden@nanaimo.ark.com)

23 TBA. B.C. Dance Educators' Association Conference. Contact Judy Herridge (604) 581-2709.

23 Vancouver. Celebrating Diversity. Ninth Annual ESL PSA Conference, Eric Hamber Secondary School. Workshops K-12. Contact Colleen Tsoukalas, VSB, (604) 713-5218, F: (604) 713-5244.

23 Richmond. Congrès de l'AP-PIPC. Montre et Récontre 98. Jaque-line Caron, auteur de Quand revient septembre...volumes 1 et 2; guides sur la gestion de classe participative, Hotel Radisson. Contacter Sophie Bergeron (604) 463-1929, [sbergero@cln.ete.bc.ca](mailto:sbergero@cln.ete.bc.ca)

23 New Westminster. Quality Physical Education, Douglas College. Contact Debbie Keel, (604) 463-0866, [dkeel@uniserve.com](mailto:dkeel@uniserve.com)

23 Vancouver. B.C. Co-operative Learning Association conference, Literate Connections: Together Is Better, co-operative learning and literacy, featuring Pat Holburn, Vicki Rothstein, Rhoda Termansen and others, SFU Harbour Centre. \$40. BCLA Conference, 116-6336 197th Street, Langley, BC V2Y 2T7, (604) 534-0744.

23 Surrey. B.C. Technology Education Association Conference. Contact Julie Crawford (604) 463-4613.

23 Richmond. B.C. Association of Teachers of Modern Languages Conference 98, with keynote speaker Dr. Martin Collis, Delta Pacific Resort and Conference Centre. Contact Chair Dennis Hazelton F: (604) 584-5294, Co-chair Gillian Bloom F: (250) 598-2945, Registrar Dave Henry F: (250) 361-1403.

23 Richmond. Ready or Not! We Teach Mathematics! B.C. Association of Mathematics Teachers annual conference and general meeting, Cambie Secondary School. One hundred session offerings running from 08:00 to 16:00. Keynote: Kari-Neel. Contact Pat Phillips, P/F: (604) 261-7748.

23-24 Richmond. The Text and Beyond, Executive Inn and McMath Secondary School. Jamie McKenzie keynote. Visit <http://www.sd38.bc.ca/BCTLA/> and ><http://www.bctf.bc.ca/PSAs/BCTLA/>

23-24 Vancouver. Teachers of Home Economics Specialist Association Conference, Home Economics in Transition, John Oliver Secondary School. Contact Carole Macfarlane (604) 327-8341.

23-24 Kelowna. Provincial Intermediate Teachers' Association Fall Conference 98, Okanagan Mission Secondary School. Keynote: Humanist Susan Carter. Contact Leah Gray, [lgray@netidea.com](mailto:lgray@netidea.com), or Paul Wood, Box 255, Grand Forks, BC V0H 1H0, (250) 442-0280, F: (250) 442-0159, [pwwood@sunshinecable.com](mailto:pwwood@sunshinecable.com), <http://www.bctf.bc.ca/psas/PITA/conference.html>

23-24 Vancouver. Pathways for Success, 35th Annual Fall Conference of the B.C. Primary Teachers' Association, featuring Dr. Thomas Armstrong, Dr. Barrie Bennett, Dr. David Booth, Dr. Martin Brokenleg, Caren Cameron, Marcy Cook, and Tony Stead, Vancouver Trade and Convention Centre. \$140 BCPTA members. Contact Grace Sinnema, (604) 850-5526, F: (604) 850-1817, [innovnet@uniserve.com](mailto:innovnet@uniserve.com). For conference registration booklets, call or fax (604) 855-3511.

23-24 Vancouver. Building Bridges, Not Walls, a multiculturalism/antiracism conference sponsored by The Consortium for Cultural Diversity in Education (CODE), featuring current resources and research, proven programs and exemplary skills. Coast Plaza Hotel. \$160. Contact Anna Bosi, BCTF, 100-550 West 6th Avenue, Vancouver, BC V5Z 4P2, (604) 871-1831, 1-800-663-9163 (local 1831), F: (604) 871-2291, [abosi@bctf.bc.ca](mailto:abosi@bctf.bc.ca)

29-31 Victoria. A joint international conference, Tel Ed 98, sponsored by International Society of Technology and Education (ISTE), Open School, and Computer-Using Educators of B.C. (CUEBC). Contact Al Maxwell, [amaxwell@direct.ca](mailto:amaxwell@direct.ca)

Future October PSA days (BCTF procedure statement 30.A.14):

1998-1999:	October 23, 1998
2004-2005:	October 22, 2004
1999-2000:	October 22, 1999
2005-2006:	October 21, 2005
2000-2001:	October 20, 2000
2006-2007:	October 20, 2006
2001-2002:	October 19, 2001
2007-2008:	October 19, 2007
2002-2003:	October 25, 2002
2008-2009:	October 24, 2008
2003-2004:	October 24, 2003
2009-2010:	October 23, 2009

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

# Students mine a rich vein of history

by Werner Kaschel

For three days in early June, school bags are filled not with texts and notebooks, but with camping equipment, small first-aid kits, and gold pans. The classroom is the outdoors. The destination is Princeton.

Since 1992, I have been taking my classes, either Grade 6 or 6/7, to Princeton Castle Park, a 110-acre recreational site around the ruins of a 1908 cement factory. The following summarizes both academic and managerial preparation for the undertaking.

## In-class preparation

The trip culminates courses taught throughout the year. Starting in September, I incorporate into weekly spelling tests, notions and vocabulary related to B.C. communities, historical or present-day Canadians, and a First Nations group. These activities enhance the students' understanding of B.C.'s history—Canadian Studies.

In science, the students study plants, forestry, the salmon's life cycle, animals of British Columbia, and fossils. Each year, guest speakers address issues relevant for the trip: members of the Northwest Preservation Society, and Rick O'Neil, a wildlife photographer, whose specialty is grizzly bears and threatened animals and regions of British Columbia. The speakers discuss animal habits, habitats, and life cycles and dangers and safety precautions when in contact with certain species.

In social studies, students are introduced to British Columbia's southwest social history.

One unit deals with First Nation's society from pre-contact to contemporary periods: First Nation's uses of natural resources, the Indian Act, land-claim issues, and the Anti-Potlatch act. We also delve into some Native art forms, with emphasis on "pictograph" art and their interpretations. History lessons on placer mining and some of the folklore, treasure stories of the Princeton region, captivate the students.

A Red Cross First Aid course, People Savers, is taught by Ken Douglas, a Surrey fire captain. The students learn the ABC's of First Aid, useful for any emergencies, at home or away.

## Fundraising

The campsite averages \$430 for two nights and three days plus \$250 for gas expenses for the parent drivers. In the past, students have made and sold muffins, popcorn, and beeswax candles at school. Our most successful fundraiser is a skate-a-thon, generating \$700 to \$1,400.

## On site

For the last three years, professional photographer, writer, outdoor survival instructor and cook, Nelson Lewis, has been hired to present a number of workshops, at addi-

tional costs to the students. After all the tents are set up and the camp is organized, Lewis presents "Outdoor Survival"; the students learn to make a smoker, a reflector, a Dutch oven, start a fire without matches, and cook on hot rocks. Nelson Lewis

cooked for Queen Elizabeth on one of her voyages. His smoked fish, jerky, apple pie, and sour-dough muffins are delicious. His second session provides tips on fly fishing, and the last workshop is on nature photography.

The trip would not be pos-

sible were it not for supportive parents able to take time from work to assist in this venture. Parents' positive and enthusiastic support provides an excellent supervision ratio of one adult for three or four students for the three-day stint. The parent supervisors

take students fishing to Allison Creek in Princeton Castle Park, Similkameen River, or Martin Lake. Other adults keep up their hiking boots and take students to look for the remnants of Billy Miner's (aka Grey Fox) cabin and perhaps some of his booty said to be located in the park.

Unsuccessful in locating such vestiges, parents and students are nevertheless rewarded with a great view of Princeton and part of the Similkameen Valley. Camps have also included horseback riding and swimming. One experienced guide and parent, Karen Jones, was instrumental on two occasions in organizing and teaching several crafts and evening activities.

The second day is spent exploring the past. Our journey begins at the ruins of Granite Creek, a ghost town dating from the 1886 gold rush. Prior to our gold panning, I give a brief history of the town and its layout of streets and buildings. Gold fever sweeps through the camp—after I teach parents and students gold-panning techniques, people line up along the creek frantically panning in search of the precious metal. I then receive a barrage of calls: "Mr. Kaschel, I think I found gold. Is this gold?" In most cases, we find fools' gold (pyrite), but occasionally a lucky person finds a few flakes (flour) of gold. After panning, we walk up to the old Granite Creek cemetery, and I ask the students to find by reading the graves' inscriptions the ethnic origins of the townspeople.

Our second stop is Vermilion Bluffs, along the banks of Similkameen River. Here prehistory is preserved in fossils. Students search for ferns, leaves, and worm fossils as well as ochre. The site was once a popular ochre-gathering site for the Similkameen peoples, who collected the various hues of red and white ochre for painting their pictographs and for trade.

If time permits, we search out a few of the pictographs that are scattered throughout the Okanagan region. Interpretation of some of the pictographs can be difficult because of aging or unfamiliarity with the symbols. At the pictograph sites, students interpret and create stories with the various symbols.

Prior to returning home, we enjoy an intriguing historic tour of the ruins of the old cement factory. The tour guide has an uncanny resemblance to Billy Miner. Coincidence? History lives on in Princeton.

Steeped in First Nations, mining, and farming history, Princeton makes a great outdoor museum and recreational location. Teaching and learning beyond the classroom is stimulating and rewarding for all. The trip is an opportunity for students to make tangible connections with the past and with nature.

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